

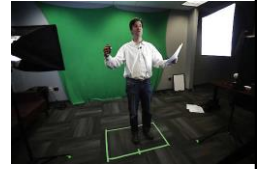
Stepping Into Life Change: A New Measure of the Impact of MOOCs and Open Education

Curtis J. Bonk, Professor, Indiana University
Instructional Systems Technology Dept.
Mimi Miyoung Lee, Ph.D., Associate Professor
Department of Curriculum and Instruction
University of Houston



Audience Poll #1:

- I. Who remembers what they were doing on 911?
II. Who remembers what they were doing on 441
(April 4, 2001)?



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."



Audience Poll #1:

Has learning technology has ever transformed your life.



Fast Forward 25+ Years...
"Anyone can now learn anything
from anyone at any time."

Learn anything from
anyone, anywhere.



Learning is Changing
New Technologies =
New Delivery Methods...



Learning is More Open (80-Year-Old WGU Texas Grad Keeps His Promise, November 30, 2012, Reeve Hamilton, Texas Tribune)



Starts June 2, 2014 (in Coursera) Programming for Everyone

Chuck Severance, University of Michigan
<https://www.coursera.org/course/pythonlearn>

Understanding Research Methods

University of London, June 2, 2014-July 14, 2014
<https://www.coursera.org/course/researchmethods>



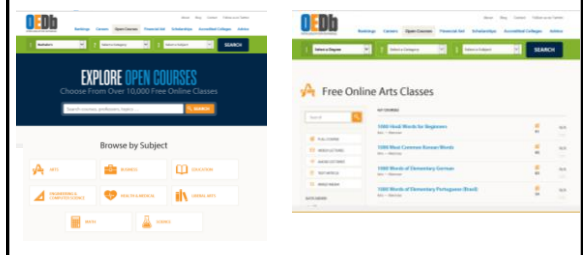
June 18, 2014 Free, Open Online Course for K-12 Educators, October 2014 (Oregon State University and Stanford)

<http://ocw.mit.edu/ocw/ocw-education/ocw-education-program>



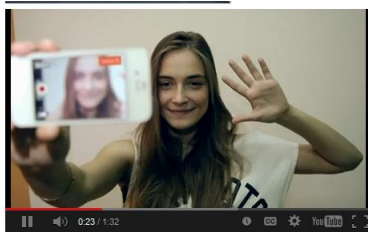
June 17, 2014 Open Education Database (built by volunteers)

<http://oedb.org/open/>



May 5, 2014 Mobile MOOCs: New platform challenges conventional MOOCs eCampus News

<http://www.ecampusnews.com/top-news/new-platform-challenges-conventional-moocs/print/>



October 31, 2013 The launch of OERu: Towards free learning opportunities for all students worldwide, BC Campus (Canada)

<http://bccampus.ca/2013/10/31/the-launch-of-oeru-towards-free-learning-opportunities-for-all-students-worldwide/>

The launch of OERu: Towards free learning opportunities for all students worldwide

October 31, 2013

Imagine anyone in the world having access to a world-class education. That's exactly what is now possible. The launch is a landmark moment that marks a transition from an international collaboration of accessible OERu study.



The official launch takes place at the University of British Columbia and will be hosted by Dr. Alan Lipson, Vice-Chancellor of UBC. The launch is a landmark moment that marks a transition from an international collaboration of accessible OERu study.



September 16, 2013

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/>



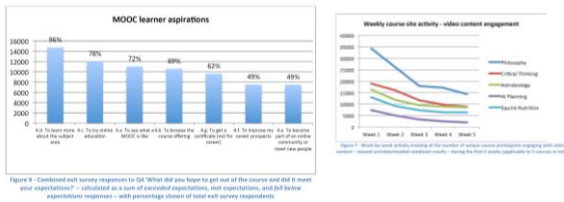
Students attend an orientation session at Kepler, a new hybrid program in Kigali, Rwanda, which will use MOOCs and classroom time to help students earn competency-based associate degrees.

But there are problems...!



