

MOOCs in the Arts and Humanities: Opportunities, Challenges and Implications Across UK Higher Education

Stamenka Uvalić-Trumbić & Sir John Daniel



**MOOCs in the Arts and Humanities:
What are the issues?**



MOOCs in the Arts and Humanities: Opportunities, Challenges and Implications Across UK Higher Education

Stamenka Uvalić-Trumbić & Sir John Daniel



**MOOCs in the Arts and Humanities:
What are the issues?**

Visual Arts Education and New Technologies: Sharing cultures at the DeTao Masters Academy



Vincent Van Gogh
(paint)

SIVA
14 March
2012



David Hockney
(iPhone)

PLAN

- Post-Traditional Higher Education:
the trend to greater openness

PLAN

- Post-Traditional Higher Education:
the trend to greater openness
- MOOCS: myths, paradoxes,
possibilities

PLAN

- Post-Traditional Higher Education:
the trend to greater openness
- MOOCS: myths, paradoxes,
possibilities
- MOOCs in the Arts and Humanities

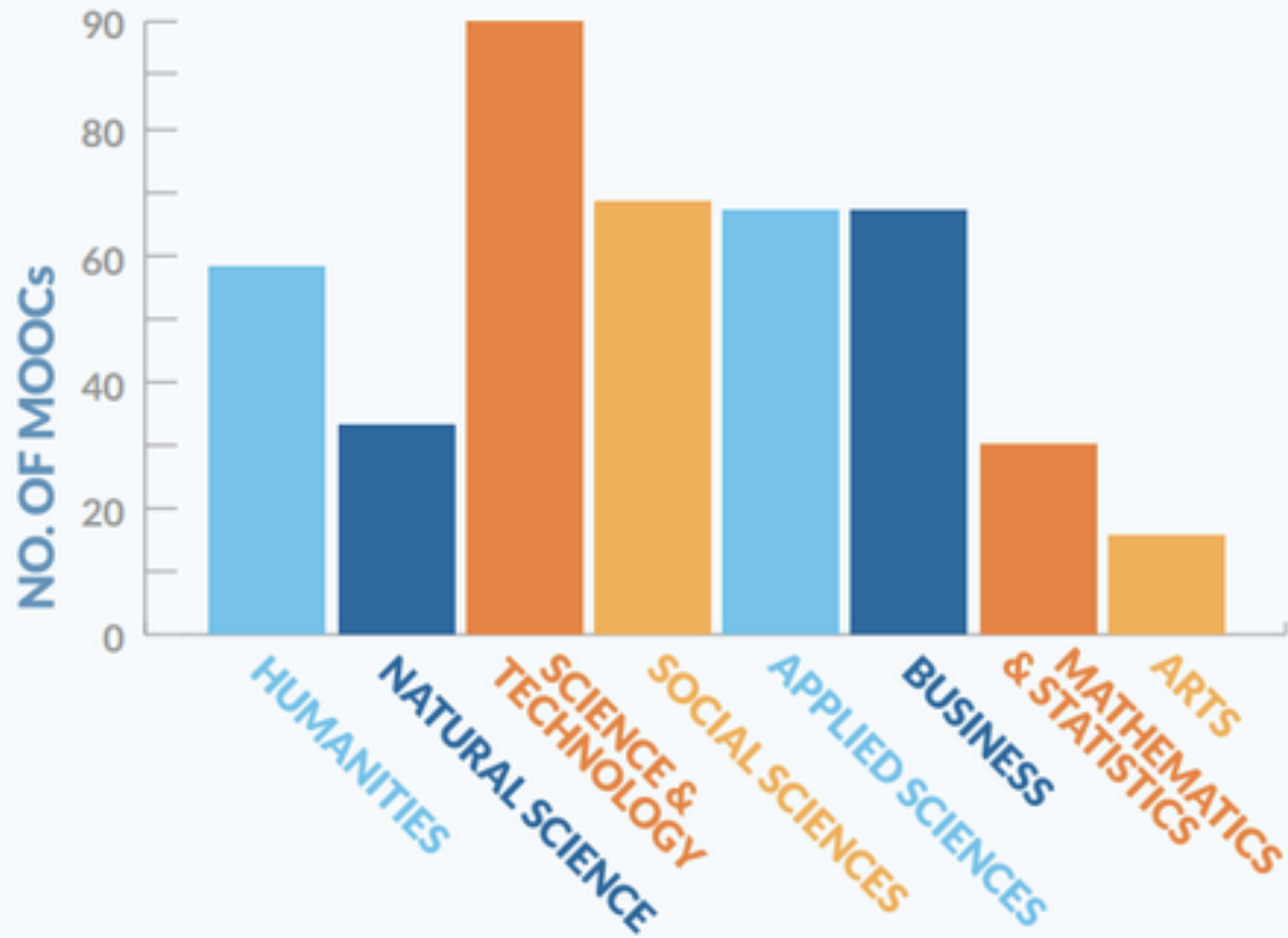




The Mind is Flat: the Shocking Shallowness of Human Psychology.



DISTRIBUTION OF MOOCs BY SUBJECT



(Europe)



Arts and Humanities: < 20% of offerings



“If you want to take a MOOC in French History your only option is a MOOC from Princeton University”

Robespierre



Stalin



Hitler



Much of a muchness?

POST-TRADITIONAL HIGHER EDUCATION



Open Educational Resources,
Open Badges, MOOCs, etc.



The Open University

Open as to:

- People
- Places
- Methods
- Ideas

Driving Principles:

- Education as a human right
- Emancipation: Education for All
- Disruption of HE business models

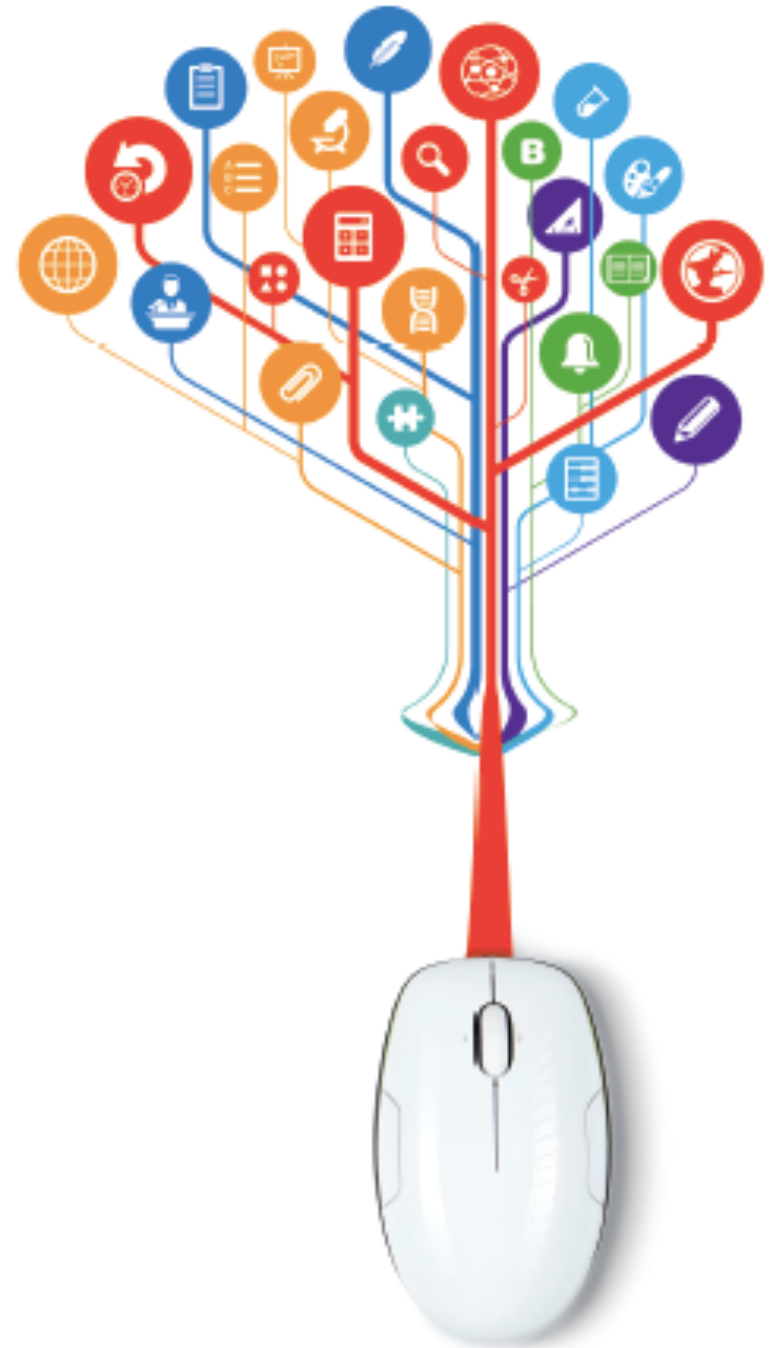
 *a new paradigm: openness*

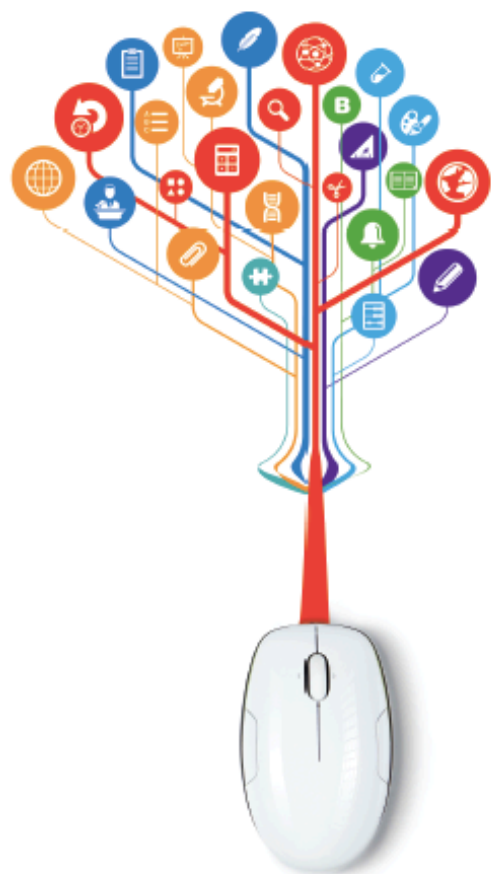
Examples of openness:

