

Korea University

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Korea National Open University



Sir John Daniel

Fellow: Korea National Open University

***Making Sense of MOOCs:
Musings in a Maze of Myth, Paradox & Possibility***

Possibility

Myth



Paradox

The MOOC Maze



What are MOOCs –
and will they change Higher Education?

Sir John Daniel & Stamenka Uvalić-Trumbić
Education Masters: DeTao Masters Academy, China

Four Barriers That MOOCs Must Overcome To Build a Sustainable Model

Coursera and MITx - sustaining or disruptive?

'There's Something Very Exciting Going On Here'

The (Eventual) Downfall of MOOCs

Posted by [Justin](#) on September 12, 2012



Massive Open Online Courses

legitimate process

for

u

Mi

ban

process.

Participants in MC

tier one institutions

themselves into

Why We Shouldn't Talk MOOCs as Meritocracies

Posted on September 1, 2012 by [Mike Caulfield](#)

spreading their

MOOCs: a massive opportunity for higher education, or digital hype?



What is a MOOC?

Massive Open Online Course



Course x6002 *Circuits and Electronics*

155,000 registrations
from 160 countries



Course x6002 *Circuits and Electronics*

155,000 registrations

23,000 tried first test

9,000 passed mid-term

7157 passed = $< 5\%$



Course x6002 *Circuits and Electronics*

155,000 registrations

7157 passed = $< 5\%$

340 had perfect score

(including a 15-year-old Mongolian)





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"



