MOOCs are not in themselves the transformation of HE

But they have been the catalyst for that transformation
The high-water mark of MOOCs in higher education?
‘Specialist Organisation’ partners
MOOCs for Development
'when more than one-quarter of higher education students are taking a course online, distance education is clearly mainstream.'
Online Enrollment as a Percent of Total Enrollment: Fall 2002 - Fall 2011

From Inside Higher Ed - USA
‘Over 70% of senior academic officers in American universities now consider that learning outcomes in online education are the same or superior to those in face-to-face instruction, while fewer than 30% see them as inferior’
Blended learning

Flexible learning

Online Learning
The continuum of technology-based teaching

(Bates, 2015)
Blended learning

- What mix?

Flexible learning

- How flexible?
Tony Bates

https://opentextbc.ca/teachinginadigitalage/
Babson definitions: % online

Online: 80%
Face to face: 29%
Blended (hybrid): 30%
Blended learning
‘all combinations of online and face-to-face with between 30% to 80% delivered online’

Hybrid learning
‘the whole teaching-learning system is redesigned to create optimum synergy between the face-to-face sessions and learning online’
What does the research say?

- Asynchronous online learning gives better results than face-to-face teaching.

- The superiority of blended learning probably lies not in the online medium itself but in the combination of elements that it uses, resulting in deeper student engagement with the instructional system.
What does the research say?

There is little evidence or theory to guide decisions about what is best done online and what is best done in person in blended learning, or indeed when fully online learning is a better option than classroom teaching.
The Law of Equal Substitution

‘academically, most courses can be taught equally well online or face-to-face’
The Law of Equal Substitution

‘other factors, such as cost, convenience for teachers, social networking, the skills and knowledge of the instructor, the type of students, or the context of the campus, will be stronger determinants of whether to teach a course online or on campus than the academic demands of the subject matter’
Blended learning

Online Learning

Flexible learning

PEDAGOGY

ADMINISTRATION
Too rigid = break        Too flexible = collapse
Beware of too much flexibility in:

- Timing of study
- Variety of outcomes
- Unbundling
is asynchronous when to study?
a mechanism to motivate them to give some priority to their studies when to study?
Beware of too much flexibility in:

- Timing of study
- Variety of outcomes
- Unbundling
New Credentials

Mozilla OPEN BADGES

What’s a Micro Degree?

Nanodegrees
Industry credentials for today’s jobs in tech
See nanodegrees
Learning today happens everywhere. But it's often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.
Beware of too much flexibility in:

- Timing of study
- Variety of outcomes
- Unbundling
Unbundling higher education

Programme design
Content development
Course delivery
Student support
Assessment
Credentialling
Happy world of choice…or…anarchy?
Will students want unbundling?

- Students want an institution they trust
- Faculty like to know ‘their’ students
- Institutions like to identify ‘their’ students
Rebundling higher education

Programme design
Content
development
Course delivery
Student support
Assessment
Credentialling
Universities in 2016: Open or Closed?

Sir John Daniel

Address to AU doctoral students 2016-10-06
THANK YOU

Sir John Daniel

For text & slides:
www.sirjohn.ca