- Open source software
- Open data
- Open access to research results
- Open content
- Open Educational Resources

(= transparency + easy access)

“leveraging the Internet, digital content, open licensing, and social networking to create new forms of education”





A Guide to Quality in Post-Traditional
Online Higher Education



A Guide to Quality in Post-Traditional Online Higher Education

Authors:

Neil Butcher & Sarah Hoosen



Editors:

Stamenka Uvalić-Trumbić & Sir John Daniel

MIT**OPEN****COURSEWARE**
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

WE'RE

OPEN



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**

Online version of
this document:



PROGRAMME



United Nations
Educational, Scientific and
Cultural Organization



**2012 World
Open Educational Resources
Congress** Paris
20-22 June
UNESCO Headquarters
Paris, France

World Congress on
Open Educational Resources
Paris – June 20-22 – 2012



The Paris Declaration

Paris Declaration on OER

10. Encourage open licensing of educational material produced with public funds.



BRITISH
COLUMBIA

NEWSROOM

BC Government Online News Source

SECTORS

*View BC News Stories by
Sector*

REGIONS

*View BC News Stories by
Region*

MINISTRIES

*View BC News Stories by
Ministry*

**ADVANCED EDUCATION,
INNOVATION AND
TECHNOLOGY**

**B.C. to lead Canada in offering students free,
open textbooks**

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

OER

MOOCs





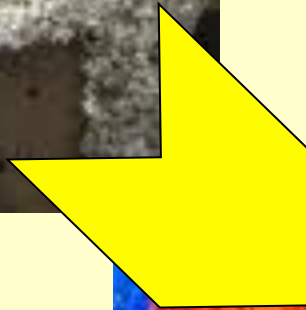
new wine

new bottles





old wine



new bottles



mozilla

OPEN BADGES

ABOUT

ISSUER

EARNER

DISPLAYER

what are **OPEN BADGES?**

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.

DeTao Masters Academy



Chairman George Lee



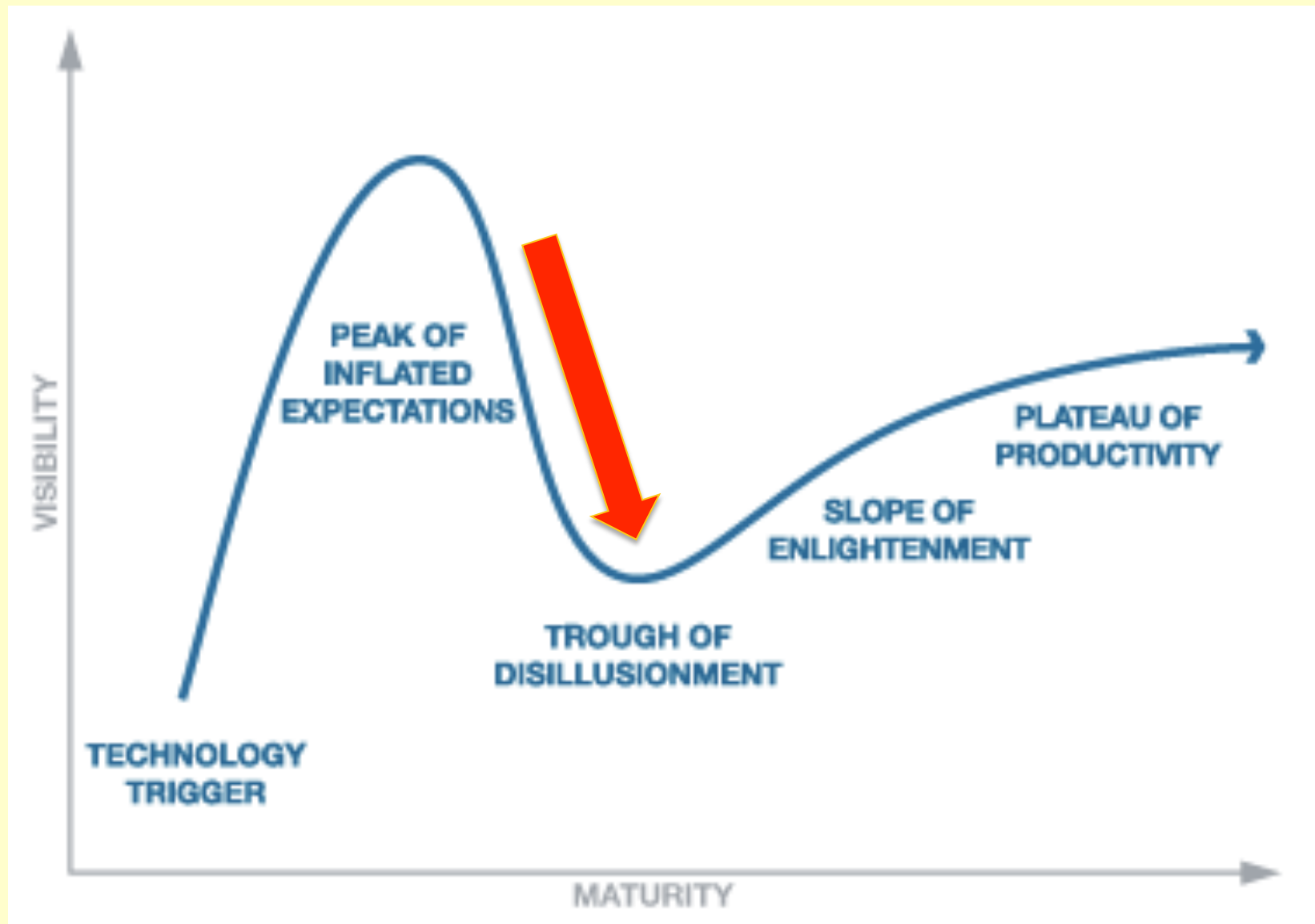
Unique Pool
of Global
Talent



One Hundred Masters from the Whole World

What is a MOOC?