MOOCs began in Canada

University of
Manitoba



George Siemens



Stephen Downes



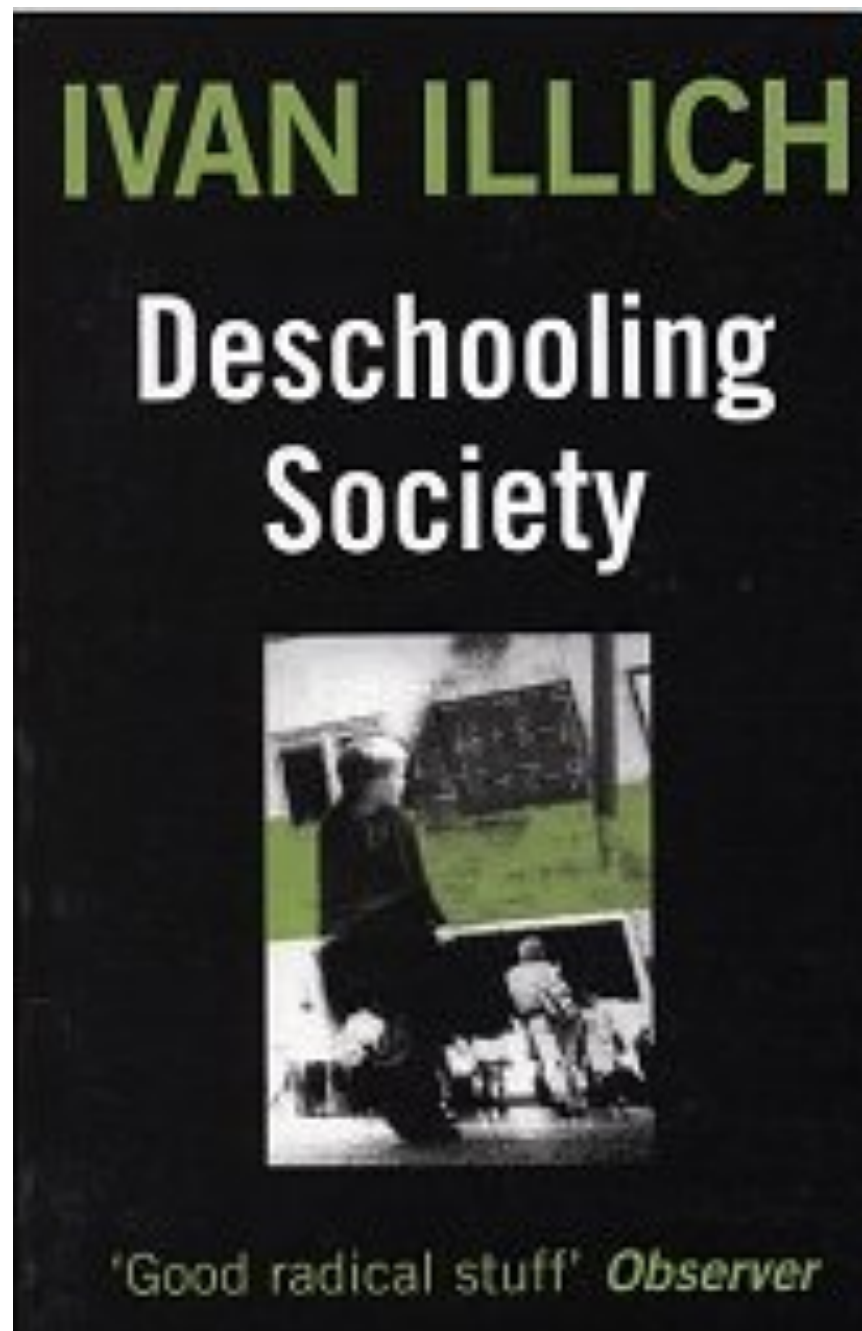
MOOCs began in Canada

University of
Manitoba



*Connectivism &
Connective Knowledge*

25 students on campus
2,300 public - free





‘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



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Stanford 2012
Artificial Intelligence
Free
58,000 registrations
xMOOC





1.4 million registrations

33 partner institutions

200 courses

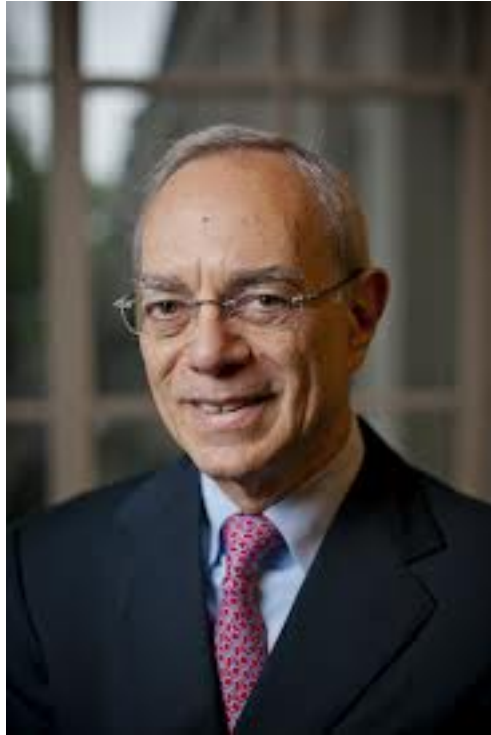


Lloyd Armstrong





“A strategy going back 15 years
to use online learning to
improve and change its
teaching on campus”



Rafael
Reif





Rafael
Reif



‘Online learning is a disruptive technology’



John
Mitchell



‘So I think we're going to treat this as an intellectual question and an academic investigation in some sense’



Lloyd Armstrong

coursera



A sideline – not core business

‘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’



Very high drop out
rates in all xMOOCs



Course x6002 *Circuits and Electronics*

- Leave website up
- Students do own follow-up course
- Make student software available





‘some classes were so rife with plagiarism that professors have had to plead with their students to stop plagiarizing’

(Students mark each others’ work)

The inventor or introducer of the

BLACKBOARD

deserves to be ranked among the
best contributors to learning and
science, if not among the greatest
benefactors of mankind

Josiah Bumstead 1841

The
MOTION PICTURE

is the
most revolutionary instrument
introduced into education since the
printing press

Hoban 1940

It now seems clear, however, that

TELEVISION

offers the greatest opportunity for
the advancement of education
since the introduction of printing
by moveable type

Stoddard 1957

PROGRAMMED LEARNING

is the first
major technological innovation since
the
invention of printing

Woefle 1962

The impact of

COMPUTERS

on society, and hence on education,
has been compared to that of
moveable type and the printing press
since Gutenberg

Caffrey and Mossman 1967



Am. Steiner sculp. 1685

IMPRESSIO LIBRORVM.

