

What Campus Leaders Need to Know About MOOCs

An EDUCAUSE Executive Briefing

- ❖ MOOCs (massive open online courses) are courses delivered over the web to potentially thousands of students at a time.
- ❖ While MOOCs have captured the interest of many, the business models and return on investment are still evolving.
- ❖ Currently most MOOCs rely on traditional lecture approaches; students must self-organize study groups or discussion.
- ❖ Institutions may experiment with MOOCs as a brand extension; others must determine how MOOCs fit their instructional portfolio.
- ❖ MOOCs may catalyze new approaches to credentialing.

Massive open online courses—MOOCs—are online courses that are free and open to anyone, with essentially unlimited enrollment.

How MOOCs Work

MOOCs are online courses where lectures are typically “canned,” quizzes and testing are automated, and student participation is voluntary. They attain large scale by reducing instructor contact with individual students; students often rely on self-organized study and discussion groups. An alternative model allows students to vote on which questions should rise to the professor’s attention (e.g., Coursera). edX encourages students to rely on each other, awarding “Karma points” to students who correctly answer other students’ questions. As points accrue, students’ roles can expand, e.g., to a teaching assistant.

Initial MOOCs have often been from disciplines that lend themselves to quantitative assessment, such as engineering, computer science, and math. However, MOOCs are becoming applicable to all fields as the platforms enable assessment methods such as peer review. MOOCs generate massive quantities of data about learner behavior, which can be used to understand cognitive growth and how to improve instruction. Some platforms may evolve from course-delivery systems toward adaptive learning platforms—systems that personalize the experience based on the learner’s performance.

MOOCs embody a convergence of technology and culture that is creating new energy around

The New Players

MOOC Platforms

Coursera: A Stanford spinoff focusing on elite institutions and faculty. Major university partners include University of Virginia, Duke University, University of Pennsylvania, and University of Illinois.

edX: The Harvard, MIT, and Berkeley collaboration to offer the best of all three institutions free online.

Udacity: Disseminates select MOOCs in partnership with individual professors. Founded by ex-Stanford professor Sebastian Thrun after his MOOC went viral.

Udemy: Allows anyone to create and offer a course, whether free or for a fee.

Adaptive Learning Platforms

While not MOOCs, **Knewton** and **Khan Academy** offer massively online material. As students work, these platforms track and correlate data generated—from time of day to clicks and response patterns—to personalize instruction. Ultimately all platforms may use data to adapt instruction to the learner.

e-learning. On the technology side, the tools enabling web-based instruction are more effective and reach greater scale than ever before. E-learning technologies that are widely used in MOOCs include:

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Monske, Elizabeth A., Blair, Kristine L.



What Campus Leaders Need To Know About Moocs:

Language MOOCs Elena Martín-Monje, Elena Bárcena, 2015-08-17 Language MOOCs or LMOOCs are dedicated Web based online courses for second languages with unrestricted access and potentially unlimited participation They are generating interest and expectation in the contexts of university education lifelong learning and online training in general This pioneering book presents an initial analysis of the theoretical and methodological issues underlying LMOOCs and presents empirical evidence of their potential for the development of language communicative competences based upon previously unpublished research It provides a mosaic like view of LMOOC research not only with respect to the geographical and institutional origin of its authors but also to the heterogeneous nature of their respective academic backgrounds and suggests directions for future development As in other types of online language courses the integration of the results of multidisciplinary research projects and teaching experiences related to LMOOCs is fundamental to make the field advance steadily and respond to some of the real challenges and problems faced by individuals working and living in competitive plurilingual societies today

Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future McKay, Elspeth, Lenarcic, John, 2015-03-31 To some in academia Massive Open Online Courses are a paradigm shift in online education while others perceive them as a threat to traditional styles of pedagogy In this regard the time honored model of the university lecture is seen as being a potential casualty of the rise of MOOCs Macro Level Learning through Massive Open Online Courses MOOCs Strategies and Predictions for the Future provides insight into the emerging phenomenon of MOOCs as a design manual for the course designer with a collection of chapters that deal with all facets of the MOOC debate Industry training developers corporate trainers educators post graduate students and others will benefit from the information provided in this book