Massive **O**pen **O**nline **C**ourse



...sliding down from 2013 enthusiasm



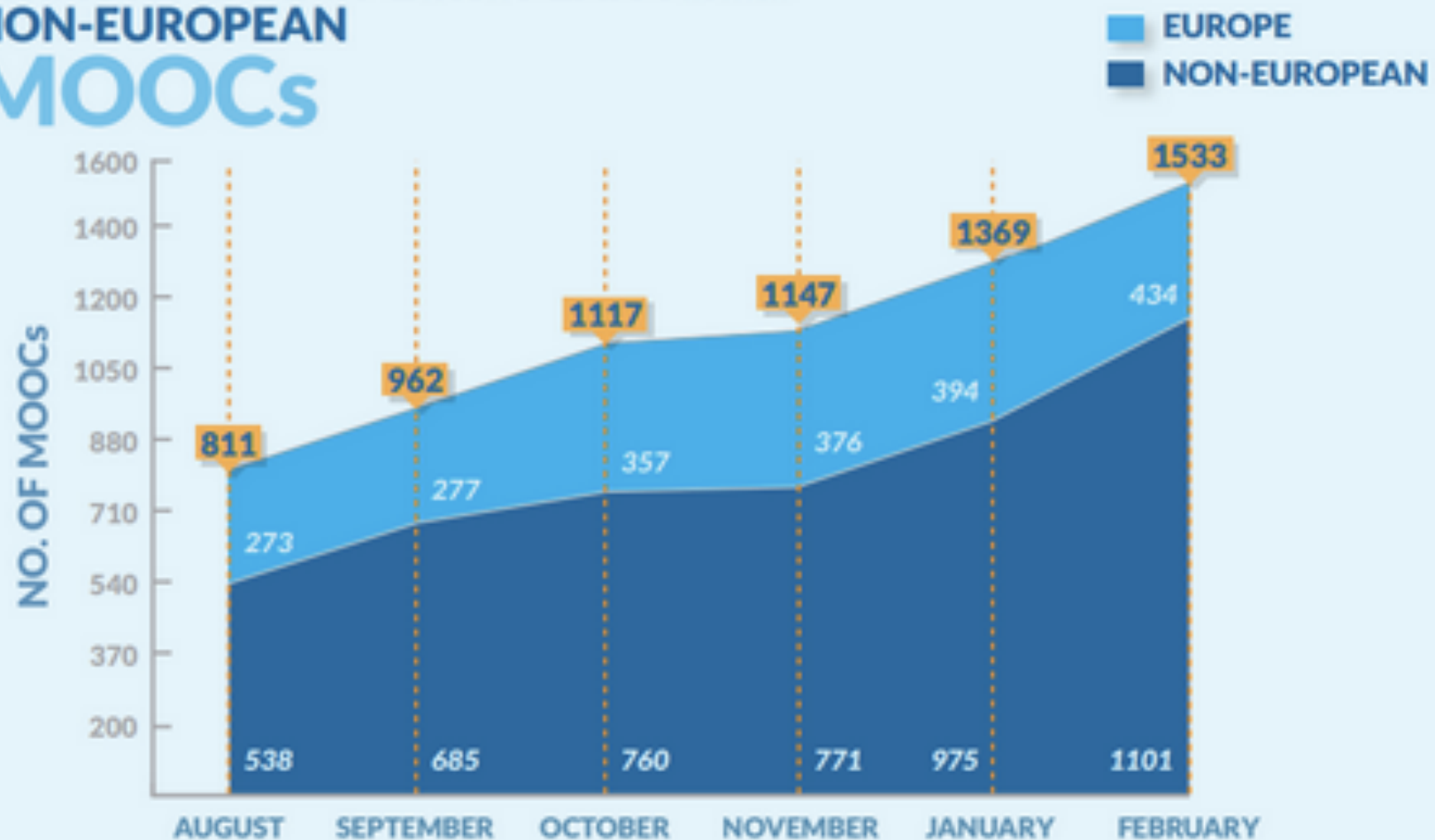
Korea National Open University

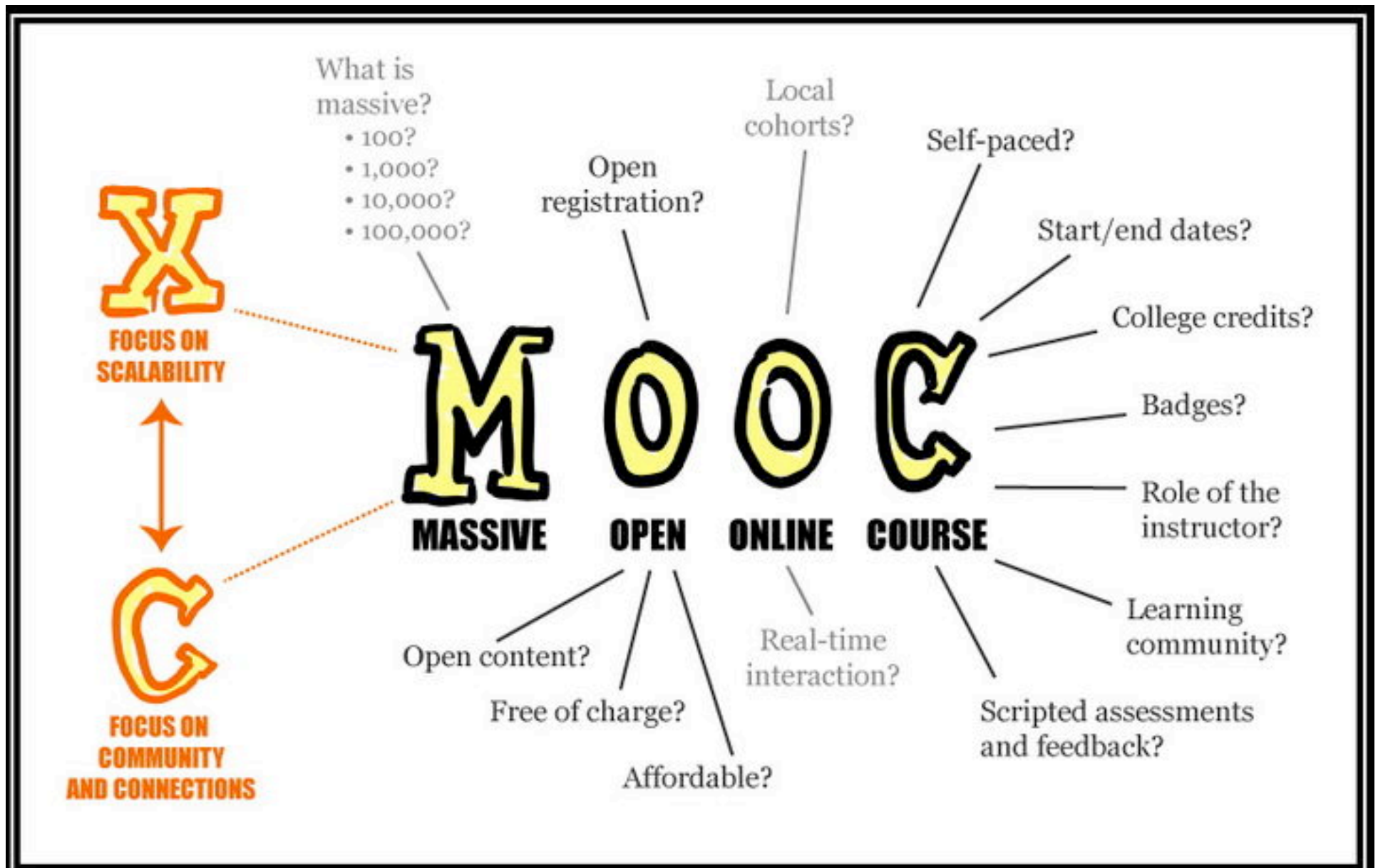


Making Sense of MOOCs:

Musings in a Maze of Myth, Paradox and Possibility

GROWTH RATE OF EUROPEAN versus NON-EUROPEAN MOOCs





M O O C – Every letter is now negotiable!

Possibility



Myth

Paradox

The MOOC Maze



MOOCs began in Canada

University of
Manitoba



George Siemens



Stephen Downes



MOOCs began in Canada

University of
Manitoba



*Connectivism &
Connective Knowledge*

25 students on campus

2,300 public - free



IVAN ILLICH

Deschooling Society



'Good radical stuff' *Observer*



‘provide all who want to learn with access to available resources at any time in their lives; empower all who want to share what they know to find those who want to learn it from them; and, finally furnish all who want to present an issue to the public with the opportunity to make their challenge known’



MOOCs began in Canada

Connectivism & Connective Knowledge

‘all the course content was available through RSS feeds, and learners could participate with their choice of tools: threaded discussions in Moodle, blog posts, Second Life and synchronous online meetings’



MOOCs began in Canada

University of
Manitoba



*Connectivism &
Connective Knowledge*

cMOOC



xMOOC



xMOOC



Lloyd Armstrong

coursera

‘it seems pretty obvious that no one who had any working knowledge of research in pedagogy was deeply involved in the creation of the course’



Course x6002 *Circuits and Electronics*

155,000 registrations

23,000 tried first test

9,000 passed mid-term

7157 passed = $< 5\%$



Anant Agrawal

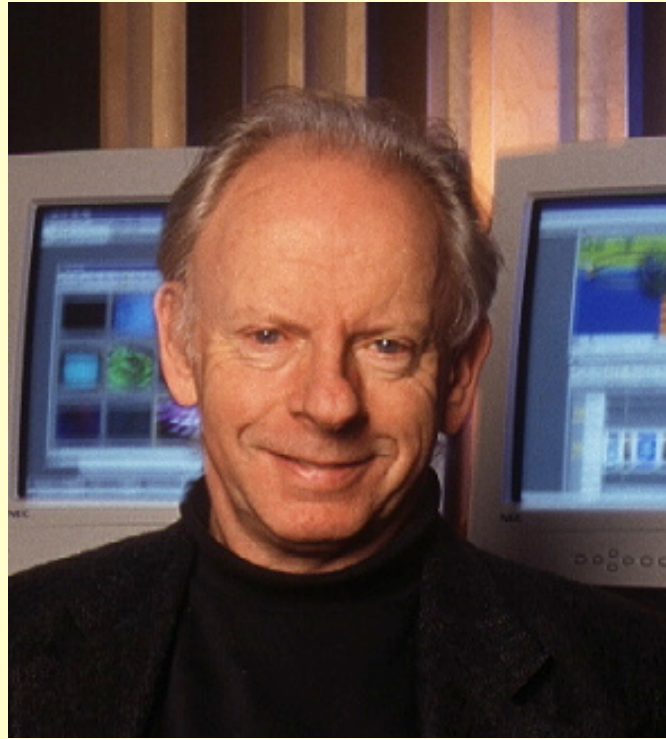
Exam = 'very hard'

Attrition high but "if you look at the number in absolute terms, it's as many as might take the course in 40 years at MIT"



