

MOOCs and Open Education Around the World:

Recent News and Research Clues

Moodle MOOC #7, November 1, 2015

<http://www.wizia.com/online-class/3182476-mm7-moodle-and-open-education-around-the-world>

Curt Bonk, Indiana University

cjbonk@indiana.edu



Fall 2014, On Wisconsin MOOC, Meet MORC (Massive Open Radio Course)

WHA, UW Madison, College of the Air, 1933,
Vocational Training dedicated to Agriculture,
and later Home Economics and Typing



MORC, Meet MORC

Enter the age of the MOOC...



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."

Audience Poll #1: Who in here has taken a MOOC?



Jot down in the chat window the topic of MOOCs you have taken...



November 2, 2012

**The Year of the MOOC,
New York Times, Laura Pappano,**

http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?hp&_r=1



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).

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>

The cumulative number of MOOCs didn't break 100 until the end of 2012. But by the end of 2013 that number had grown to over 800. And today the number of registered MOOC students added in 2015 is nearly equal to the last three years combined.

October 19, 2015 by Ellen Wexler

Facebook Twitter LinkedIn Google+ Comments (30)

MOOCs Are Still Rising, at Least in Numbers

When one of the first massive open online courses appeared at Stanford University, 160,000 students enrolled. It was 2011, and fewer than 10 MOOCs existed worldwide.

October 19, 2015

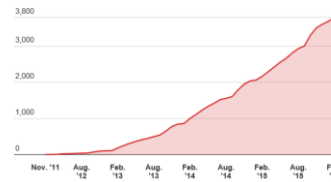
MOOCs Are Still Rising, at Least in Numbers,

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](#)

October 19, 2015

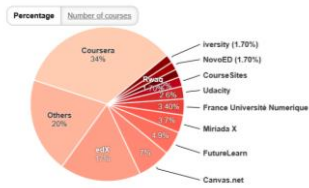
MOOCs Are Still Rising, at Least in Numbers,

Ellen Wexler, Chronicle of Higher Education

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

Course Distribution by Provider

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



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

October 28, 2015

The 10 Ed-Tech Companies That Are Raising the Most Money (at a new high), Ellen Wexler, Chronicle of Higher Education

http://chronicle.com/article/The-10-Ed-Tech-Companies-That/2339797?cid=at&utm_source=atl&utm_medium=emb&utm_campaign=atl&utm_content=atl&utm_term=atl&utm_id=67148&utm_referrer=http://www.chronicle.com

3. Coursera

Funding to date: \$146,000,000

What it does: Coursera works with universities to offer massive open online courses.

4. Kalntra

Funding to date: \$116,100,000

What it does: Kalntra produces a video platform that helps users publish and manage their video content.

5. Udacity

Funding to date: \$113,000,000

What it does: Udacity offers users the ability to create their own online courses, which are run through the company's platform.

October 28, 2015

How a 40-Year-Old Idea Became Higher Education's Next Big Thing,

Daniel Berrett, Chronicle of Higher Education

http://chronicle.com/article/How-a-40-Year-Old-Idea-Became/2339767?cid=trend_a&utm_source=atl&utm_medium=emb&utm_campaign=atl&utm_content=atl&utm_term=atl&utm_id=67148&utm_referrer=http://www.chronicle.com

How a 40-Year-Old Idea Became Higher Education's Next Big Thing



Students work on the Internet during a class on data science and machine learning, part of a computer science program at the University of California, Berkeley.

We are entering a jumping off point...

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



Things are heating up!

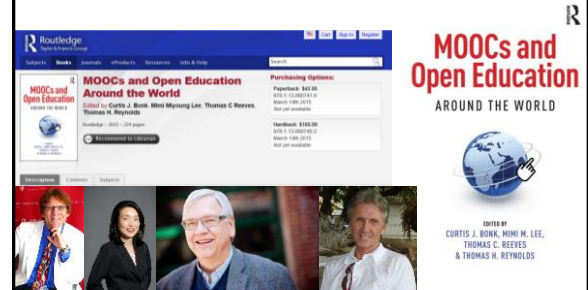
<http://routledge-ny.com/books/details/9781138807419/>



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/>



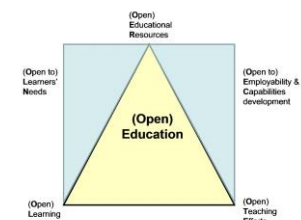
Foreword #1: Open(ing up) Education for All, Boosted by Moocs?

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 Moocs?