May 2013

1. Dropout (i.e., retention) Concerns MOOCs @ Edinburgh 2013– Report #1



June 13, 2014

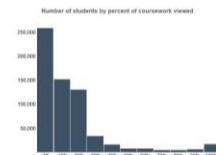
2. Lack of Engagement with Content 8 Things You Should Know About MOOCs

Chronicle of Higher Education, Jonah Newman and Soo Oh
<http://chronicle.com/article/MOOCs-EdX/146901/>

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.



April 17, 2014

3. Issues of Age, Gender, and Course Type

Infographic: Global MOOC statistics

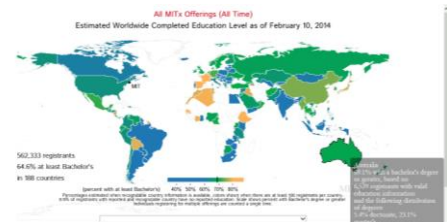
eCampus News, Meris Stansbury
<http://www.ecampusnews.com/research/infographic-moocs-global-436/>
 Infographic: <https://magic.piktochart.com/output/1747660-moocs>



February 20, 2014

4. Issues of Impact and Elitism 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/146113/>



April 21, 2014**Not Impacting the Underprivileged**

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

Gayle Christensen and Brandon Alcorn, UPenn, New Scientist

http://www.nature.com/news/story/2014/04/21/moocs_not_impacting_the_underprivileged.html



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.

June 12, 2014**5. Assessment and Credentialing 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-viable-alternative-traditional-degree>



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

April 30, 2014**6. Lack of Feedback and Human Contact**

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>

**April 27, 2014****7. Localization and Translation of Content**

Coursera, Global Translator Community, Chronicle of Higher Education

<https://www.coursera.org/about/translate>

Coursera Seeks to Create a 'Global Translator Community'

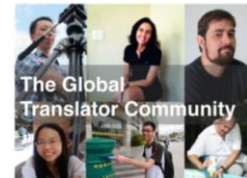
Bring a great education to the world.

Join the **Global Translator Community**.

[Sign up](#)

The Global Translator Community (GTC) is a community of volunteers and partner organizations working to make great educational content accessible across geographic and linguistic boundaries. GTC participants work together to translate top courses on Coursera into their native languages.

[Join the GTC >](#)
[Meet our translators >](#)

**May 31, 2014**

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/article/article.aspx?aid=2009238&cid=joongang&category=Korea&module=Comment>



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)

January 27, 2014: Maybe it is not so open!**8. Complete Shutdown or Lock-out**

Coursera Support Center, Why is my country blocked?

<http://help.coursera.org/customerportal/article/1422714-why-is-my-country-blocked>

Online education platform Coursera blocks students in Syria and Iran, Wamba, Nina Curley (Syria restored but not Cuba, Iran, Sudan, and Syria)

Student Support Center

Why is my country blocked?

As you may know, certain countries (Syria, Iran, Sudan, and Cuba) are not currently supported by Coursera. This is due to the fact that Coursera is not currently able to provide access to its content in these countries.

However, Coursera is working to make our content available in these countries as soon as possible. We will notify you when we are able to do so.

We value our global community of users and students, and we are committed to providing the best possible learning experience for all of our users.



Online education platform Coursera blocks students in Syria and Iran

by Nina Curley, Wamba

documents

Sign in

Forgot password

Help

Feedback

Privacy policy

Terms of service

Wamba

Wamba

Wamba

Wamba

Wamba

Wamba

Wamba

On the other hand... There is life change

April 9, 2014

**"MOOCs and how they will change the world,"
blog post by Noelle Acheson**

<http://alt.c2t2.com/2014/04/09/moocs-and-how-they-will-change-the-world/>



Example #1. May 28, 2014 Alexander the MOOC Lands

Inside Higher Education, Guy M. Rogers

<http://www.insidehighered.com/blogs/higher-ed-beta/alexander-mooc-lands#sthash.GUAXSK7.dpbs>

"Inspiring engagement, passion, and a love of learning are of course harder outcomes to measure...Without any prompting from EdX or WellesleyX students also decided to form ongoing Alexander study groups. MOOCs can inspire students all over the world and change their lives too." (Guy MacLean Rogers is Kemper Professor of Classics and History at Wellesley College.)