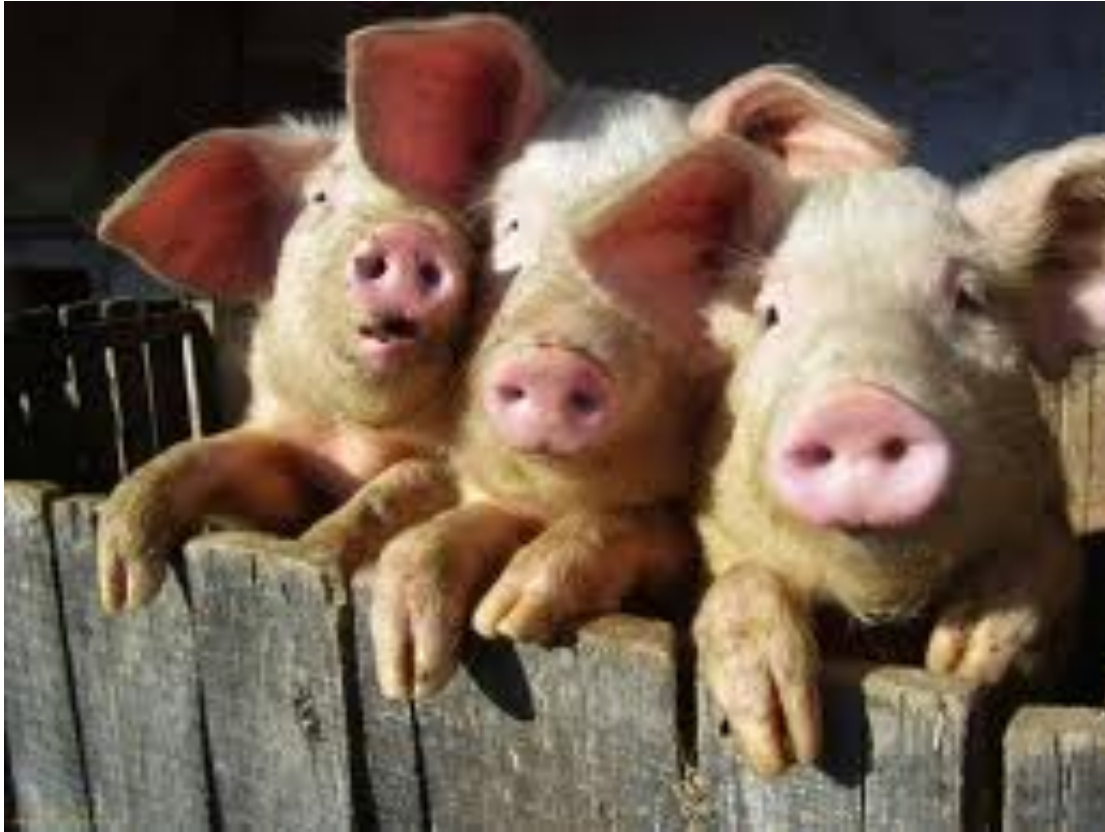
Battle of Passchendaele – World War I

“The great paradox of xMOOCs was that universities with scarcity at the heart of their business model suddenly embraced openness”



Tony Bates

‘getting credit for a MOOC depends on satisfying the campus admission requirements, not on succeeding in the course’



Good little piggies in
make good bacon out!

Dan Coldeway









The herd instinct to Mooc!



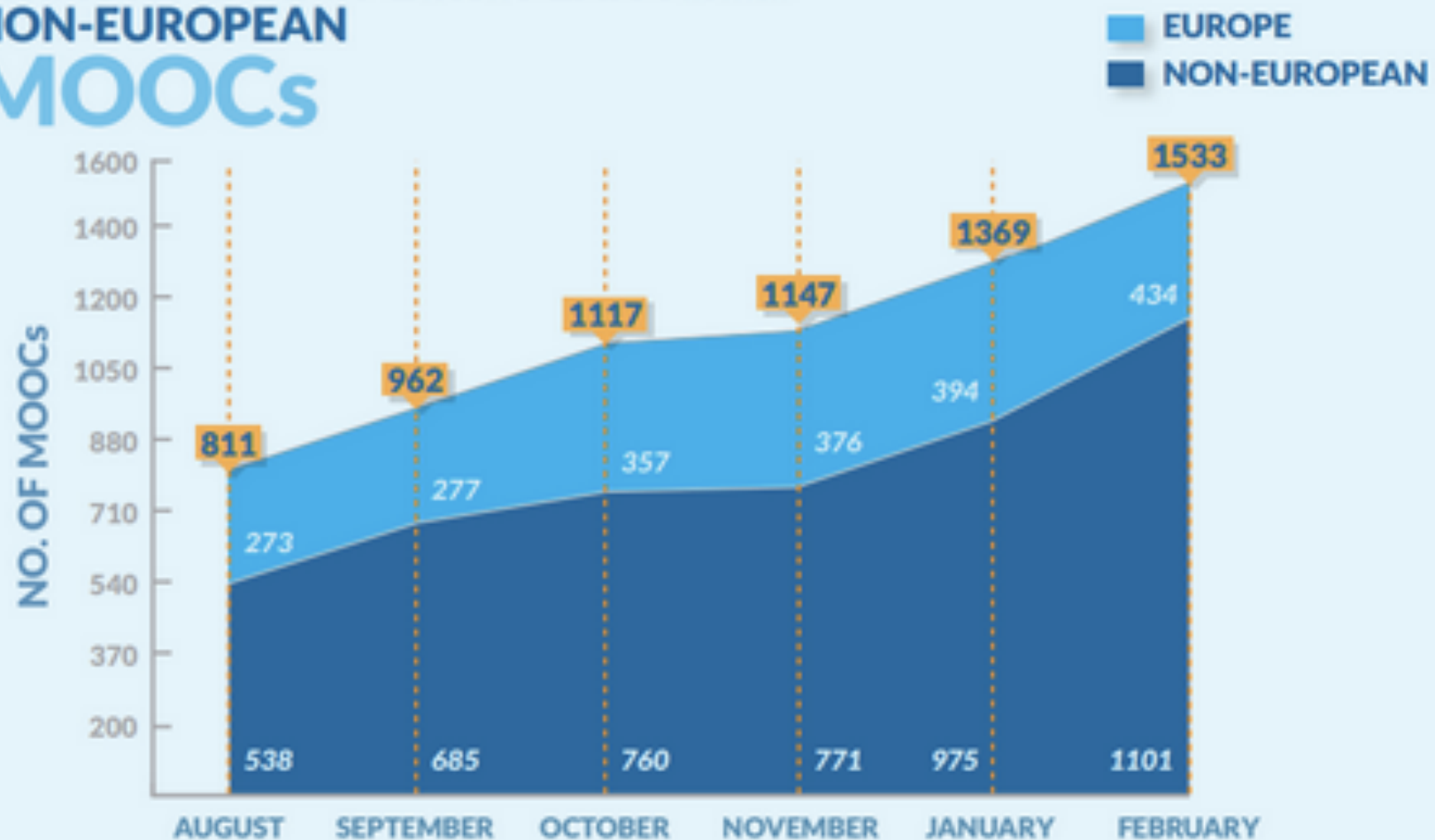
**If Harvard
is going online
it must be OK!**

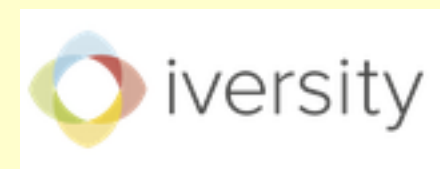
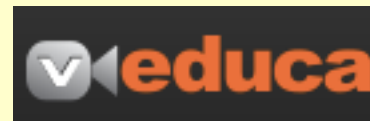
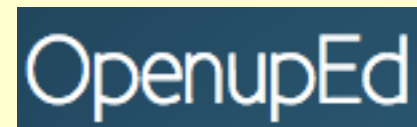


United States

‘over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.’

GROWTH RATE OF EUROPEAN versus NON-EUROPEAN MOOCs



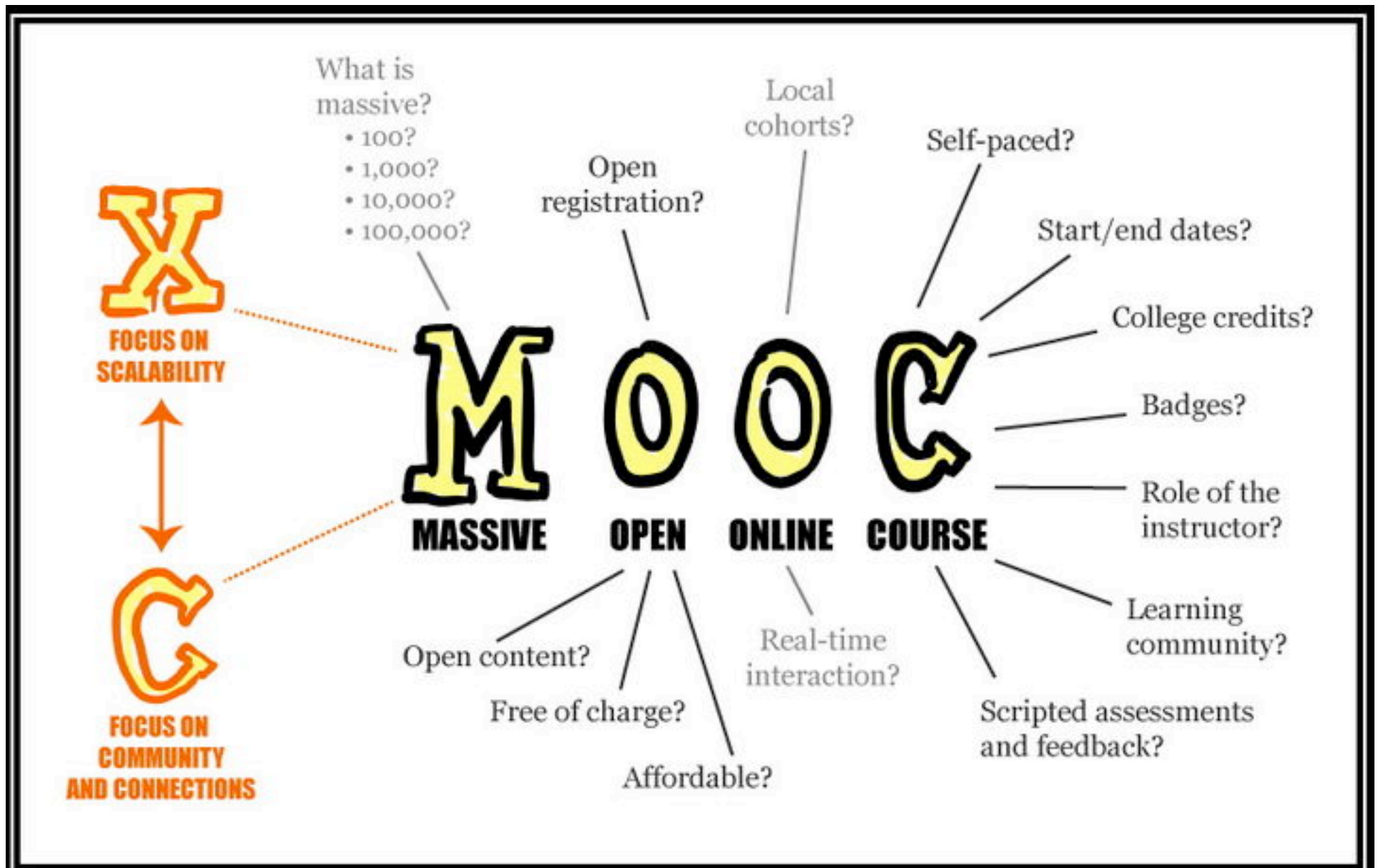


NPTEL

E-LEARNING COURSES FROM THE IITS & IISC



MOOCs ventures outside North America



M O O C – Every letter is now negotiable!