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*
- A completely open education infrastructure, which can support extremely rapid, low cost experimentation and innovation, must be comprised of at least these four parts:
- Open Credentials
- Open Assessments
- Open Educational Resources
- 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. Expanded MOOCs that are entirely open could include a multitude of approaches and contexts, thereby exploding the notion of traditional canons in any discipline. Creating such expanded or open MOOCs could be one of the most important developments in pedagogical design."



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

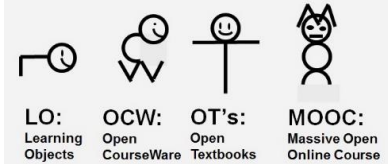
"It is hoped that MOOCs will play a significant role for stakeholders in Japanese higher education in the near future. MOOCs and other forms of educational delivery that will emerge in the coming decades will help these individuals to realize that we now live in a vastly different era from when the dawn of distance learning in Japan back in 1950 as well as the start of the OUJ in 1983."



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



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

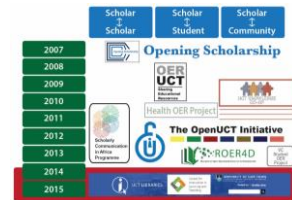
Dr Carina Bossu, University of Tasmania, Australia
Mr David Bull, University of Southern Queensland, Australia
Professor Mark Brown, Dublin City University, Ireland
Figure 5.1. Feasibility Protocol



Chapter 6: Open Education at the University of Cape Town

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

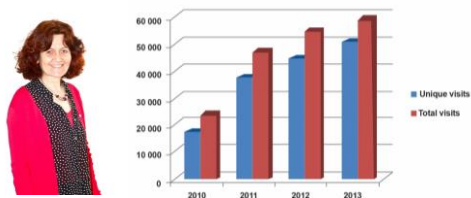
Figure 3: The openness journey at the University of Cape Town (UCT)



Chapter 6: Open Education at the University of Cape Town

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

Figure 3: Growth trajectory of visits to the OpenContent directory (2010-2013)



Chapter 8: MOOCs Downunder: Insights from the Open2Study Experience

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

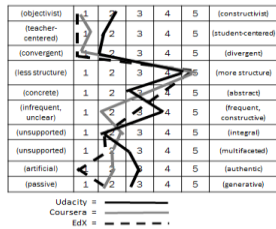
Figure 3: Example of the Indigenous Studies subject



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



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

Paul Kim and Charlie Chung, Stanford University

Figure 2. Group solicitation message from a DNLE
MOOC participant



Design Thinking, Learning and Building on Value

I'm [name], and you are reading this because you want to find a like-minded person to team up with. I believe that education needs to start with helping young people get in touch with what they would really enjoy doing in life. Most people start a life where they learn that making a living is a primary goal, then that drives out the enjoyment. Helping them realize what's valuable can help them understand the difference between short-term gratification and sustainable solutions, between community and design, between vision and value and so on. I believe in teaching the principles of a good "information diet" where people actively choose what to assimilate and build on.

The bottom line is, let's use of education can be improved by:

- using design to create engaging interactive micro-environments/platforms
- use technology to create immersive experiences
- use gamification to motivate and collaboration to organize content. I've been interested in game mechanics for a while, applied in marketing and in design.
- Build tools that will help people find and assimilate useful information, like mindmapping tools, personal growth and goal-oriented apps
- add progress tracking and personal data
- help people learn and grow - so they can live more fulfilling lives focused on value, not money making

I earned with a Bachelor's Degree in Psychology, got a M.A. in Marketing and became a self-taught graphic designer later in life.

Please reply to this introduction if you want to team up with me.

UPDATE:

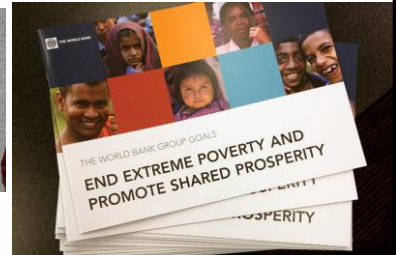
As a result of your amazing feedback, I have started a new post on my "Journal" page where I provide more in-depth details related to this initial idea presented in my introduction. Thank you for your support! Keep the good energy flowing!

I'll be contacting everybody who left a reply to private as well.

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

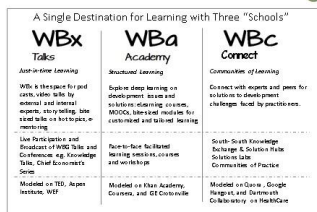


Chapter 19: Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty

Sheila Jagannathan, World Bank, Washington DC

Figure 7: Open Learning Campus Structure

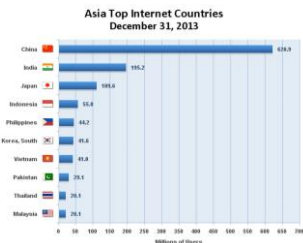
Learning: The Open Learning Campus



Chapter 20: The Glocalization of MOOCs in Southeast Asia

Zoraini Wati Abas, Ed.D.