†. Potest ut una vox capi aure plurima: Limoni ita una scripta mille paginas.

INTERNET and COMMUNICATION TECHNOLOGIES

are revolutionising the format and delivery
of education

Internet in Education Conference 2000

Teaching and Learning

=

Manipulation of symbols

(Words, Numbers, Formulae,
Images...)

KNOWLEDGE MEDIA

very powerful

The Practice of Education

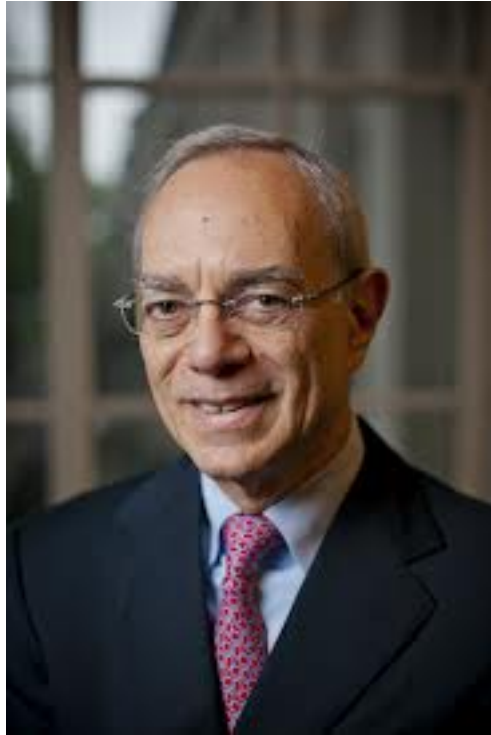
“the Internet is an extraordinary vehicle for the wide distribution of information, knowledge and educational material at low cost.”

