

MOOCs and Open Education: Creations, Challenges, Curators

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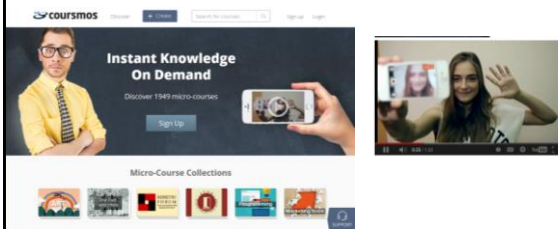


Part I. Creations



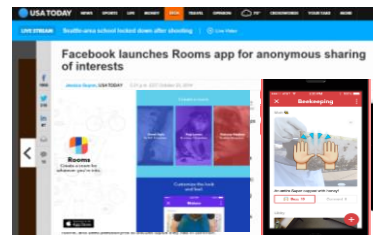
Learning is More On Demand May 5, 2014

Mobile MOOCs: New platform
challenges conventional MOOCs
eCampus News (<https://coursmos.com/>)
<http://www.ecampusnews.com/blog/news/new-platform-challenges-conventional-moocs/print/>



Learning is More Social October 24, 2014

Facebook launches Rooms app for
anonymous sharing of interests,
USA Today, Jessica Guynn
<http://www.usatoday.com/story/tech/2014/10/23/facebook-launches-anonymous-sharing-app-creative-labs/1779367/>



Learning is More Synchronous Dubai to Puerto Rico (Edgar Leon)

https://www.youtube.com/watch?v=Imaw0YwTh2Y&list=UChO-jm1p2Kd95kV_Iw



Livemocha (now part of Rosetta Stone)

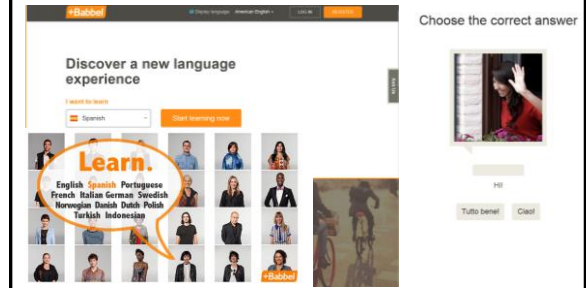
<http://livemocha.com/>



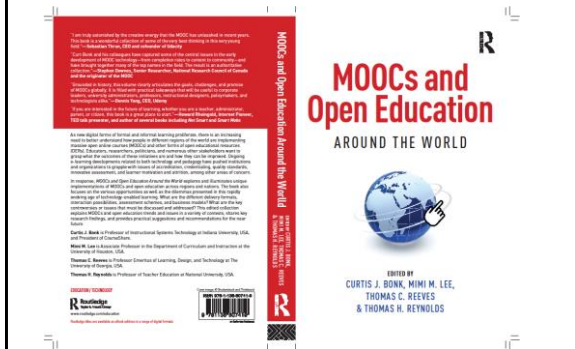
The Mixxer Language Exchange for Everyone <http://www.language-exchanges.org/>



More Online Language Learning Babbel <http://www.babbel.com/>



New Book: June 2015



June 2015

The MOOC Misstep and the Open Education Infrastructure

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

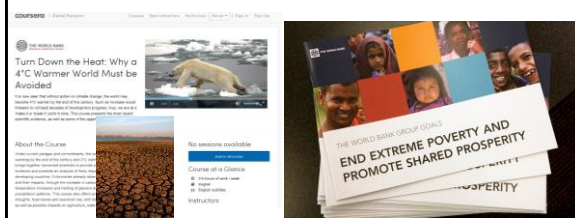
The Open Education Infrastructure:

"A completely open education infrastructure, which can support extremely rapid, low cost experimentation and innovation, must be comprised of at least these four parts:"