The Palgrave International Handbook on Adult and Lifelong Education and Learning Marcella Milana, Sue Webb, John Holford, Richard Waller, Peter Jarvis, 2017-10-10 This Handbook provides a wide ranging frame of reference for researching adult and lifelong education and learning With contributions from scores of established and newer scholars from six continents the volume covers a diverse range of geopolitical and social territories across the world Drawing on the multiple heritages that underpin research on education and learning in adulthood this Handbook addresses the inner tensions between adult education adult learning lifelong education and lifelong learning by using current research and theorizations from disciplinary backgrounds including philosophy psychology biology and neuroscience anthropology sociology history political science and economics It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning and locates these in different policy and historical contexts theories and practices It explores a variety of discipline based theoretical perspectives and highlights how these have influenced and been influenced by research in the education and learning of adults The Handbook also explores the inevitable frictions and dilemmas these present and carefully examines the role of the international dimension in researching

education and learning in formal non formal and informal contexts beyond traditional schooling This state of the art comprehensive Handbook is the first of its kind to explore adult education lifelong education and lifelong learning fully as distinct activities on an international scale It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels and for academic researchers professionals and policy makers concerned with adult and community education further and vocational education or work based training and human resource development

Making Learning Happen Phil Race, 2014-05-12 Refreshing original and full of pragmatic evidence based advice In my opinion this is the best book on learning and teaching available to teachers in H E and F E today The environment has changed so quickly over recent years and Phil Race has not only kept abreast of the changes he is way ahead Professor Ruth Pickford Director of the Centre for Learning and Teaching Leeds Metropolitan University In the age of digital communication online learning and MOOCs Higher Education Institutions need to be able to offer even more to their students Centred around Phil Race s well known ripples on a pond model this accessible discussion of post compulsory education identifies the fundamental factors underpinning successful learning and clearly shows you how to help students learn effectively Updates to this third edition include practical tips for students to help you engage your group discussion of four literacies students need comparative discussion of different forms of assessment increased coverage of peer observation and evidence based practice advice on making lectures unmissable online resources including printable checklists for use in class link to a video interview with the author This book is a valuable tool for lecturers and tutors in universities and colleges post 16 teachers in secondary education and educational managers It also provides a useful resource for postgraduate students on higher and further education courses and staff development courses Phil Race gives keynotes on assessment feedback learning and teaching and runs interactive training workshops for staff and students in universities colleges and other organizations throughout the UK and abroad

MOOCs, High Technology, and Higher Learning Robert A. Rhoads, 2015-10-30 The first book to explore the rise of MOOCs through a social science lens In *MOOCs High Technology and Higher Learning* Robert A Rhoads places the OpenCourseWare OCW movement into the larger context of a revolution in educational technology In doing so he seeks to bring greater balance to increasingly polarized discussions of massively open online courses MOOCs and show their ongoing relevance to reforming higher education and higher learning Rhoads offers a provocative analysis of a particular moment in history when cultural political and economic forces came together with evolving teaching and learning technologies to bring about the MOOC He argues persuasively that the OCW and MOOC movements have had a significant impact on the digitalization of knowledge and that they have helped expand the ways students and teachers interact and develop ideas collaboratively He also critically analyzes the extensive media coverage of MOOCs while examining empirical studies of MOOC content delivery the organizational system supporting the OCW MOOC movement and faculty labor concerns Too often technology advocates champion the MOOC movement as a solution to higher education s challenges