MOOCs: Paradox 1

- Universities: no revenue



The Open
University

The Business of Free Learning

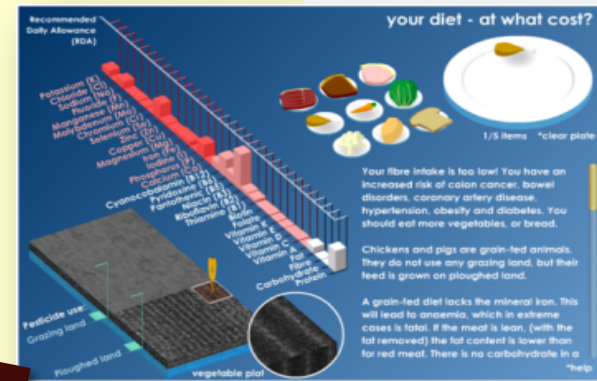
Andrew Law
Director of Open Media,
The Open University, UK

The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars and in other relevant ways, and shall be to provide education of University and professional standards for its students and **to promote the educational well-being of the community generally.**



The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research **by a diversity of means such as broadcasting and technological devices appropriate to higher education**, by correspondence tuition, residential courses and seminars and in other relevant ways, and shall be to provide education of University and professional standards for its students and **to promote the educational well-being of the community generally.**





Try
Free extracts from OU course materials

Obesity: Balanced diets and treatment

Intermediate Level
Duration 15 hours
Updated 16 Apr 2013

The Open University

The incidence of obesity is on the increase in affluent societies, and the phenomenon commands increasing attention from health professionals, legislators and the media.

Study
Change your life with The Open University

Practical science: biology and health

Intermediate Level
Duration 300 hours
Updated 14 Apr 2013
Register by 09 Jan 2014

By The Open University

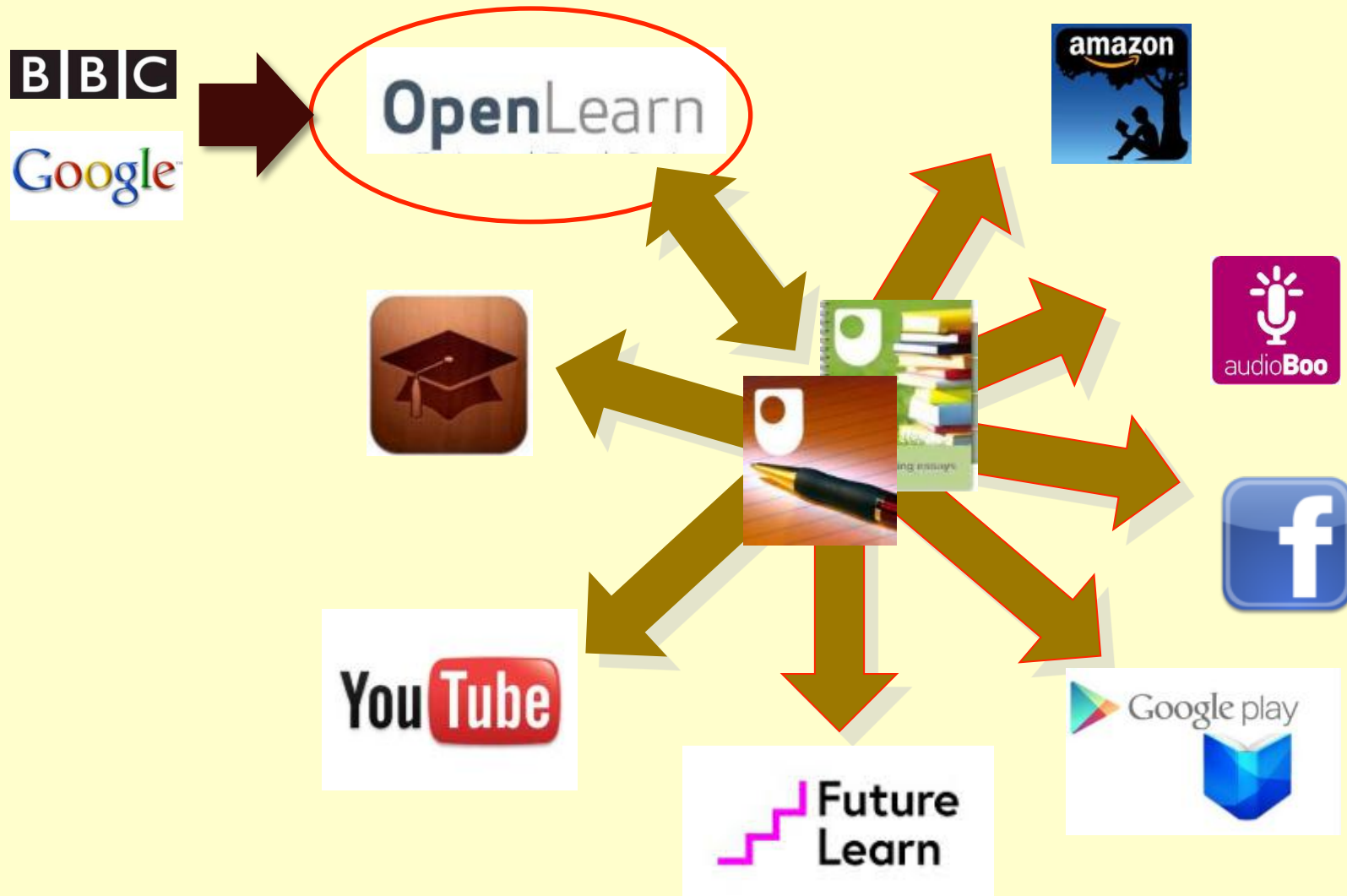
Study a range of practical activities in biology and health science – from fundamental human and animal behaviour to the vital themes of biochemistry and...

[Visit prospectus >](#)





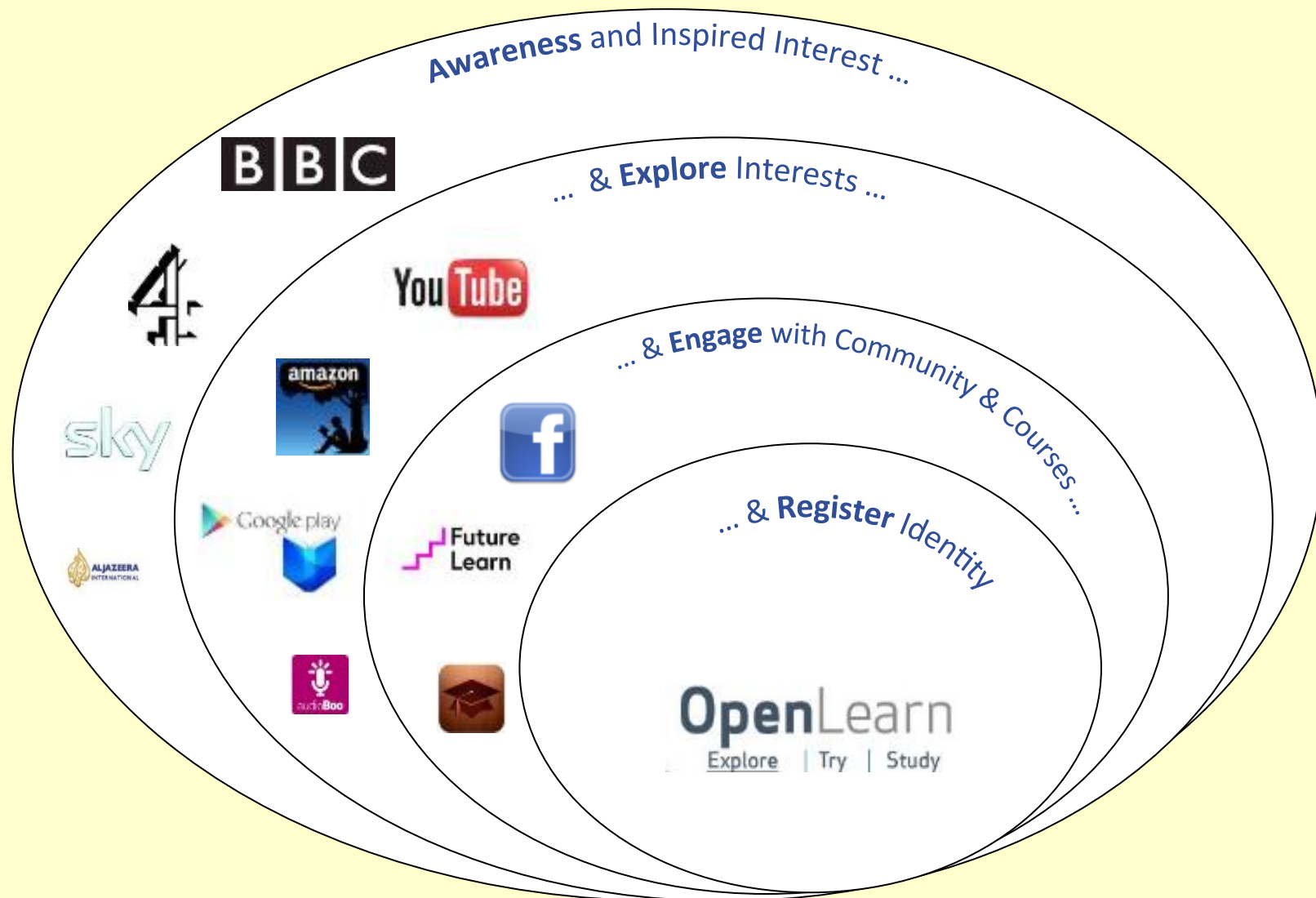
Reach new learners



Reflection: Can you use 3rd party channels to improve reach ?