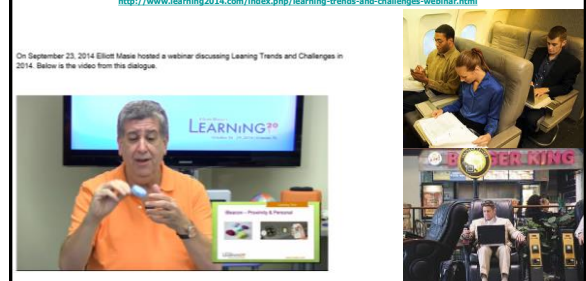
1. Open Credentials
2. Open Assessments
3. Open Educational Resources
4. Open Competencies



June 2015 Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty Sheila Jagannathan, World Bank, DC, USA MOOC on Climate Change <https://www.coursera.org/course/warmerworld>

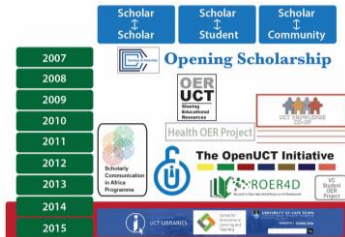


June 2015 Open Learning in the Corporate Setting Elliott Masie's (i-Beacon; Bluetooth low energy proximity sensing) <http://www.learning2014.com/index.php/learning-trends-and-challenges-webinar.html>

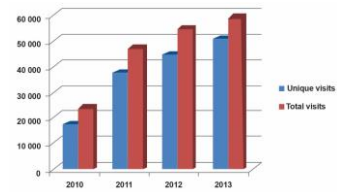
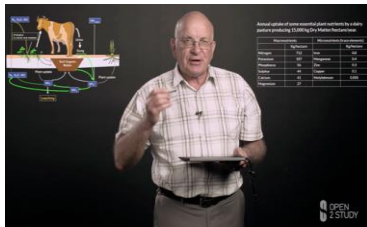


June 2015**Open Education at the University of Cape Town**

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

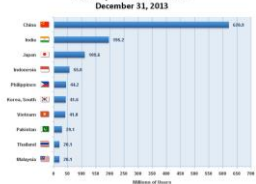
Figure 1. The Openness Journey at UCT**June 2015****Open Education at the University of Cape Town**

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

Figure 3: Growth trajectory of visits to the OpenContent directory (2010-2013)**June, 2015****MOOCs Downunder: Insights from the Open2Study Experience**Maggie Hartnett, Mark Brown, and Amy Wilson
Massey University, Dublin City University, and Massey University**Figure: Example video with interactivity through an iPad****June, 2015****MOOCs Downunder: Insights from the Open2Study Experience**Maggie Hartnett, Mark Brown, and Amy Wilson
Massey University, Dublin City University, and Massey University**Figure: Example of the Indigenous Studies subject****June, 2015****The Glocalization of MOOCs in Southeast Asia**

Zoraini Wati Abas, Ed.D.

- Malaysia's Internet: 67 percent, 20 million users.
- Indonesia Internet: 27 percent, 55 million users.

Asia Top Internet Countries**June, 2015****The Glocalization of MOOCs in Southeast Asia**

Zoraini Wati Abas, Ed.D.



June 2015

Reflections of an early MOOC provider: Achievements and future directions

Jeff Haywood, Amy Woodgate, David Dewhurst, University
of Edinburgh, Scotland, UK

MOOCs @ Edinburgh 2013– Report #1

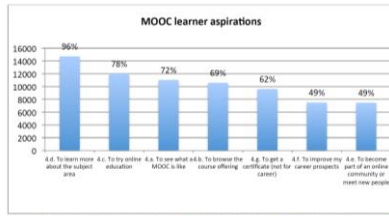


Figure 9 – Combined exit survey responses to Q4 'What did you hope to get out of the course and did it meet your expectations?' – calculated as a sum of exceeded expectations, met expectations, and fell below expectations responses – with percentage shown of total exit survey respondents

June 2015

Reflections of an early MOOC provider: Achievements and future directions

Jeff Haywood, Amy Woodgate, David Dewhurst, University of
Edinburgh, Scotland, UK