UNLOCKING THE GATES

*How and Why Leading Universities Are
Opening Up Access to Their Courses*



TAYLOR WALSH



Rafael
Reif





UNESCO HQ Paris

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

UNLOCKING THE GATES

*How and Why Leading Universities Are
Opening Up Access to Their Courses*

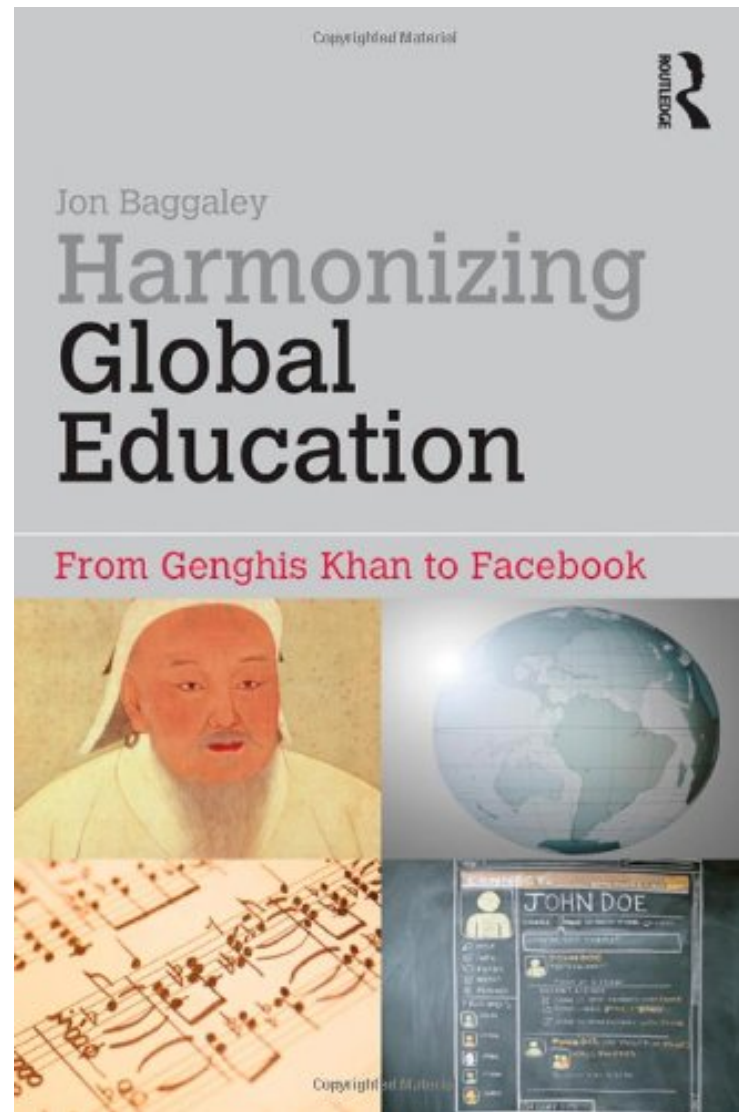


TAYLOR WALSH

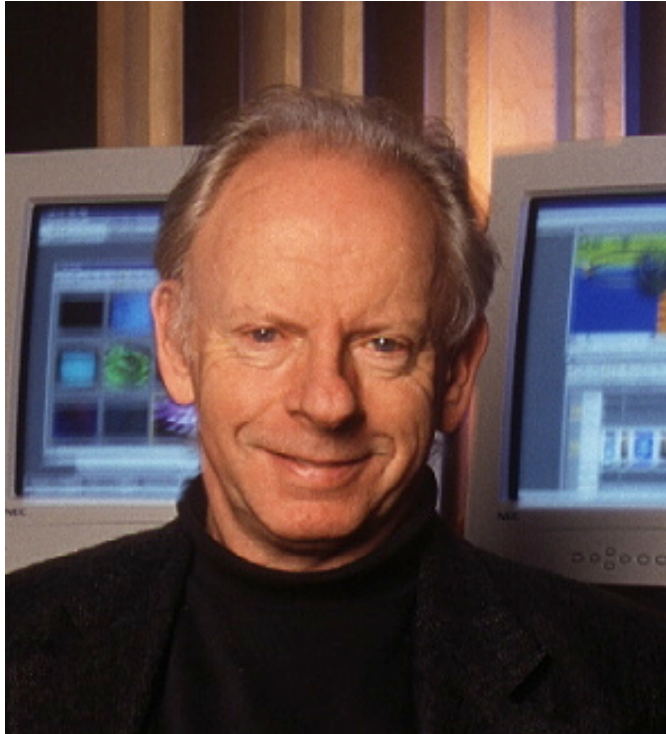


Harold Shapiro

“But you have to ask yourself, where do we have the talent? You can’t just turn around tomorrow and say ‘maybe we should start doing something different’ – you have to accumulate the talent first”



Jon Baggeley



Tony Bates



David Touve

QUALITY

Myth



Paradox

The MOOC Maze

Myths and Paradoxes Quality

- MYTH: Brand = Quality
- PARADOX: They opposed Phoenix
- HIGH DROP OUT IS NOT QUALITY



Battle of Passchendaele – World War I



Jessica Mitford

‘Let us now appraise famous writers’