Channels 2014-15



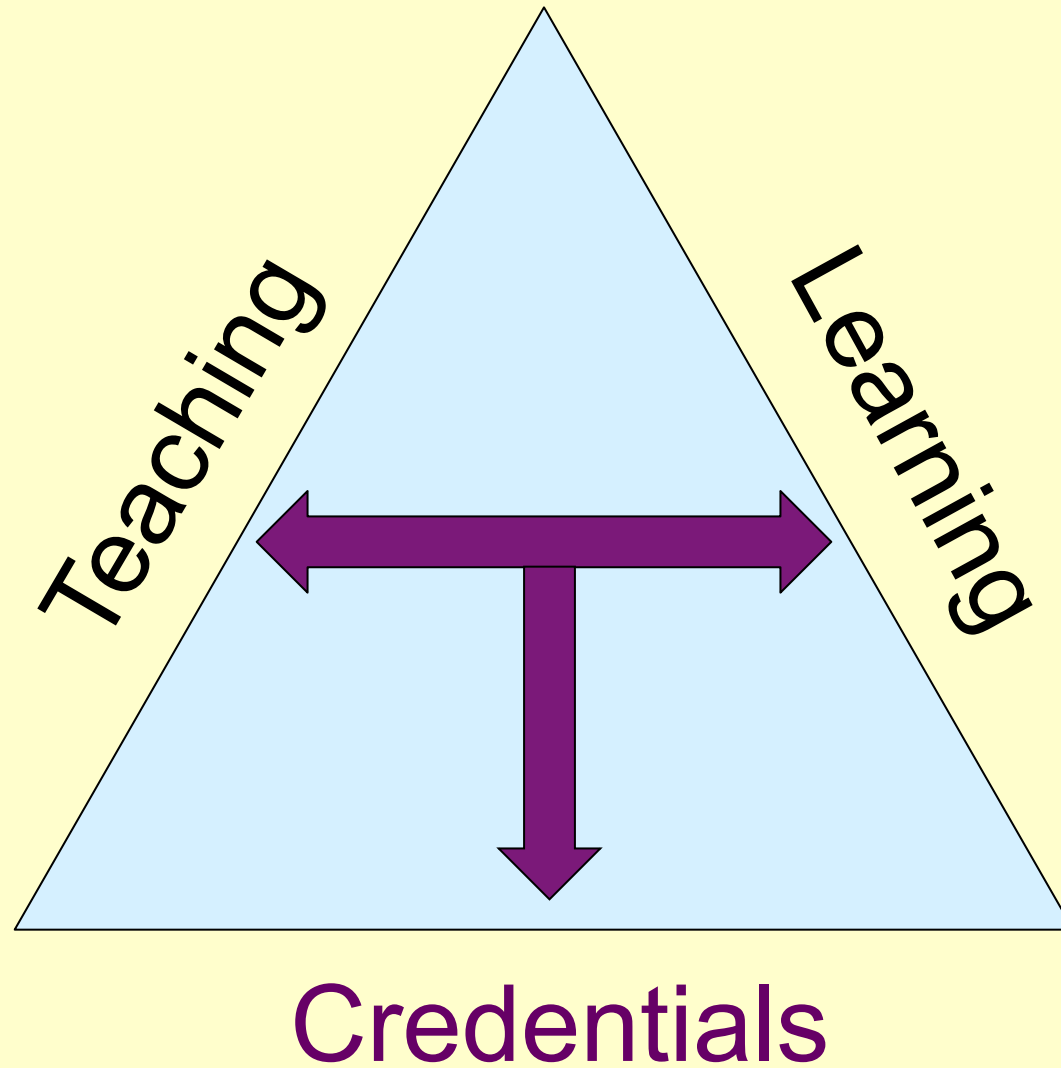
Reflection: How does each channel type add value?



Benefits – do they balance?

Benefit	% of all costs	% if only online (costs and benefits)
Reach	44%	7%
Registration	19%	55%
Asset	38%	22%
Income	6%	26%
TOTAL	108%	109%

Reflection: Can benefits offset costs ?



What is higher education?

Uclan to offer credit for Moocs

12 OCTOBER 2013 | BY CHRIS PARR

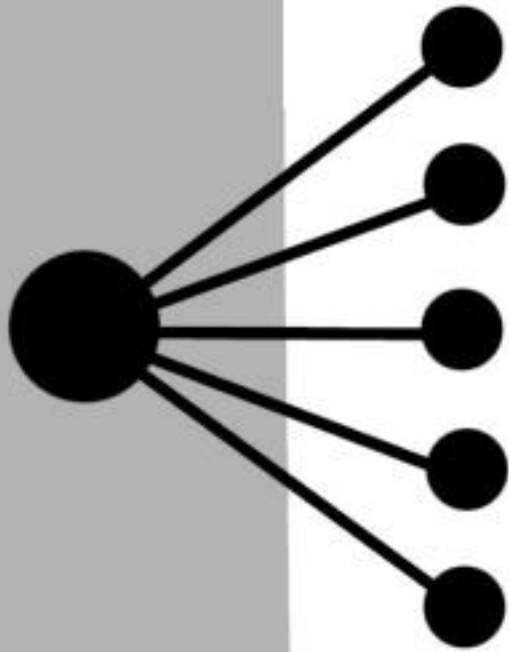
The University of Central Lancashire is to begin offering academic credit for courses that students complete for free online.





Beverly Leeds *UCLAN*

“We want to harness the power of MOOCs to help our students study more flexibly and achieve their professional goals whilst earning credit towards a qualification”.










The
unbundling
of
higher education



A partnership of like-minded institutions committed to creating pathways for OER learners to gain academic credit through the formal. education system

Founding anchor partners

-  Athabasca University
-  BAOU [↗](#) (Gujarat's open university)
-  Empire State College (SUNY)
-  Nelson Marlborough Institute of Technology [↗](#)
-  NorthTec [↗](#)  Open Polytechnic [↗](#)
-  Otago Polytechnic  Southern New Hampshire University [↗](#)
-  Thompson Rivers University [↗](#)  University of Canterbury [↗](#)
-  University of South Africa [↗](#)
-  University of Southern Queensland
-  University of Wollongong [↗](#)
-  OER Foundation (non-teaching)
-  BCcampus (non-teaching)

Anchor partners

-  [Excelsior College](#)  [Kwantlen Polytechnic University](#)
-  [Open University of Catalonia](#)
-  [Thomas Edison State College](#)
-  [Unitec Institute of Technology](#)
-  [University of Glamorgan](#)
-  [University of the South Pacific](#)  [Wintec](#)
-  [Institute of Technology Sligo](#)
-  [S.N.D.T. Women's University](#)  [Ako Aotearoa](#)

Sponsors

-  [Commonwealth of Learning](#)
-  [UNESCO, Pacific States](#)