MOOCs @ Edinburgh 2013– Report #1



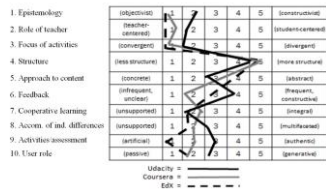
Figure 7 – Week-by-week activity tracking of the number of unique participants engaging with video content – viewed and downloaded combined results – during the first 5 weeks (applicable to 5 courses in total)

June 2015

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 1. Comparisons of pedagogical approaches
across 1 EdX, 5 Coursera, and 7 Udacity courses

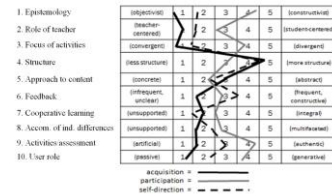


June 2015

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



Part II. Challenges



1. MOOC Challenges: Finding Appropriate Ones

"I think the hardest part is finding a MOOC that would work. It is not like there is a directory of MOOCs. You get out what you put in - the more you put in - in terms of writing and connecting the more you will get out of the experience. While the experience is informal - you need to give it more of a formal importance in your daily schedule."



2. 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."**



Learning for Enjoyment Versus Credentials and Badges



February 2012 3. Lack of Access Issues

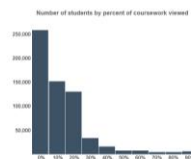
Seeds for Empowerment, Tanzania
Getting Juice for Technology (generator)



June 13, 2014 4. Lack of Engagement with Content

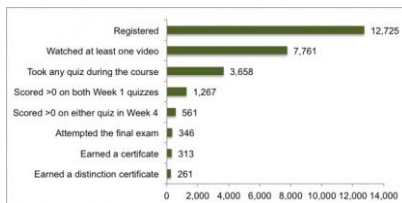
8 Things You Should Know About MOOCs
Chronicle of Higher Education, Jonah Newman and Soo Oh
<http://chronicle.com/article/MOOCs-EdX/146901/>

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



February 24, 2013 Big (MOOC) Data, Inside Higher Education, Dayna Catropa

<http://www.insidehighered.com/blogs/stratgedgy/big-mooc-data>



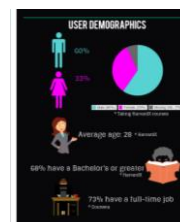
Duke
Bioelectricity: A
Quantitative Approach



April 17, 2014 5. 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>



The Invisible
May 22, 2015, 4:11pm

Overall Challenges and Issues

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

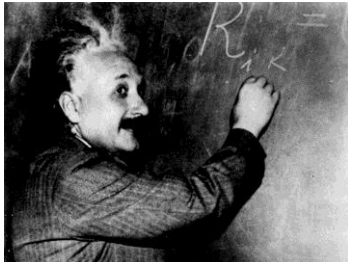


More Challenges

Six Types of MOOCs



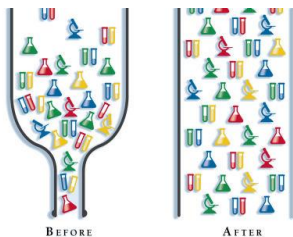
MOOC Type #1. Theory- or Trend-Driven MOOC



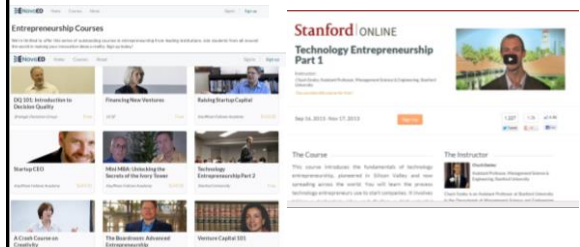
MOOC Type #2. Remedial Course MOOC



MOOC Type #3. Degree or Program Qualifier or System Bottleneck MOOC



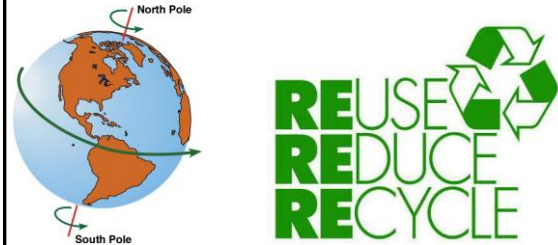
MOOC Type #4. Professional Development (PD) (practical) MOOC