without recognizing the pedagogical social and economic costs MOOCs High Technology and Higher Learning challenges many of the democratic claims made by MOOC advocates pointing to vast inequities in the ways MOOCs are presented as an alternative to brick and mortar access for low income populations This book offers a clear eyed perspective on the potential and peril of this new form of education *Massive Open Online Courses and Higher Education* Rebecca Bennett, Mike Kent, 2017-04-21 Since the first MOOC was launched at the University of Manitoba in 2008 this new form of the massification of higher education has been a rollercoaster ride for the university sector The New York Times famously declared 2012 to be the year of the MOOC However by 2014 the number of academic leaders who believed the model was unsustainable doubled to more than 50% While the MOOC hype has somewhat subsided the attitudes and anxieties of this peak time can still be seen influencing universities and their administrations This is the first volume that addresses Massive Open Online Courses from a post MOOC perspective We move beyond the initial hype and revolutionary promises of the peak MOOC period and take a sober look at what endures in an area that is still rapidly growing albeit without the headlines This book explores the future of the MOOC in higher education by examining what went right what went wrong and where to next for the massification of higher education and online learning and teaching The chapters in this collection address these questions from a wide variety of different backgrounds methodologies and regional perspectives They explore learner experiences the move towards course for credit innovative design transformations and implications of the MOOC in turn This book is valuable reading for students and academics interested in education eLearning globalisation and information services **Handbook of Research on Writing and Composing in the Age of MOOCs** Monske, Elizabeth A., Blair, Kristine L., 2016-11-29 The development of online learning environments has enhanced the availability of educational opportunities for students By implementing effective curriculum strategies this ensures proper quality and instruction in online settings The Handbook of Research on Writing and Composing in the Age of MOOCs is a critical reference source that overviews the current state of larger scale online courses and the latest competencies for teaching writing online Featuring comprehensive coverage across a range of perspectives on teaching in virtual classrooms such as MOOC delivery models digital participation and user centered instructional design this book is ideal for educators professionals practitioners academics and researchers interested in the latest material on writing and composition strategies for online classrooms **A COMPREHENSIVE VIEW OF HIGHER EDUCATION SYSTEM** Prof.S.Jeelani, , **Furthering Higher Education Possibilities through Massive Open Online Courses** Mesquita, Anabela, Peres, Paula, 2015-09-03 In recent years technological advancements have enabled higher learning institutions to offer millions of independent learners the opportunity to participate in open access online courses As this practice expands drawing considerable media attention questions continue to arise regarding pedagogical methodology and the long term viability of open learning Furthering Higher Education Possibilities through Massive Open Online Courses seeks to provide a space for discussion of MOOCs what they mean for the learning process

how they are redefining the concept of a classroom and what effects they may have on the role of teachers Featuring emerging research on a variety of topics relating to distance education informal learning as well as educational costs and funding this book is aimed at teachers administrators business professionals and designers of both curricular resources and e classroom technology **Higher Education in the 21st Century: Challenges and Opportunities** Prof. Dr. S. Jeelani,

Advancing Knowledge in Higher Education: Universities in Turbulent Times Fitzgerald, Tanya, 2014-06-30 Over the last three decades higher education institutions have experienced massive changes In particular institutions of higher education have been positioned as a means to contribute to the knowledge economy and gain a level of competitive advantage in the global marketplace *Advancing Knowledge in Higher Education Universities in Turbulent Times* addresses ways in which knowledge is shaped produced and reworked to meet international demands for productive workforces Divided into three sections that interrogate the higher education policy context knowledge production and knowledge workers this reference publication focuses on the role of higher education in business value creation and competitive advantage serving as a useful reference for academicians professionals researchers and students *Re-Envisioning the Public Research University* Andrew Furco, Robert H. Bruininks, Robert J. Jones, Kateryna Kent, 2021-12-24 This volume explores the numerous and competing demands that face America's public research universities and considers how institutions and their leaders can best navigate this challenge to ensure longevity relevance and success on the local national and global stage Today's public research universities have the unique challenge of responding to new societal pressures and policies while remaining true to their core educational missions and values Highlighting the multiple roles that universities must now fulfil as institutions of higher learning as research bodies as institutions with global reputations and as organizations that serve the public the volume asks how they can best evolve in the rapidly changing education landscape Tackling subjects such as faculty culture the role of technology financial sustainability institutional identity diversity and organizational development chapters identify innovative and transformative mechanisms for acclimatizing the public research university to current educational academic and societal needs This text will benefit researchers academics and educators with an interest in higher education educational reform and policy and the sociology of education more broadly Applied Pedagogies Daniel Ruefman, Abigail G. Scheg, 2016-04-15 Teaching any subject in a digital venue must be more than simply an upload of the face to face classroom and requires more flexibility than the typical learning management system affords *Applied Pedagogies* examines the pedagogical practices employed by successful writing instructors in digital classrooms at a variety of institutions and provides research grounded approaches to online writing instruction This is a practical text providing ways to employ the best instructional strategies possible for today's diverse and dynamic digital writing courses Organized into three sections Course Conceptualization and Support Fostering Student Engagement and MOOCs chapters explore principles of rhetorically savvy writing crossed with examples of effective digital teaching contexts and genres of digital text Contributors consider not