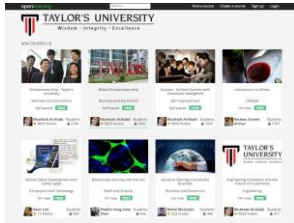
Figure 1. Asia's Top Ten Internet Countries



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%. 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.



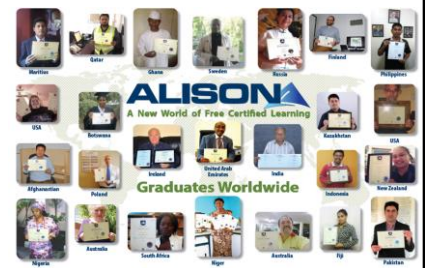
Chapter 24: ALISON: A New World of Free Certified Learning

Mike Feerick, CEO & Founder, ALISON



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

Mike Feerick, CEO & Founder, ALISON



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.advancelearning.com/why-wait-for-others-to-fight-ebola>



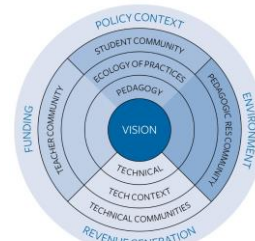
WHY WAIT FOR OTHERS TO FIGHT EBOLA?

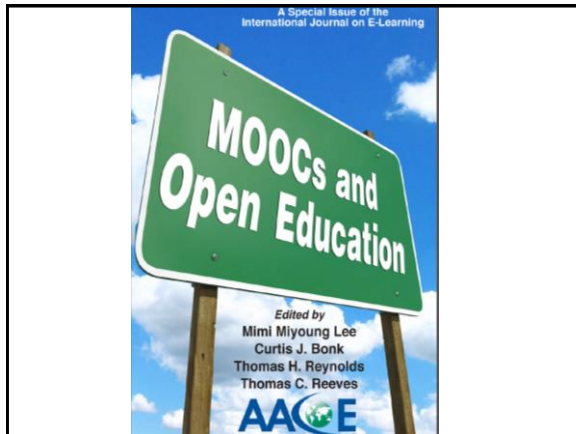
Disinfecting a room in Monrovia, Liberia: Online courses are providing health advice to fight Ebola.

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





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

Question #1.

"What are the problems that MOOCs and OER are supposed to address?" or "Are MOOCs and OER "solutions" in search of problems?"
 (Note: Put ideas in the chat window.)



30+ Sample MOOC Research Topics



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

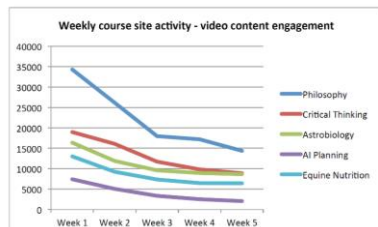


Figure 7 - Week-by-week activity tracking of the number of unique course participants engaging with video content – viewed and downloaded combined results – during the first 5 weeks (applicable to 5 courses in total)

Audience Poll #4:

Have you ever dropped a MOOC?
Have you ever completed a MOOC?

The World's Largest MOOC to Date?

320,000 Enrolled Students

UDACITY



May 2013
Research Topic #2.
MOOC Motivators
MOOCs @ Edinburgh 2013– Report #1

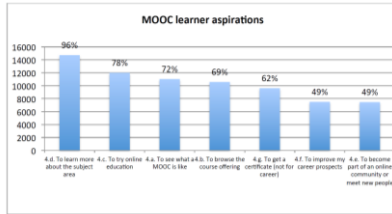


Figure 9 – Combined exit survey responses to Q4 “What did you hope to get out of the course and did it meet your expectations?” – calculated as a sum of exceeded expectations, met expectations, and fell below expectations responses – with percentage shown of total exit survey respondents

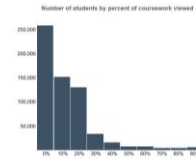
June 13, 2014
Research Topic #3.
Learner Engagement with Content

8 Things You Should Know About MOOCs
Chronicle of Higher Education, Jonah Newman and Soo Oh

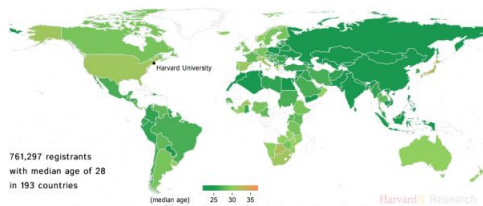
5. Nearly half of registrants never engage with any of the content