Example #2: June 15, 2014 Starbucks offers workers 2 years of free college, CNN Money, Gregory Wallace (from Arizona State online programs)

http://money.cnn.com/2014/06/15/news/economy/starbucks-schultz-education/index.html?hpt=hp_12

<http://www.nytimes.com/2014/06/16/us/starbucks-to-provide-free-college-education-to-thousands-of-workers.html>

Starbucks offers workers 2 years of free college

By Gregory Wallace (@gregwallace) June 13, 2014 9:13 PM EDT



Example #3: June 16, 2014

Metra Mehran is a college student in Political Science and Public Administration in Afghanistan. Afghanistan Student Keynote, by Elliott Masie Learning 2014, October 26-29, 2014

<http://www.learning2014.com/blog/item/afghanistan-student>



We are honored to announce an exciting keynote speaker at Learning 2014, Metra Mehran, a college student from Afghanistan. Metra will be flying to Orlando in October with her mother, to present a perspective about the role that digital education has played in her life - as it opened up the door to her furthering her education. Previously, access to education was often restricted for female students.

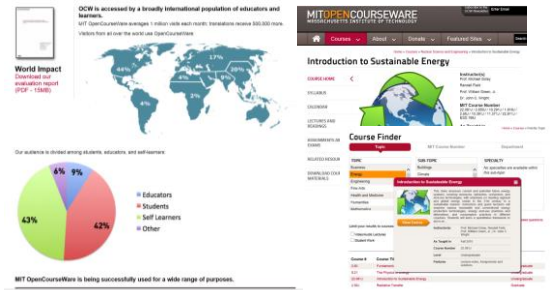
June 14, 2014 What we need are learner voices and video interviews (not just researchers) MOOC Research (and video interviews)

<http://www.moocresearch.com/report>



Research Study #1: MIT OpenCourseWare (OCW)

<http://ocw.mit.edu/index.htm>



MIT OCW Study

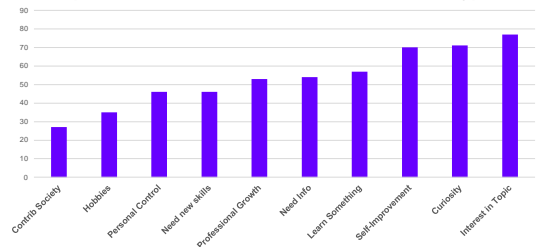
■ E-newsletter subscription 156,000 people

- **1,429 completed surveys**
 - ◆ **613 completed open ended items**
- **50% over age 40**
- **76% males**
- **North America (44 percent); Asia (23 percent); Europe (14 percent); South America (10 percent); Middle East (3 percent); Oz (2 percent).**
 - ◆ **Top countries in the MIT OCW subscriber list were the United States, India, China, Brazil, Nigeria, Pakistan, Iran, Canada, the UK, Taiwan, Indonesia, Mexico, and Egypt.**

Reasons to explore?

Main Reason Explore the Web Informally to Learn

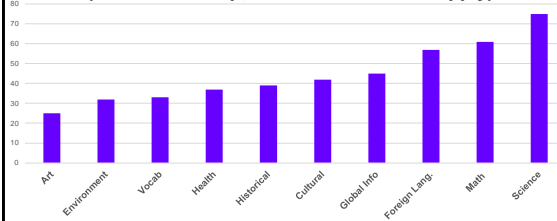
(MIT OCW Group; Note: Check all that apply)



Skills hoping to acquire?

Skills Would Like to Learn Online Informally

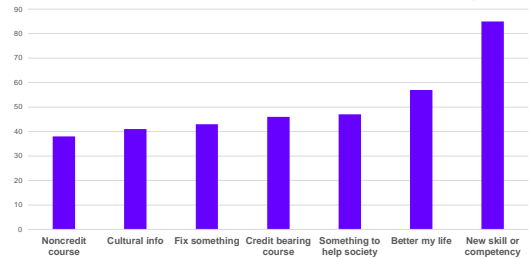
(MIT OCW Group; Note: Check all that apply)



Hoping to achieve?