only pedagogy but also the demographics of online students and the special constraints of the online environments for common writing assignments The scope of online learning and its place within higher education is continually evolving Applied Pedagogies offers tools for the online writing classrooms of today and anticipates the needs of students in digital contexts yet to come This book is a valuable resource for established and emerging writing instructors as they continue to transition to the digital learning environment Contributors Kristine L Blair Jessie C Borgman Mary Lynn Chambers Katherine Ericsson Chris Friend Tamara Girardi Heidi Skurat Harris Kimberley M Holloway Angela Laflen Leni Marshall Sean Michael Morris Danielle Nielsen Dani Nier Weber Daniel Ruefman Abigail G Scheg Jesse Stommel *The Routledge Handbook of Hispanic Applied Linguistics* Manel Lacorte, 2014-09-19 This book provides a comprehensive overview of Hispanic applied linguistics allowing students to understand the field from a variety of perspectives and offering insight into the ever growing number of professional opportunities afforded to Spanish language program graduates The goal of this book is to re contextualize the notion of applied linguistics as simply the application of theoretical linguistic concepts to practical settings and to consider it as its own field that addresses language based issues and problems in a real world context The book is organized into five parts 1 perspectives on learning Spanish 2 issues and environments in Spanish teaching 3 Spanish in the professions 4 the discourses of Spanish and 5 social and political contexts for Spanish The book's all inclusive coverage gives students the theoretical and sociocultural context for study in Hispanic applied linguistics while offering practical information on its application in the professional sector

Business Education and Ethics: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2017-07-13 In the increasingly competitive corporate sector organizational leaders must examine their current practices to ensure business success This can be accomplished by implementing effective educational initiatives and upholding proper ethical behavior Business Education and Ethics Concepts Methodologies Tools and Applications is a comprehensive source of academic knowledge that contains coverage on the latest learning and educational strategies for corporate environments as well as the role of ethics and integrity in day to day business endeavors Including a broad range of perspectives on topics such as globalization organizational justice and cyber ethics this multi volume book is ideally designed for managers practitioners students professionals and researchers actively involved in the corporate sector

Building Better Universities Jos Boys, 2014-11-13 Building Better Universities provides a wide ranging summary and critical review of the increasing number of groundbreaking initiatives undertaken by universities and colleges around the world It suggests that we have reached a key moment for the higher education sector in which the services location scale ownership and distinctiveness of education are being altered dramatically whether universities and colleges want it or not These shifts are affecting traditional assumptions about both the future shape of higher education institutions and the roles of and relationships between learners teachers researchers managers businesses communities and other stakeholders Building Better Universities aims to bridge the gap

between educational ideas about what the university is or should be for and its day to day practices and organisation It roams across strategic operational and institutional issues space planning and building design and technological change in order to bring together issues that are often dealt with separately By analysing the many challenges faced by higher education in the contemporary period and exploring the various ways universities and colleges are responding this powerful book aims to support a step change in debates over the future of higher education and to enable senior managers and faculty to develop more strategic and creative ways of enabling effective twenty first century learning in their own institutions **La**