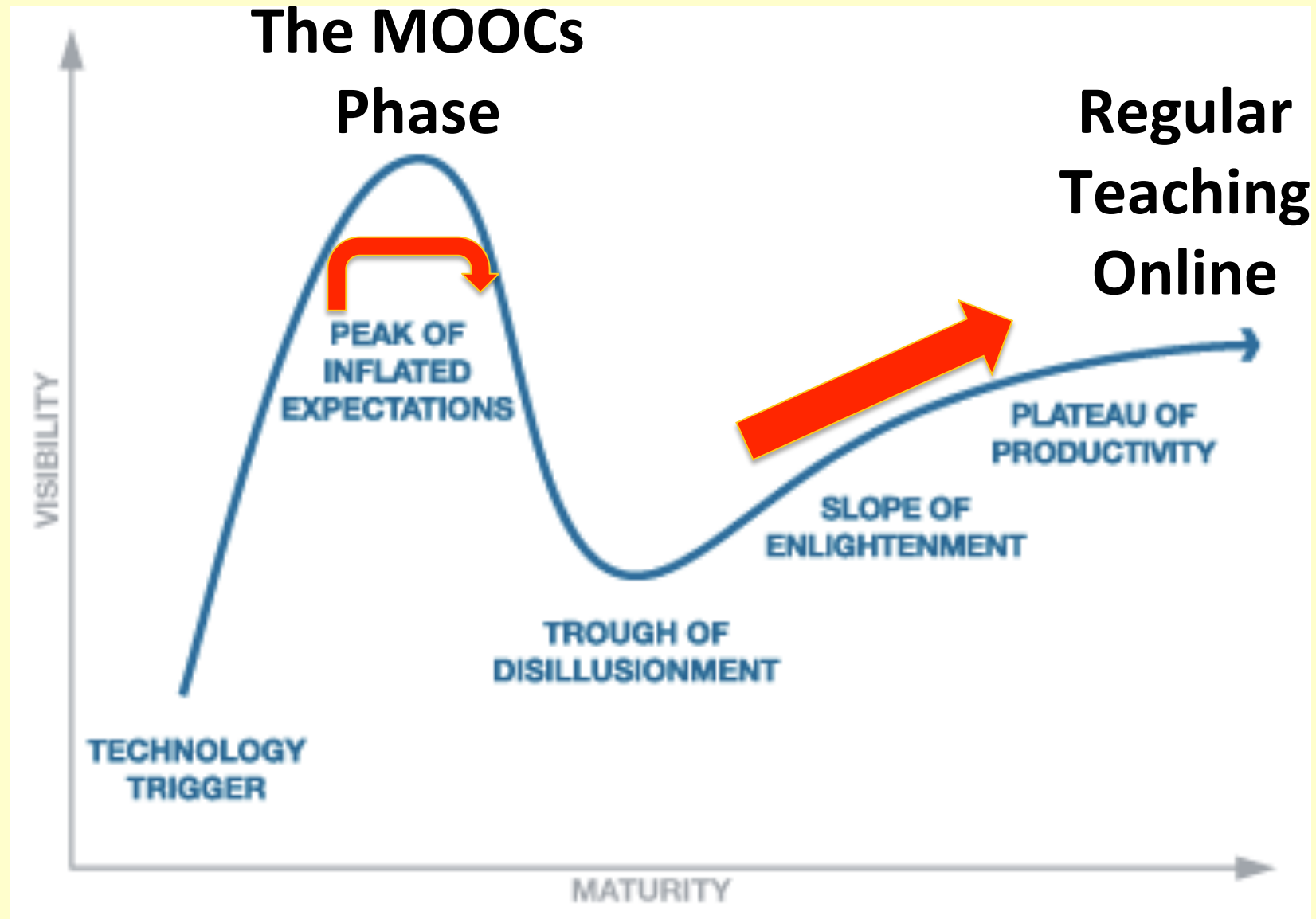
MOOCs: Key issues

- Universities: no revenue
- Learners: no credit

MOOCs: The solution

- Universities: charge fees
- Students: get credit

Offer regular programmes online



...offer regular programmes online



ACADEMIC PARTNERSHIPS™

Academic Partnerships

We assist leading universities around the world in the development and marketing of their online degree programs



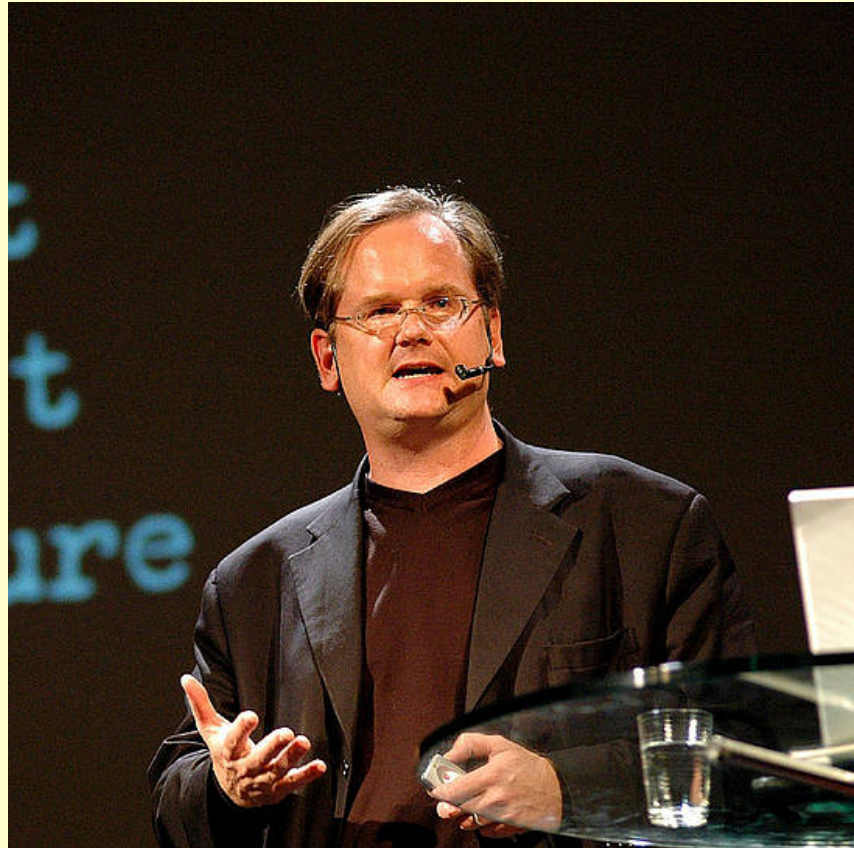
MOOCs in the Arts and Humanities: Opportunities, Challenges and Implications Across UK Higher Education

Stamenka Uvalić-Trumbić & Sir John Daniel

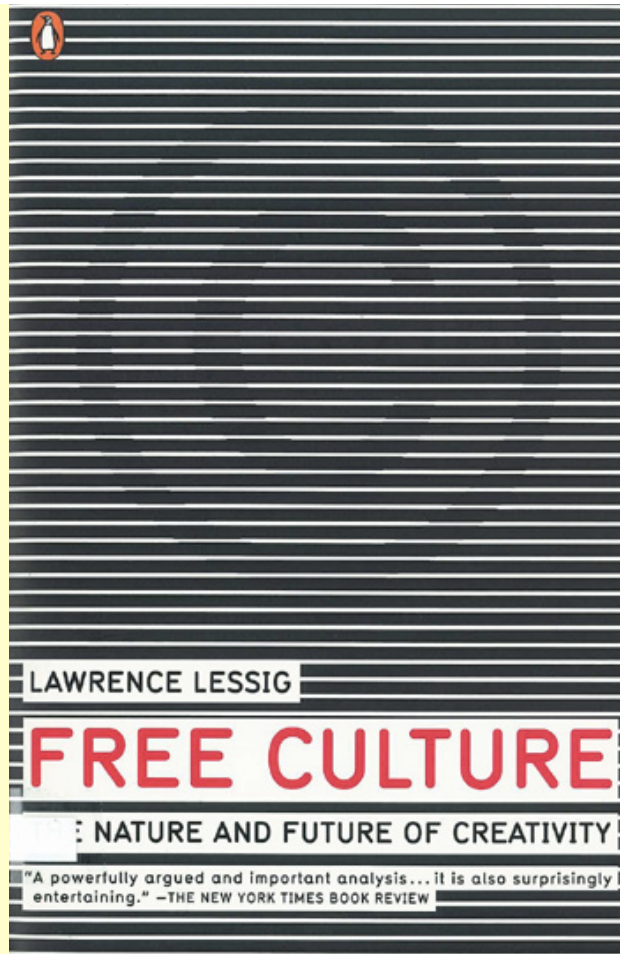


**MOOCs in the Arts and Humanities:
What are the issues?**

Larry Lessig



“A technology has given us a new freedom”



‘The Internet has unleashed an extraordinary possibility for many to participate in the process of building and cultivating a culture that reaches far beyond local boundaries’.

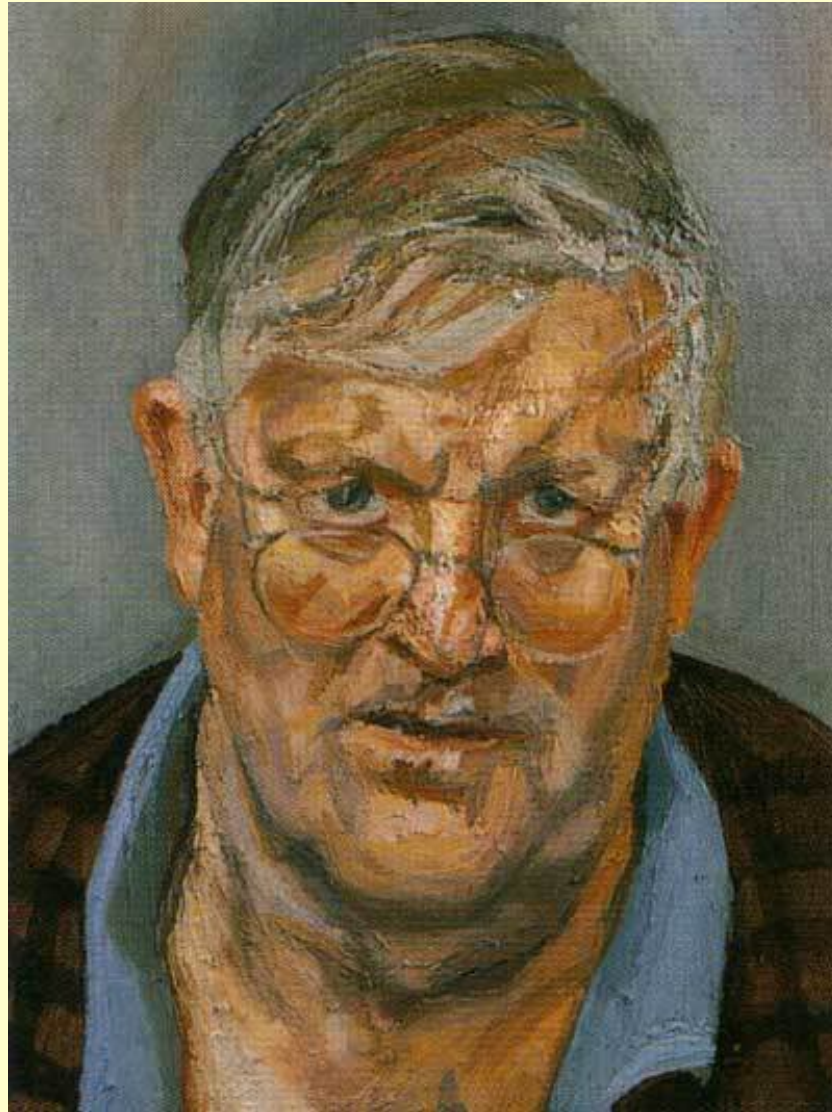
The Arts and Humanities lend themselves even more readily to online study than the STEM and business subjects that are all the rage. There is a tremendous pool of imagery, video and audio material to draw on in interesting ways.