MOOC Type #5. Conference MOOC (stretch a conference)



MOOC Type #6. Rotating, Repeatable, and Reusable MOOC



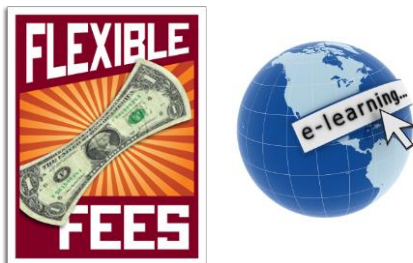
Still More Challenges... Six MOOC Business Plans and Models



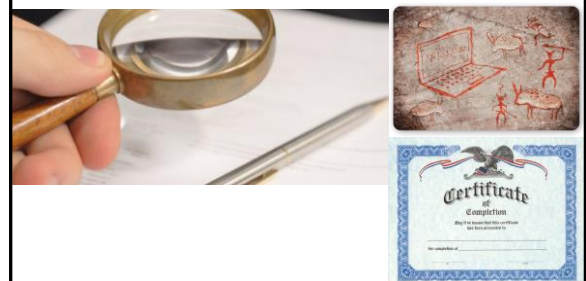
MOOC Business Model #1. Advertisers Underwrite Courses and Degrees



MOOC Business Model #2. Small and Flexible Application or Enrollment Fee



MOOC Business Model #3. Course Assessment Fee



MOOC Business Model #4. Free Entryway Course



eCornell Offers a MOOC That Steers Students to a Paid Follow-Up
January 5, 2015 12:46 pm
By Katherine Mangano

Cornell University's online spinoff is moving into MOOCs, with a free marketing course in its hospitality program starting on Tuesday. But the program will be designed to steer students toward a follow-up course for \$4,000 to get a professional certificate.

The free online course, "Marketing the Hospitality Brand Through New Media: Social, Mobile, and Search," is being offered by eCornell. It's geared toward people working to sales, marketing, and financial positions in the hospitality industry, and is being taught by Robert J. Kowalski and William Carroll, faculty members at Cornell's School of Hotel Administration.

MOOC Business Model #5. Option for University Credit (full price)



MOOC Business Model #6. Company Sponsored Recruitment MOOCs (companies pay for names and contact info of high performers)



Even More Challenges! The Role of the MOOC or Open Education Instructor

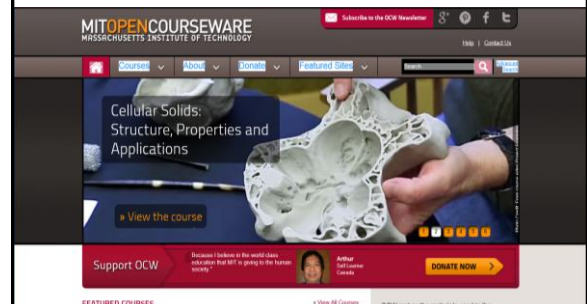


Part 3. Curators...



MIT OpenCourseWare (OCW)

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



October 31, 2013

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

<https://theramus.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 credentials for it. With the launch that's exactly what is now possible and marks a transition from an international program of accessible OERu studies.



The official launch event was held in Vancouver, British Columbia, Canada, on October 31, 2013. The event was attended by representatives from the OERu consortium, including the University of British Columbia, the University of Alberta, and the University of Saskatchewan. The event was a significant milestone in the history of OERu, marking the transition from an international program of accessible OERu studies to a formal launch event.