Atlantic Monthly 1970

Myths and Paradoxes Certification

- SUCCEED = CERTIFICATE
- ADMISSION = DEGREE

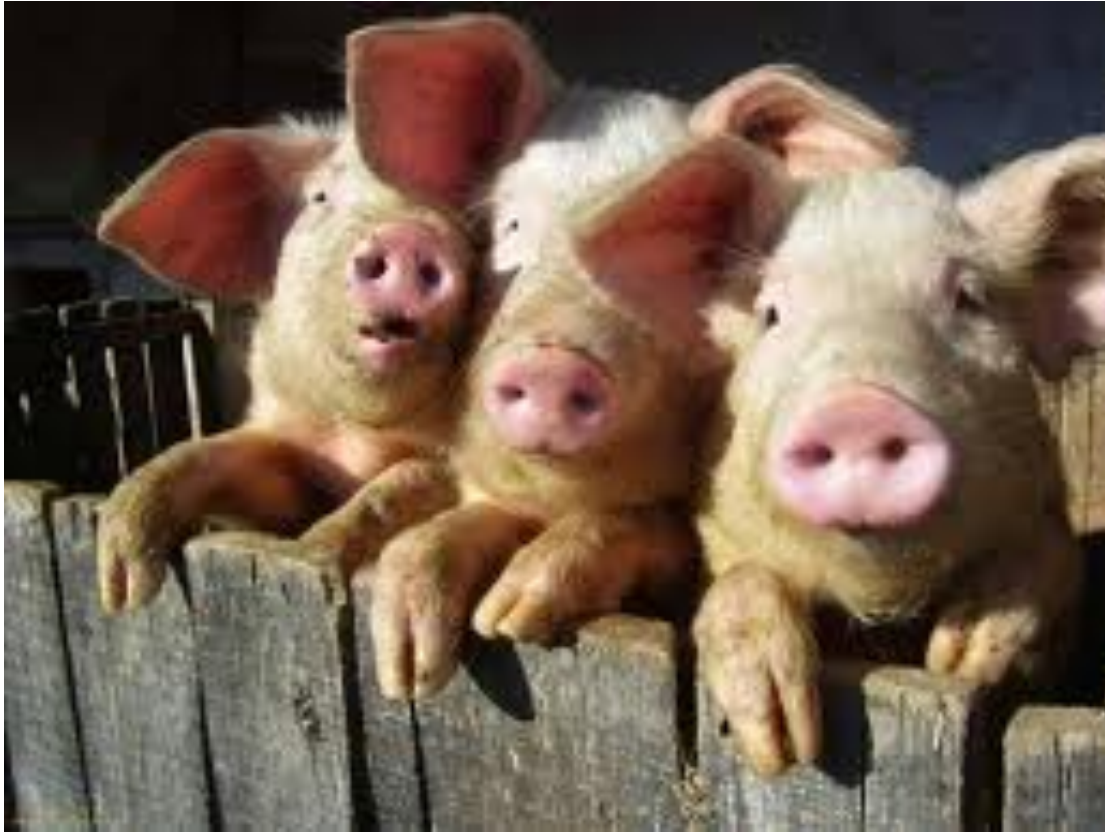


The Open University

260,000 students
of which
>60,000 ex UK

Open as to:

- People
- Places
- Methods
- Ideas



Good little piggies in
make good bacon out!

Dan Coldeway



To end this contradiction...

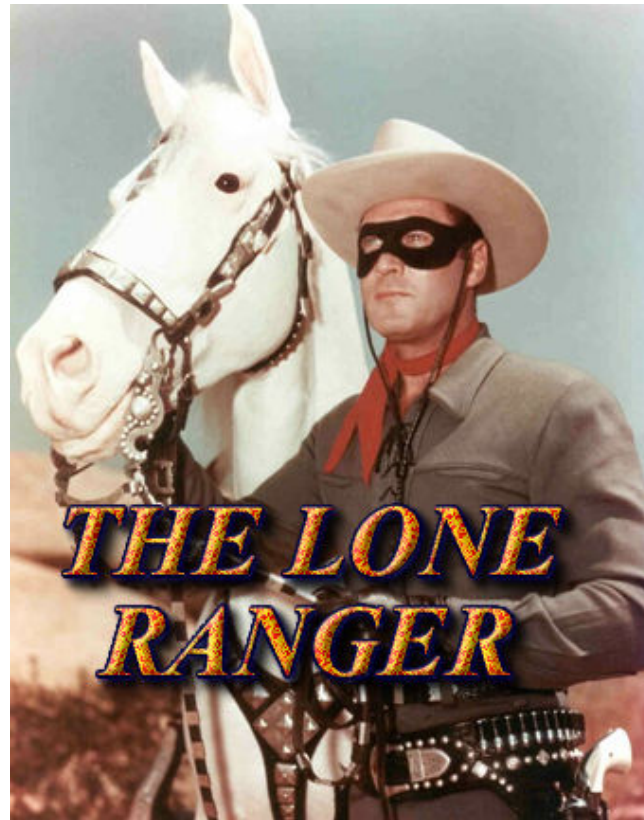
LEARNING ANALYTICS

‘the use of data and models to predict student progress and performance, and the ability to act on that information’

They hold out the promise that individuals will eventually be able to have a complete record of what they have **learned and mastered at the level of concepts and skills.**

Myths and Paradoxes Pedagogy

➤ GOOD RESEARCHER
= GOOD ONLINE TEACHER



Better to work in
teams!