Like to Achieve from Learning Informally Online

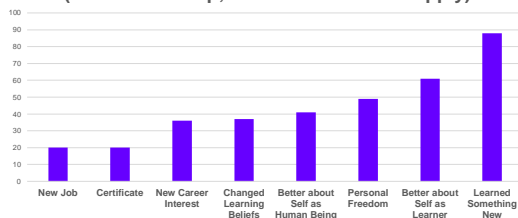
(MIT OCW Group; Note: Check all that apply)



Actual achievements?

Achievements from Informal Online Learning Pursuits

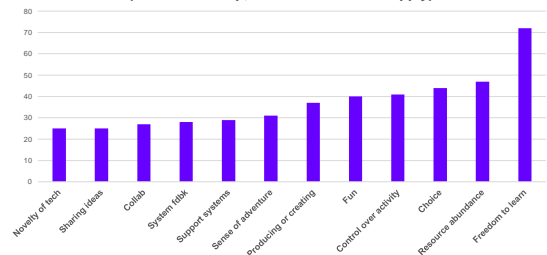
(MIT OCW Group; Note: Check all that apply)



Factors leading to success or personal change?

Factors Leading to Success or Personal Change When Exploring Online

(MIT OCW Group; Note: Check all that apply)



Qualitative Analyses

- A 43-item survey of 1,429 newsletter subscribers of the MIT OpenCourseWare (OCW) initiative
- Culture and identity of MOOC learners
- Mixed methods with a group of researchers (Lee, M., Bonk, C., Sheu, F-R, & Kou, X, 2013)
- NVivo vs. Manual analysis on 25 open-ended items

MOOC Learners

- Strong intrinsic motivation: “my own pleasure”
- Emphasis on autonomy: “nobody helped me”
- Love for creation and sharing
- Membership of community with people of similar interests

Data analysis

Challenges

- Possible overlaps between the open-ended questions
- Connected responses across the questions

Analysis Decision

- Analyzing by participant and not by question
- Treating as 764 (BB: 159, MIT: 605) short “interviews”

NVivo vs. Manual analysis

1. Importance of understanding the complexities behind individual experiences.
2. Challenges with big data.
3. Need for multiple perspectives and methods in data analysis.

Findings

- Need to understand heterogeneity of MOOCs participants and complexity behind their motives for participation
 - Shared values: Sense of purpose, importance of control, pride as a self-motivated, autonomous learner.
 - Diverse ways of pursuing the values: manifested in contradicting ways (i.e. about assessment, certifications)

Shared Values

- Sense of Purpose
- Importance of control (i.e., time and content)
- Pride as self-motivated, autonomous learners
- Learning as fun
- Sharing knowledge
- Sense of confidence and empowerment through peer recognition

Complex manifestation of values

(Example 1)

Assessment, Certificates and Job improvement

1. Doing better in the current job---freedom to choose with no evaluation and no certificates.
2. Changing/Getting a job--- new skills on one's own time and pace with some form of assessment.
3. Seeking promotion within the job---preference for assessment, certificates that could be legitimately recognized by the employer.

Complex manifestation of values

(More examples)

- Valuing freedom to choose but also wanting more evaluation and structure to help make that choice
- Seeking "formal support" in "informal learning"
- Learning "just for the sake of learning" but wanting peer recognition

Implications and moving forward

- Possibilities for new systems of classification
 - Participant goals
 - Tangible outcomes vs. Affective outcomes
 - Legitimate Peripheral Participation vs. Full participation
- Issues of "designing" informal learning environment or MOOCs
- Identifying better ways to reach those who are not self-motivated learners

MIT Data (example #1):

Self-Taught on Social Media

(21-30 year old unemployed female, North America)

At first my purpose was to fulfill boredom ...**After graduating with a MS, I was faced with unemployment.** I took the opportunity to read blogs, watch Youtube videos, and more to learn about blogging and social media. Since then I have become well versed in social media and other business topics and started a business... **I decided not to pursue a PHD because I am learning a more rapid pace.** Instead of spending 5 years in school, I can be flexible and work on what I am learning.