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
Research Topic #4.
Impact of MOOCs Across Age, Gender, and Course Type



April 21, 2014
Research Topic #6. 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.nbc.com/sites/health_and_sciencenews.2014/04/21/mooc-students-are-educated-employed-and-male.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
Research Topic #7. 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-degrees>



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

May 31, 2014
Research Topic #8.
Localization of Content
ocMOOCs and hMOOCs
Revolutionizing online education

Professor creates courses tailored to cultural differences,

Korea Joong

<http://koreajoongangdaily.co.kr>

ng.co.kr]

ng.co.kr]



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)

Research Topic #9. 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
Opensource Opencourseware Prototype System
開放式課程計劃



January 27, 2014

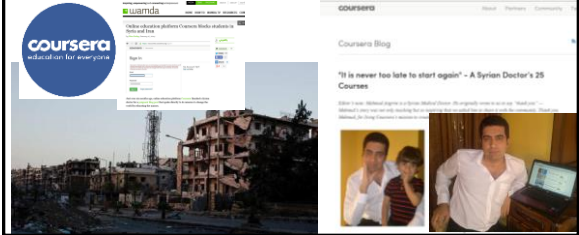
Research Topic #10.

Various Geo-Political Issues

Coursera Support Center, Why is my country blocked?

<http://help.coursera.org/contents/faq/1432214-why-is-my-country-blocked>

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



May 27, 2015 Research Topic #11. 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 - 8:15pm
By George Veletsianos

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

<http://chronicle.com/blogs/techtherapy/2012/10/01/inside-99-what-when-why-computers-could-mean-for-computers/>



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



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

April 30, 2014 Research Topic #12. Impact of Blending FTF 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-hub-locations-hosted-by-the-new-york>



Research Topic #13. Learning for Enjoyment vs. Credentials and Badges



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."**



October 1, 2015

Digital badges hit the big time in higher ed: Micro-credential programs target professionals needing a skills boost, Matt Zalaznick, University Business, October 2015
<http://www.universitybusiness.com/article/digital-badges-hit-big-time-higher-ed>

UB UNIVERSITY BUSINESS THU, OCT 1 • 2 PM EST • REGISTER • (248) 686-0770

From UB Magazine
 Digital badges hit the big time

Key Takeaway: 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...](#)

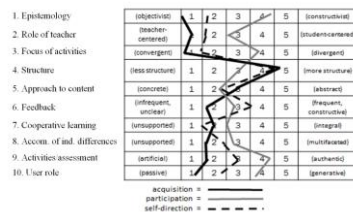


July 2015

Research Topic #14. 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



September 16, 2013

Research Topic #15. 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.

Half-Way Pt.

Which of the research ideas mentioned so far match what you have written down?
 (Enter in Chat Window)



Research Topic #16.

Impact of Mobile MOOCs

(e.g., mobile courses on smartphone and perhaps soon on smart watches)

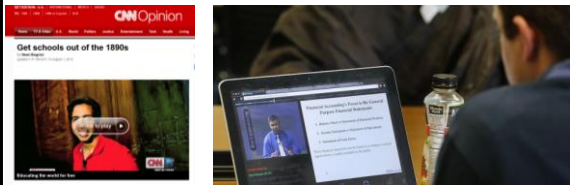


January 7, 2015 Research Topic #17.

Flipped the Classroom with MOOCs

When a Flipped-Classroom Pioneer Hands Off His Video Lectures, This Is What Happens, Jeffrey R. Young, The Chronicle of Higher Education

<http://chronicle.com/article/When-a-Flipped-Classroom/133031/>



A student watches a video of Norman Nemrow's accounting class. Mr. Nemrow started the video lectures nearly 15 years ago at Brigham Young U. He is now retired, but students still watch him on the screen.

June 16, 2015 Learning is More Video-Based

Lynda.com Excel Training, IU
Acquired for \$1.5 Billion, April 23, 2015

<http://www.lynda.com/Excel-tutorials/Excel-2010-Essential-Training/61219-2.html>



April 23, 2015 Research Topic #18. 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."

