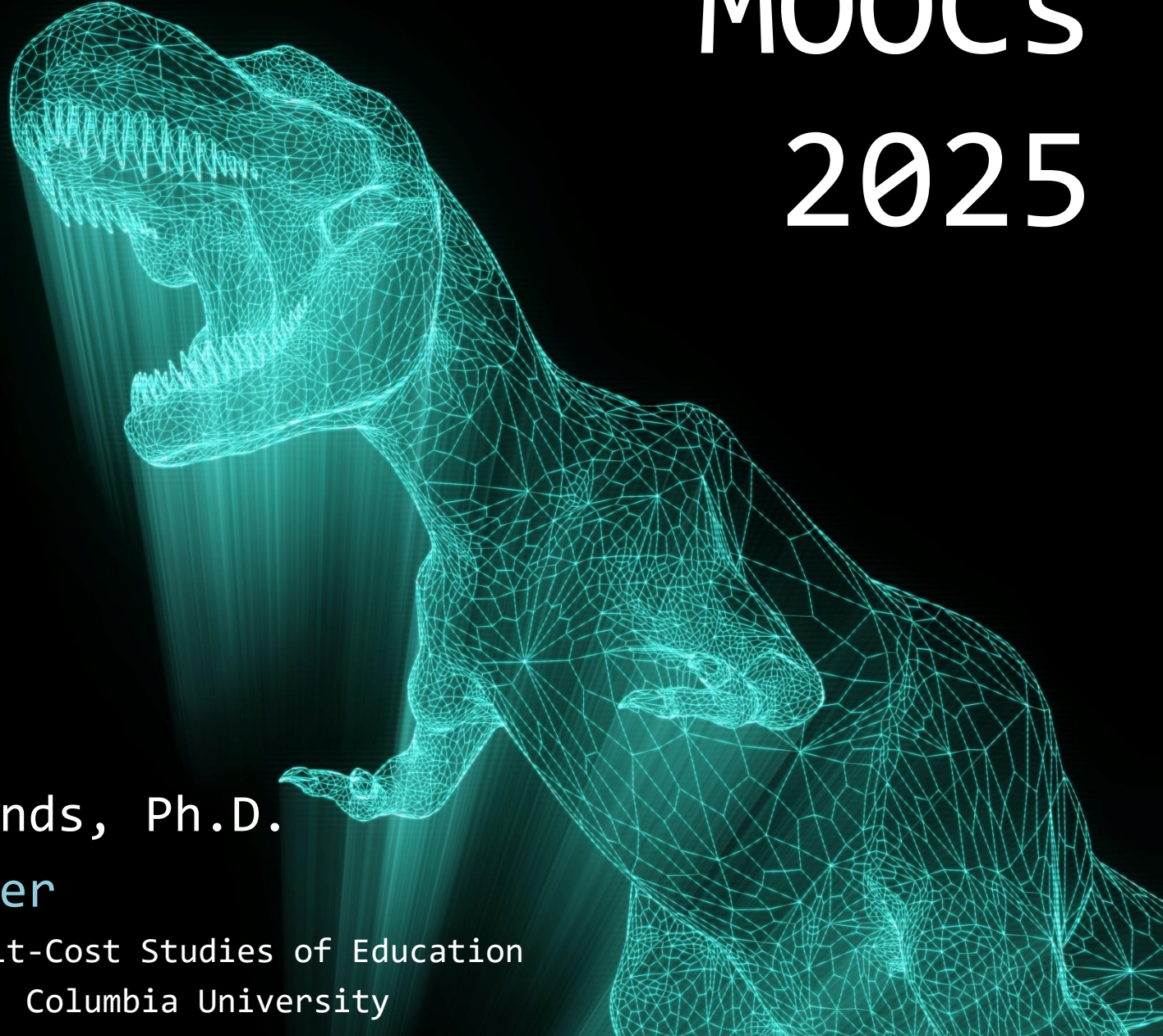


MOOCs 2025



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2011: Dawn of the xMOOC



MOOCs: Expectations and Reality

Full Report

May 2014



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What were the original instigators of cMOOCs trying to achieve?