expansión del conocimiento en abierto: los MOOC Esteban Vázquez Cano,Eloy López Meneses,José Luis Sarasola Sánchez-Serrano,2013-11-12 Desde los inicios de los cursos masivos en abierto MOOC en 2008 han pasado cinco excitantes años en el mundo de la formación El panorama parece iniciado y relativamente consolidado por lo que parece pertinente abordar las características definitorias más relevantes hasta el momento Presentamos en este libro unas claves sencillas para el entendimiento del movimiento MOOC y pretendemos proporcionar un marco contextual claro y preciso donde ubicar la formación y difusión del conocimiento en abierto No hemos querido presentar un panorama idealizado y adjetivado de bonismo con respecto al movimiento MOOC como cualquier innovación que ha requerido la atención del mundo formativo y universitario mundial y pasado ya el sarampión inicial han surgido controversias que no hemos querido obviar Por lo tanto el lector encontrar los pros y contras del movimiento de forma que se pueda generar una opinión propia y fundamentada sobre los principios de masividad y gratuidad aplicados a la formación general y universitaria **Towards an Intelligent**

Learning Management System Under Blended Learning Sofia B. Dias,José A. Diniz,Leontios J.

Hadjileontiadis,2013-09-29 What are the key channels to change in blended instructional practice as they relate to the use of a learning management system LMS What role LMS users profiles play in facilitating change in practice Can we model users quality of interaction QoI with LMS How inclusiveness and affectiveness could lead to a personalized intelligent LMS iLMS If these questions sound intrinsic to you and to your own experience and circumstance then this book fits absolutely to you Here the term Blended viewed as a fuzzy concept is understood as a stepping stone on the way to the future to explain the multiple ways human beings think act feel of society in the 21st century and to embrace the opportunity of humans to reconstruct new knowledge through the intermediation role of the technology Initially based on an online learning environment theoretical framework some current issues of the educational processes in the digital age of Web 2.0 are analyzed Then after exploring the main methodological procedures characteristic examples of research case studies follow including LMS users trends and profiles and modeling of their QoI using fuzzy logic This book offers useful information that evokes initiatives towards rethinking of the value efficiency inclusiveness affectiveness and personalization of the iLMS based blended learning environment both by the educators the LMS designers and educational policy decision makers **Women and Sustainability**

in Business Kiymet Caliyurt,2016-11-03 Women and Sustainability in Business A Global Perspective brings together original

research from a dozen countries concerning the issues and challenges facing women in sustainable business This is a recurrent topic among researchers regulators companies and rating agencies Governments pay special attention to how women impact the economy when shaping their strategies on economic sustainability Women s contribution to business is fundamental to creating a sustainable economy such that businesses try to strengthen women s presence within their organisations especially on their boards Today sustainable companies cannot survive without strategies involving women Stakeholders regulators NGOs and rating agencies track both women focused strategies and the corporate sustainability reports of companies Well designed strategies for women workers help companies to develop their financial and social sustainability initiatives progressively This book analyses the practice of women in sustainable business in terms of company performance social responsibility board management entrepreneurship employment education management social sustainability environmental politics and technology from a wide range of diverse regional perspectives and highlights the differences between the underdeveloped developing and developed world **Teacher Education** Robyn

Brandenburg, Sharon McDonough, Jenene Burke, Simone White, 2016-06-15 This book an inaugural publication from the Australian Teacher Education Association ATEA Teacher Education Innovation Intervention and Impact is both a product of and seeks to contribute to the changing global and political times in teacher education research This book marks an historically significant shift in the collective work and outreach of the Australian Teacher Education Association ATEA as it endeavours to become an even more active contributor to a research rich foundation for initial teacher education and to a research informed teaching profession The book showcases teacher education research and scholarship from a wide range of institutional collaborations across Australia Studies highlight the multiple ways in which teacher education researchers are engaging with students teachers schools and communities to best prepare future teachers It informs both teacher education policy and practice and is a must read for those engaged in the education community Above all it marks a shift for teacher educators to build a research rich teaching profession

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