Plenary Session
Four Perspectives on MOOCs
Making Sense of MOOCs:

Musings in a Maze of Myth, Paradox & Possibility
The herd instinct to Mooc!
MOOCs: What lies beyond the trough of disillusionment?
PLAN

- History
PLAN

- History

_Those who cannot remember the past are condemned to repeat it_

George Santayana
PLAN

- History

*What is new is not true and what is true is not new*

Hans Eysenck on Freudianism
How will universities use online learning?
MOOCs

online learning routine

open & distance regresses
PLAN

- History
- Technology adoption & hype cycles
- What future for online teaching?
- Which way out of the MOOCs maze?
Moon Landing – 20 July 1969

“That’s one small step for a man; one giant leap for mankind”

Neil Armstrong
Moon Landing – 20 July 1969

“That’s one small step for a man; one giant leap for mankind”

Neil Armstrong

Open University – 23 July 1969

“Open as to people
- Open as to places
- Open as to methods
- Open as to ideas”

Lord Geoffrey Crowther
Distance Teaching Universities
So What?

(or is history bunk?)

- Scaling up higher education is not new
● 250,000+ students
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004

(Sunday Times University Guide 2004)

1  CAMBRIDGE  96%
2  LOUGHBOROUGH  95%
3=  LONDON SCHOOL OF ECONOMICS  88%
3=  YORK  88%
5  THE OPEN UNIVERSITY  87%
6  OXFORD  86%
7  IMPERIAL COLLEGE  82%
8  UNIVERSITY COLLEGE LONDON  77%
9  ESSEX  77%
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6. OXFORD 86%
7. IMPERIAL COLLEGE 82%
8. UNIVERSITY COLLEGE LONDON 77%
9. ESSEX 77%

…and OU top for student satisfaction
So What?

(or is history bunk?)

- Scaling up higher education is not new
- MOOCs are becoming less open
MOOCs began in Canada (2008)

University of Manitoba

George Siemens

Connectivism & Connective Knowledge

25 students on campus
2,300 public - free
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries

OPEN EDUCATIONAL RESOURCES
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared
The Paris Declaration
Paris Declaration on OER

10. Encourage open licensing of educational material produced with public funds.
Survey on Governments’ Open Educational Resources (OER) Policies

Exploring the Business Case for OER

Prepared by Neil Butcher and Sarah Hoosen for the Commonwealth of Learning

Prepared for the World OER Congress

June 2012
VANCOUVER - British Columbia is set to become the first province in Canada to offer students free online, open textbooks for the 40 most popular post-secondary courses.
“MOOCs...
...one further step
in the evolution of
Open Educational Resources”

Martin Bean
Vice-Chancellor
How MOOCs are derailing Open Education

ICDE Conference, Tianjin, China: 16-18 October, 2013
The original MOOCs were “open” in two respects:

Open as in “open registration”

Open as in “open license”
‘The new cohort of MOOCs are distinct from the original MOOCs in that they are “open,” thus far, in only one respect: they are open enrollment. The new MOOCs have not yet openly licensed their courses.’
PLAN

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- Which way out of the MOOCs maze?
The diagram illustrates the lifecycle of an innovation, from Tech. Trigger to Plateau of Productivity. It includes the phases:

- **Tech. Trigger**
- **Peak of Inflated Expectations**
- **Trough of Disillusionment**
- **Slope of Enlightenment**
- **Plateau of Productivity**

The lifecycle is divided into five segments representing different groups of adopters:

- **Innovators**
- **Early Adopters**
- **Early Majority**
- **Late Majority**
- **Laggards**

This model is attributed to Joseph C. H. in 1962 and has been adapted by others, including Joe Betts-LaCroix, who provided the diagram in 2010-04-07.
Moore’s Technology Adoption Life Cycle
The Gartner Technology Hype Cycle
...a roller coaster ride next year?
...enlightened MOOCs or something else?
PLAN

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Online teaching & learning:
No Chasm – the Majority will join
Tony Bates

Outlook for online learning in 2013:
online learning comes of age
Nearly all institutions will move much of their regular teaching online, either as purely online courses or as hybrids of face-to-face and online

BECAUSE:

- Student body is changing
- Students are opting for online
- HEIs must get their costs down
- Online may prove to be better
The Gartner Technology Hype Cycle
Hype Cycle for Online Learning?
PLAN

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MOOCs

online learning routine

open & distance regresses
Greater awareness of Open, Distance and Online Learning

If Harvard and London are doing it distance education it must be OK!
Greater awareness of Open, Distance and Online Learning

But not if few people complete MOOCs successfully and even they do not get credit!
A new pedagogy
Improve and open

Monetize and close
THE FUNDAMENTAL TENSION

open offerings

restrictive recruitment
Good little piggies in make good bacon out!

Dan Coldeway
OXFORD

PARIS

DIFFICULT IN, EASY OUT
Open as to:

- People
- Places
- Methods
- Ideas

EASY IN, DIFFICULT OUT
CONCLUSION

MOOCs are not the best route to developing an institutional capacity to offer regular degree programmes online.
THE AIM
“to lead students into online award-bearing programmes and have them graduate at rates at least as good as those of their fellow students on campus”.
Possible Services

• Course conversion
• Technology platform
• Student recruitment
• Organisation of student support
A Guide to Quality in Online Learning
A Guide to Quality in Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
MOOCs: What lies beyond the trough of disillusionment?
THANK YOU

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