George Siemens:

... a **social, technical system of learning where the teacher's voice is not an essential hub but, instead, a node in an overall network**

The pedagogical model has to emphasize creation and **generation**

...the emphasis was **on each person participating in a space that they owned, creating a personal learning environment and a personal learning network**

Stephen Downes:

...to create tools and methods **to help people acquire learning for themselves**, rather than have learning provided to them by some provider or institute

Original goals for xMOOCs ("modern" MOOCs)

Ng, Widom, Thrun, Norvig and others at Stanford University

- Highly scalable education
- Availability
- Give every learner a good experience, no matter how many people participated
- Give instructors the opportunity to have a much greater impact on the world than was ever possible before
- Facilitate blended learning and flipped classrooms for on-campus courses to make better use of student and faculty time

ELEARNSPACE

LEARNING, NETWORKS, KNOWLEDGE, TECHNOLOGY, COMMUNITY

Home About test RIP Jay Cross: The Kingdom of Ideas

Stanford University does a MOOC

I love this! [Stanford University Artificial Intelligence](#) is being offered as an open online course. I've been involved in numerous massive open online courses ([MOOCs](#)) – they've been wonderful personal learning experiences. MOOCs are great opportunities to connect with colleagues from around the world and develop a broad understanding of topics from diverse perspectives. Our goal, since [CCK08](#), has been to do for teaching and learning what MIT did for content.

(We are offering a fall [open course on change in education](#)).

Why is the Stanford course an important development? Well, first, it reflects the logical next stage of education and openness: as the course authors state in their intro video, “we want to teach the world”. Second, education is ripe for change and transformation and alternative models, that take advantage of global connectedness, are important to explore. Third, when traditional universities such as U of Illinois ([eduMOOC](#)) and now Stanford start opening up courses, it's reasonable to expect that we'll be seeing more of these in the next several years. Finally, learning in a global cohort is an outstanding experience – networking on steroids!

This was written by [gsiemens](#). Posted on [Thursday, August 4, 2011, at 7:53 pm](#). Filed under [Uncategorized](#). Bookmark the [permalink](#). Follow comments here with the [RSS feed](#). Both comments and trackbacks are currently closed.

Virtual reality

Predictive analytics

MOOCs

Adjunct faculty



Adaptive learning

Institutional goals for MOOCs	% of interviewees who mentioned this (n=83)
Extending reach and access	42%
Improving economics of higher education	29%
Building and maintaining brand	25%
Improving educational outcomes	20%
Innovation	19%
Research on teaching and learning	18%

Raking it in with Specializations

Johns Hopkins: Data Science Sp.

- Revenue:
6,235 completers x est.
80% fully paid x \$49/mo x
est. 9 months = \$2.2mm
- Costs:
Est. \$150,000/MOOC x 9
courses = \$1.35mm
- Net: \$0.85mm
Split with Coursera?

Wharton Online: 7 Business Sp.

- Revenue:
160,158 course
enrollments paid or fin aid
x est. 80% fully paid x
weighted ave. \$61/month
= \$7.9mm
- Costs:
Est. \$150,000/MOOC x 33
courses = \$4.95mm
- Net: \$2.9mm
Split with Coursera?





How do participants hope to benefit from a μ M or Specialization? (n=1,992)

Improve performance in current job	43%
Learn something new	26%
Start my own business	23%
Apply for a different job	21%
Improve my English	20%
Network	19%
Supplement a formal degree program	14%
A job promotion	11%
Apply to a formal degree program	10%
A pay raise	9%
Apply for my first job	8%
My employer asked me to take it	2%

How MOOCs were predicted to evolve and affect HE between 2013-2018

- Targeted at specific audiences
- Cross-institutional collaborations
- Computer grading of open-ended assignments
- Credentials of economic value

- Life-long connections to alumni
- Textbook replacements
- Learning analytics data catalyzes personalized, adaptive, mastery-based learning
- A/B testing allows for iterative improvements in materials and activities
- Revenue-generating services: tutoring, f2f interactions, study groups

- Meet demand for higher education in rapidly developing countries
- Convergence of cMOOC and xMOOC pedagogy
- Students cobble together their own certifications

Move over “MOOC”