January 8, 2015 Obama Plan Would Help Many Go to Community College Free

JULIE HIRSCHFELD DAVIS and TAMAR LEWIN, The New York Times

http://www.nytimes.com/2015/01/09/us/politics/obamas-proposal-free-community-college-education-for-some-students.html?_r=1



President Obama running onto the stage before delivering remarks at Central High School in Phoenix on Thursday. Credit Doug Mills/The New York Times

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-Play-Role-Is-So-Disruptive/340965/>
<http://extensiononline.com/putting-moocs-to-work-cscap-infographic/#.VEXR6o3wtjs>

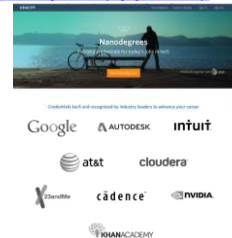


August 5, 2015 Research Topic #19. Nanodegrees and Microcredentials How Nanodegrees Are Disrupting Higher Education John Waters, Campus Technology

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

How Nanodegrees Are
Disrupting Higher Education

By John K. Waters 08/05/15



October 7, 2015

MIT Master's Program to Use MOOCs as 'Admissions Test', Jeffrey R. Young, Chronicle of Higher Education

MIT Unveils 'MicroMaster's,'
<http://chronicle.com/article/MIT-Master-s-Program-to-Use/233685>

THE CHRONICLE OF HIGHER EDUCATION

MIT Master's Program to Use MOOCs as 'Admissions Test'



February 2, 2015
Research Topic #20. Accessing Experts Via MOOCs for Informal Learning

Here Comes Professor Everybody: The 'sharing economy' meets higher education, Chronicle of Higher Education, Jeffrey R. Young
<http://chronicle.com/article/Here-Comes-Professor-Everybody/151445/2cid=at>



Kevin deLapante, an associate professor at Iowa State U., makes an average of \$2,500 per month teaching from his home studio (above) on sites like Udemey.

Employee to Employee Training G2g (Googler to Googler) Training
 Seven Ways to Corporate MOOC, Udemey 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.

HERE'S A GOOGLE PERK ANY COMPANY CAN IMITATE: EMPLOYEE-TO-EMPLOYEE LEARNING

GOOGLE EMPLOYEES ARE NOW OFFERING TO TEACH OTHERS HOW TO DO EVERYTHING FROM MOUNTAIN CLIMBING TO PARENTING. HERE'S HOW IT WORKS.

BY SHANNON HUGHES



February 2, 2015
The Expert Cafe

Here Comes Professor Everybody: The 'sharing economy' meets higher education, Chronicle of Higher Education, Jeffrey R. Young
<http://chronicle.com/article/Here-Comes-Professor-Everybody/151445/2cid=at>

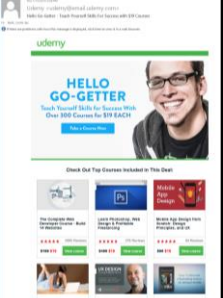


August 5, 2015

Shubham Jaglan Overwhelmed by "Dream" Return Home After Double World Championship
 Disha Chopra, NDTV Sports
<http://sports.ndtv.com/golf/news/248551-shubham-jaglan-overwhelmed-by-dream-return-home-after-double-world-championship>
<http://www.ndtv.com/video/player/news/india-s-golf-prodigy-shubham-jaglan-returns-home-to-heros-welcome/377614>



January 15, 2015
Email from Udemey



September 15, 2015 Research Topic #21. 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>



September 22, 2015 Research Topic #22. 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

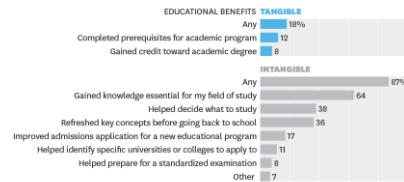
Who's Benefiting from MOOCs, and Why

[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

October 25, 2014 Research Topic #23. Survey Research on OER Awareness and Use

Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014
<http://www.onlinelearningurvey.com/reports/openingthecurriculum2014.pdf>

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



Research Topic #24. 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 Paul Butler



October 6, 2015**Research Topic #25.****MOOCs as a Learning Supplement**

Using MOOCs to Fill In Your Weak Spots, Hanna Peacock, Inside Higher Ed

https://www.insidehighered.com/blogs/gradhacker/using-moocs-fill-your-weak-spots?utm_source=inside+higher+ed&utm_campaign=b05053fb7-2-DNU20151007&utm_medium=email&utm_term=0_1fcb04421-3f09033fb7-197362401

**April 20, 2015****Research Topic #26. 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."

**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.**



Audience Poll #5:
Would you like to research MOOCs now?

- A. Yes...**
B. No...



Any Comments or Questions?

Slides at: TrainingShare.com
Papers: PublicationShare.com
Free Book: <http://tec-variety.com/>
MOOCsBook: <http://moocsbook.com/>