Six "C" Metaphors of Instructors (e.g., "Credit Manager")



1. Instructor as Conductor



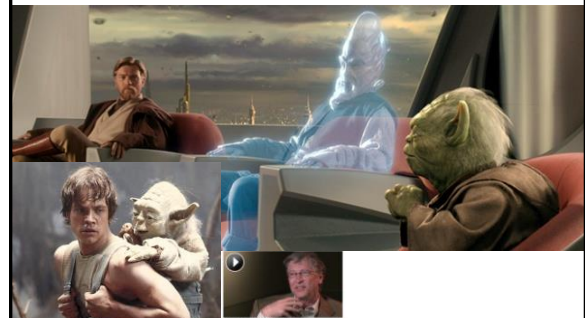
2. Instructor as Consultant



3. Instructor as Counselor



Or Super Counselor...



4. Instructor as Curator



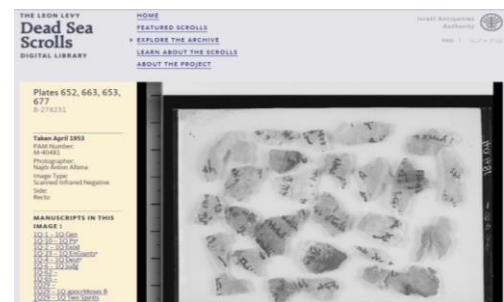
5. Instructor as Concierge



6. Instructor as Camping Trip Guide



Travel to Unique OER (e.g., Dead Sea Scrolls)



January 28, 2015 Or to Dangerous Current Events! Discovery Education "Techbooks"

<http://www.discoveryeducation.com/what-we-offer/techbook-digital-textbooks/index.cfm>



Or Back in Time...

Interactive Multimedia E-Books

June 10, 2014, Chronicle of HE, 300 images, more than 700 notes and explanations, multimedia annotations, video commentary, and two dozen videos.

Digital Dubliners: <http://digitaldubliners.com/>

James Joyce: <http://joyceways.com/>



Even Further Back in Time!

April 23, 2014

**Shakespeare's Dictionary? Skepticism Abounds,
Chronicle of Higher Education, Jennifer Howard**

<http://shakespearesotheive.com/blogs/skepticism>



How support it all?

Ask Lumen Learning

<http://lumenlearning.com/>

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Sustaining Success

Including your success with OER shouldn't be a headache. We have our own support faculty, materials

Some Curator Advice

**Six MOOC Instructor Guidelines
(Instructor as Course Ambassador?)**



MOOC Instructor Guide #1.

Plan and Prepare

October 12, 2012

Radical rethink: how to design university courses in the online age, Paul, Wappett, The Conversation, Australia

<http://theconversation.net.au/wordpress/wp-content/uploads/2012/10/How-to-design-university-courses-in-the-online-age-97327>

THE CONVERSATION

TRADITIONAL STUDY MODEL - LINEAR



ONLINE STUDY MODEL - DYNAMIC



MOOC Guide #2.

**Use Peer, Machine, Volunteer,
and Self-Assessment**



MOOC Guide #3.

**Address Participants by Geographic
Region (personalize it)**



MOOC Guide #4. Form Groups and Social Supports



MOOC Guide #5. Share Resources and Recap them Weekly

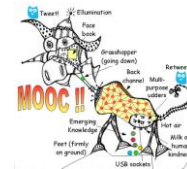


MOOC Guide #6. Involve the Participants (e.g., use debates, polling questions)



Audience Poll: Would you like to teach or take a MOOC now?

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



Gordon Lockhart, iBerry,
<http://iBerry.com/>
<http://go55.wordpress.com/2011/03/08/cock11-man-this-mooc-is-something-else/>

Any Comments or Questions?

Slides at: TrainingShare.com

Papers: PublicationShare.com

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

Free MOOC book Preface:

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

Dr. Curt Bonk – CJBonk@Indiana.edu



Time for a short break...

Slides at: TrainingShare.com