Open Educational Resources

‘educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or license fees’



Health OER
Inter-Institutional
Project



Kwame Nkrumah University of Science and Technology

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. Following the report of a University Commission which came out early 1961, Government decided to establish two independent Universities in Kumasi at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University Kwame Nkrumah University of Science Technology by an Act of Parliament on 22nd August, 1961. By another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.



Internet History, Technology, and Security

Charles Severance

What is the Internet? How was it created? How does it work?



Quantum Mechanics and Quantum Computation

Umesh Vazirani

This is an introduction to quantum computation, a cutting edge field that tries to exploit the exponential power of computers based on quantum mechanics. The course does not assume any prior background in quantum mechanics, and can be viewed as a very simple and conceptual introduction to that field.



University of Edinburgh

“conservative in terms of online pedagogical practice”

“a pedagogical mode that is significantly under-theorised”

Myths and Paradoxes Pedagogy

- xMOOCs are not new pedagogy

Myths and Paradoxes Pedagogy

- xMOOCs are not new pedagogy
- COMPUTERS...
DON'T PERSONALISE LEARNING

Myths and Paradoxes

Why xMOOCs?

> PARADOX:

BE OPEN – MAKE MONEY

Myths and Paradoxes

Why xMOOCs?

➤ NOT...

THE WAY TO EXPAND HIGHER
EDUCATION IN DEVELOPING
COUNTRIES



Stampede at the University of
Johannesburg

WCHE session on OERs



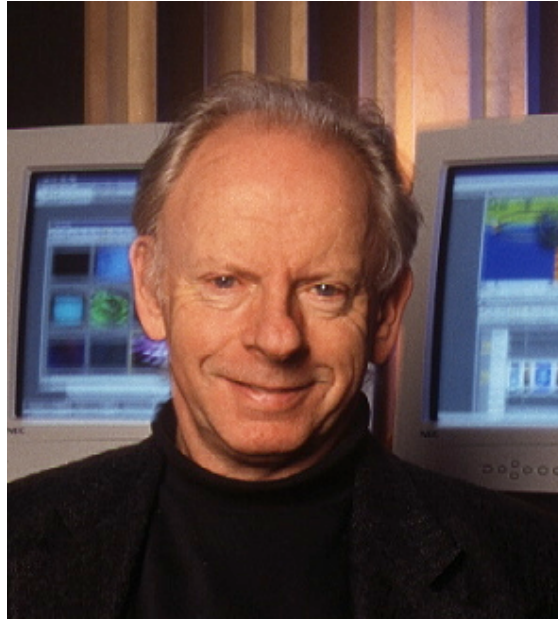
*Avoid intellectual
neo-colonialism!*





Tony Bates

‘these elite universities continue to treat xMOOCs as a philanthropic form of continuing education, and until they are willing to award credit and degrees for this type of programme, we have to believe that they think this is a second class form of education suitable only for the unwashed masses’



Tony Bates

‘Please, it is too much to ask for a little humility?’

Probably, from these so-called elite institutions!’

Possibility

Myth



Paradox

The MOOC Maze

Myths and Paradoxes

Why xMOOCs?

➤ NOT...