- **Nonformal digital learning experience**
 - **NDLE**
- **Informal digital learning experience**
 - **IDLE**
- **Digital Learning Experiences**
 - **DLE**
- **Alternative credential**
 - **AC or Alt-C**
- **Voluntary online learning experience**
 - **VOLE**





Anna | Edit



mike | Edit



benbarnett | Edit



robbieclutton | Edit



oly | Edit



jason | Edit



edross | Edit



philhawksworth | Edit



willbloor | Edit



simondoggett | Edit



stevewaller | Edit



carlaoklade | Edit



jimpratt | Edit



simonbell | Edit

Not quite there, Sal. Did you think about...

Did you remember that...?

Hmmm. Looks like you might have assumed that...



*[Grrrr] Were you multi-tasking through Video 4, José?
Watch 01.15 – 03.30 again without any distractions!*





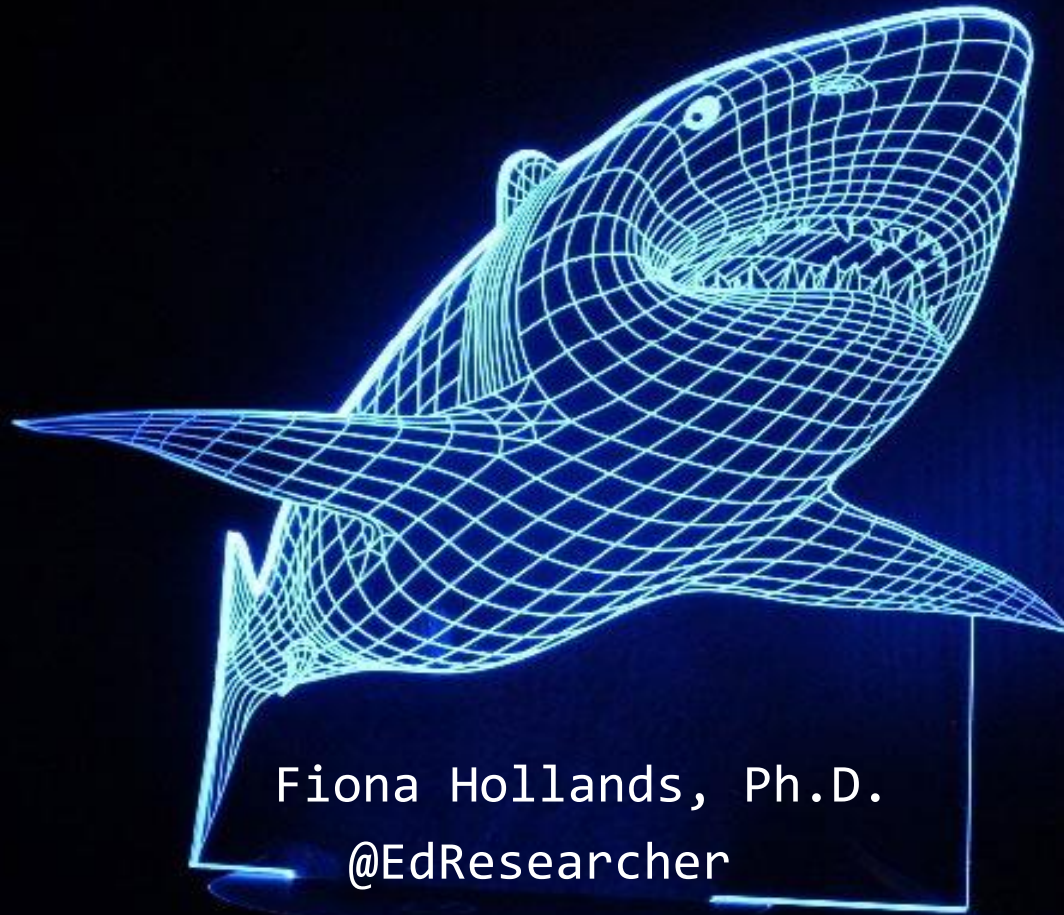
Happy Sunday, AJ!

Today would be a great day to complete Assignment 4 in Data Science.

[Click here](#) for a few tips on getting started.



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