MIT Data (example #2):

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.**



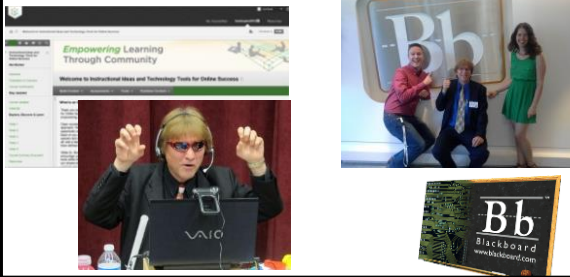
MIT Data (example #3):

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.



Blackboard MOOC and Open Education Study

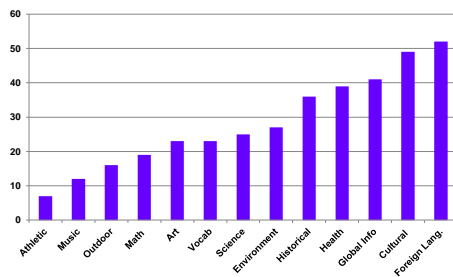


Blackboard MOOC Sample

- Survey notice sent to 3,800 MOOC participants
- **159 completed surveys**
 - ◆ 49 completed open ended items
- 72% over age 40
- 73% females
- North America (81 percent); Asia (2 percent); Europe (6 percent); South America (1 percent); Middle East (2 percent); Australia/NZ (7 percent); Africa (1 percent)

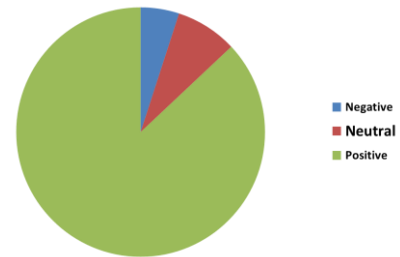
Blackboard Data

Figure 3. Specific skills wanting to learn informally online



Experience life change?

(0 = not at all; 5 = moderately; 10 = significantly)
Has your life changed from informal learning on the Web?



Goals and Motivations (Blackboard MOOC)

- Improve their job prospects
- Pursue personal interests or hobbies
- Seeking certification of some type
- Information seeking
- Means to expand one's formal learning



Life Changing Example #1

Yes. **I plan to focus my Ph.D. research on alternative forms of learning** (informal DIY) and credit (like open badges) and the changes higher ed and employers will have to make to accept these forms of credit.



Life Changing Example #2

It has made my job much easier and it's been easier for me to execute certain tasks, **making me more willing to take on bigger challenges.** It was also shown me how enjoyable it is to learn a computer language. It opened my mind to considering possibilities in this area. It also **made my husband respect my ability** around computers a bit more.



Life Changing Example #3

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.



Information Seekers (DIYers): Personal Identity

"Today, we were trying to install a pool filter--we got instructions off You Tube. I also just bought a recumbent exercise bike--I looked at online reviews before making a choice." She then added, **"Knowing that I did not need to ask an actual person for help was life changing.** I am an introvert by nature, and I prefer to figure things on my own. **Knowing that I can research informally on the Web is reassuring."**



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."



Seeking Relevance

"I almost always listen to podcasts or .mp3 audio books, etc. when biking. After one session of learning some Korean language on a bike I was on my way home and chose to stop into a store for some take-out food. The conversation was almost identical to the lesson I had just learned."



Informal Learner Characteristics: Self-Reliant

"Knowing that I did not need to ask an actual person for help was **life changing.** I am an introvert by nature, and I prefer to figure out things on my own. Knowing that I can research informally on the Web is reassuring."

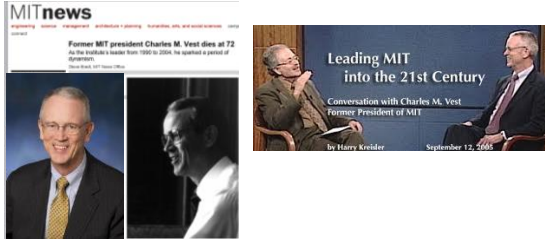


December 13, 2013

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>



Any Questions or Comments?

Slides at: TrainingShare.com

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

Email: cjbonk@Indiana.edu

Email: mlee@Central.UH.EDU