THE WAY TO EXPAND HIGHER
EDUCATION IN DEVELOPING
COUNTRIES



Higher education for those at the
bottom of the pyramid



Rankings of MOOCs

BRITAIN' S TOP TEN UNIVERSITIES

Quality Rankings of Teaching

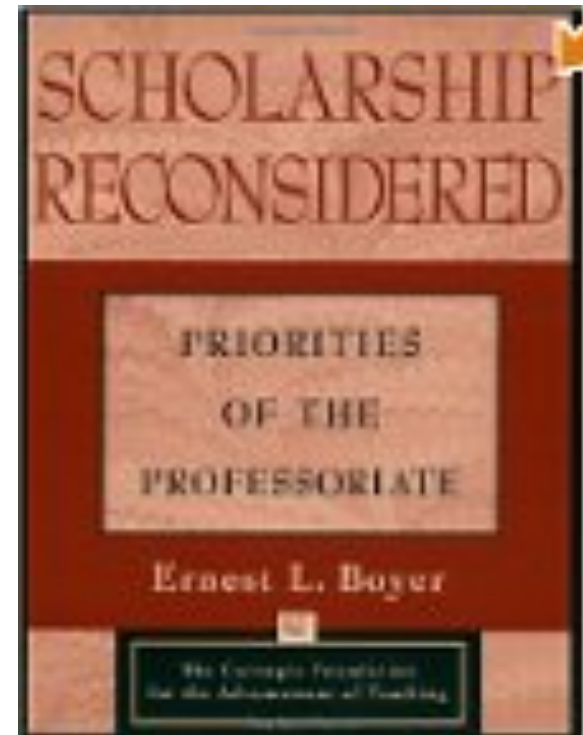
based on all subject assessments 1995-2004
(*Sunday Times University Guide 2004*)

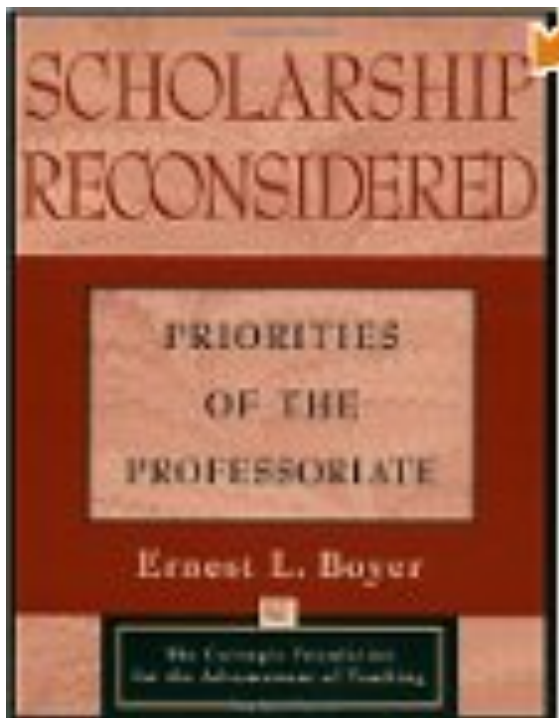
1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<u>THE OPEN UNIVERSITY</u>	<u>87%</u>
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%
10	COLLEGE of St MARK & ST JOHN	76%



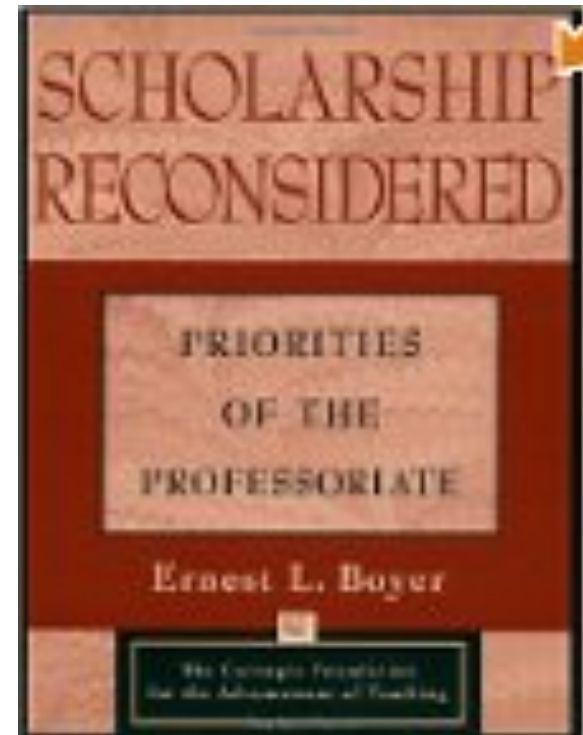
Harold Shapiro

“But you have to ask yourself, where do we have the talent? You can’t just turn around tomorrow and say ‘maybe we should start doing something different’ – you have to accumulate the talent first”





‘we need a climate in which colleges and universities are less imitative, taking pride in their uniqueness. It’s time to end the suffocating practice in which colleges and universities measure themselves far too frequently by external status rather than by values determined by their own distinctive mission’





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THANK YOU

For text and slides:
www.sirjohn.ca