Visual artists using
technology

Technology in teaching
art appreciation





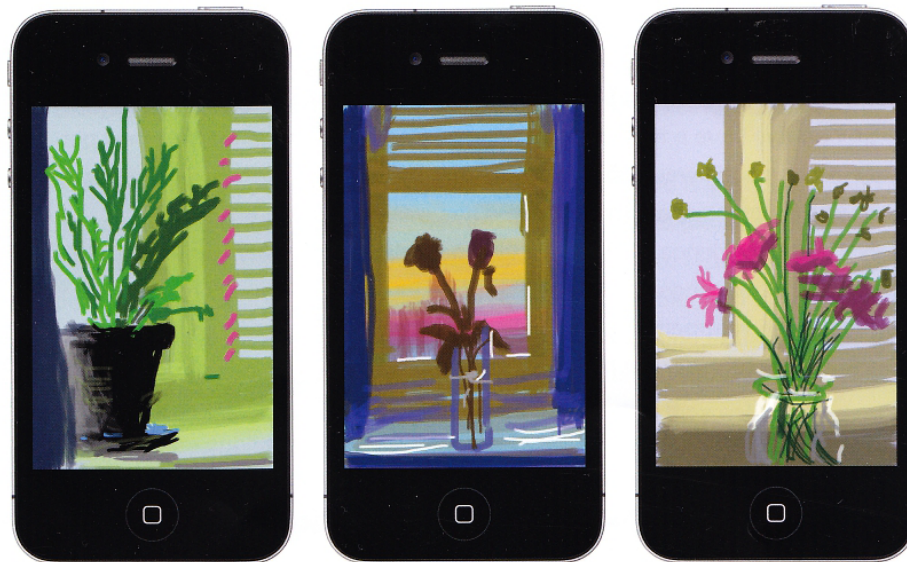
David Hockney

“David Hockney illuminates Paris”



DAVID HOCKNEY

Fleurs fraîches



Drawings on iPhone and iPad

Curated by Charlie Scheips - Designed by Ali Tayar

Fondation

PIERRE BERGÉ
YVES SAINT LAURENT

EXHIBITION ON VIEW
FROM THE 20TH OF OCTOBER 2010
TO THE 30TH OF JANUARY 2011

5, avenue Marceau 75116 Paris Tel 01 44 31 64 31
Open everyday except monday from 11 a.m. to 6 p.m. www.fondation-pb-ysl.net



London Winter Season Royal Academy of Arts 2012

Video: 18 screens 9 cameras





Visual artists using
technology

Technology in teaching
art appreciation



Art Explorer

- Begin with learner needs, not technology
- Get teachers & students on same wavelength
= share same conceptual & perceptual frameworks

“If students do not ‘see’ what experts see they cannot understand the experts’ arguments”

Art Explorer

an analogy with dreams

4 Episodes

“different experiences that encourage students to look closely at paintings and to reflect on their discoveries”



'Episode 1' asks users to express their own ideas and sort paintings according to categories that they choose. This student has chosen the category 'Modern'.

The screenshot displays the Art Explorer software interface, which is designed to analyze and categorize art. It features a dark wood-grain background and several interactive panels.

Your most frequent pairings

there are 4 pairs of elements
similar in 4 ways

Is colourful
Is outside
Is oils
Is detailed

Below the text are two small painting thumbnails. To the left of the thumbnails are two circular icons: a blue 'i' for information and a blue magnifying glass for search.

Your least frequent pairings

there are 1 pairs of elements
different in 2 ways

Is not colourful
Is not outside

Below the text are two small painting thumbnails.

NAVIGATOR

What can you see? n
I can see...? y
Name the differences y
Name the similarities n
What did I mean by...? y
What did I see? x
What did others see? n

Intro help

So far you have used these descriptions:

colourful
outside
oils
detailed

Your have 1 pairs of similar concepts

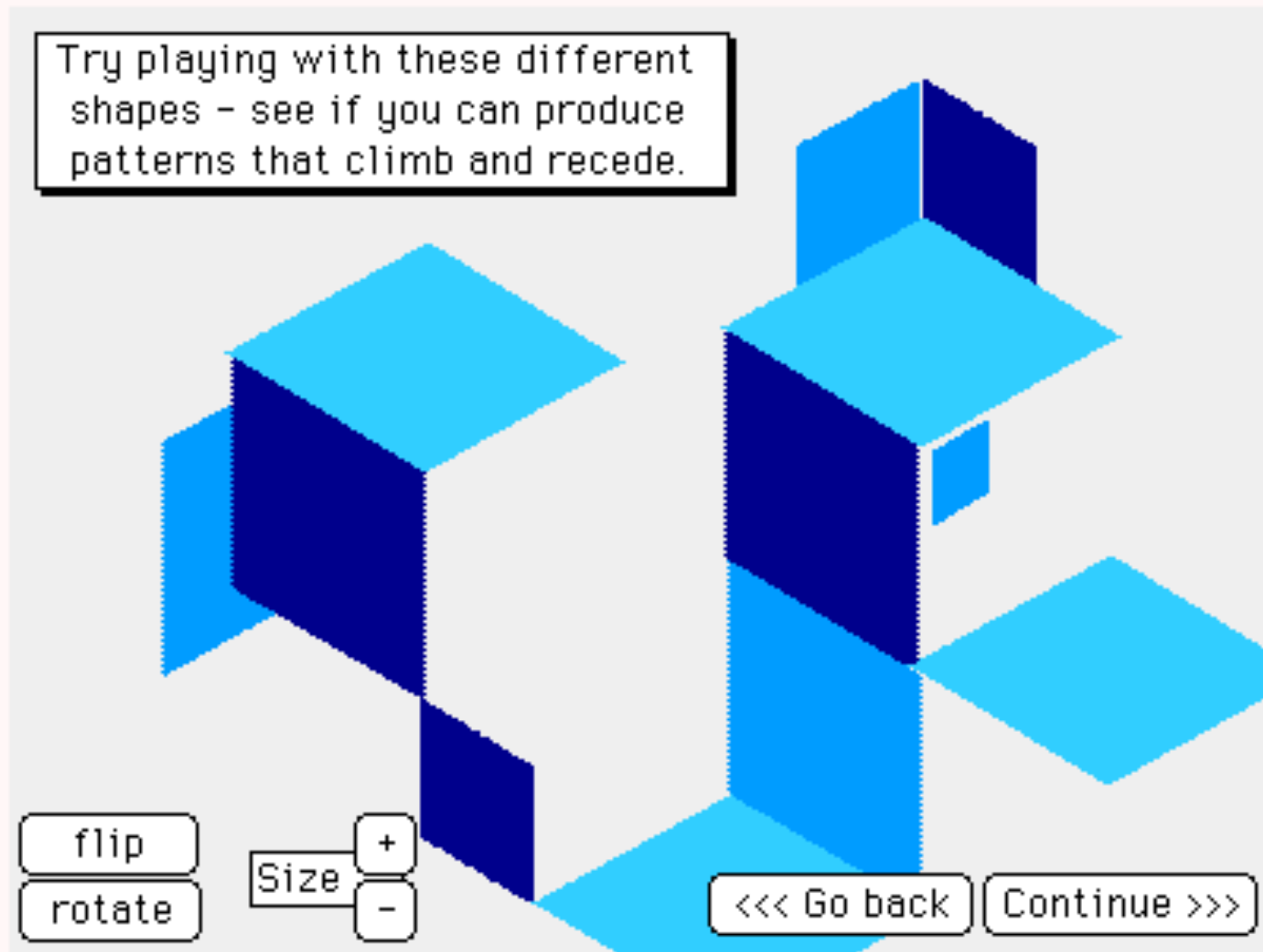
concept colourful is similar to
outside

Art Explorer then challenged students to re-examine the paintings and refine their own concepts.

They were shown an analysis of how they had categorised them



‘Episode 2: The paintings in this section were 'live'; parts within them could be moved or changed in various ways by the student.



'Episode 3: Students were allowed to manipulate elements. In this example, they were asked to rearrange increasingly complex sets of flat blue pieces to create three-dimensional cube textures.



'Episode 4: Students are given various ingredients (flowers, people, some background and so on) and invited to build these into a design for their own painting. The painting they construct has to serve a function.



“Pride comes before a fall”

English proverb

As MOOCs give way to greater use of online learning in regular programmes we have a chance to put the learners' needs at centre stage and design courses to meet them.

Arts and Humanities Online

- MOOCs
To stimulate interest and a taste
for academic study
- Online courses/programmes
To delve more deeply

THANK YOU

Stamenka Uvalić-Trumbić & Sir John Daniel



**MOOCs in the Arts and Humanities:
What are the issues?**

Text & Slides at: www.sirjohn.ca