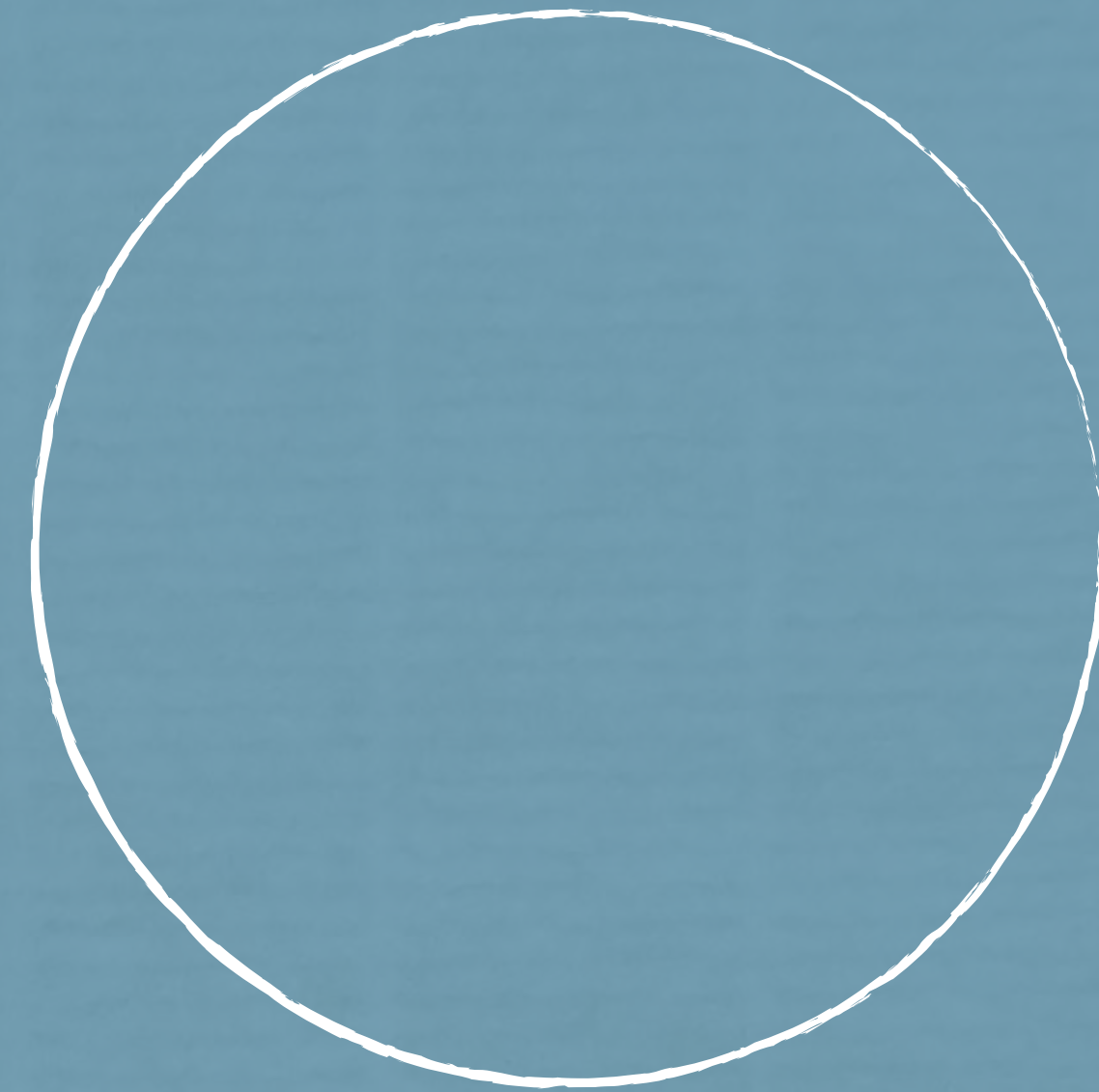


GRATITUDE_X

How gift economics influence
learner attitudes in a massive open online course.

Arthur Grau - 28 Mar 2019 - openedX



A Gift

Share of your own choice

Without expectation of return

Often as part of a ritual

Marcel Mauss' Gift

"Is given only on condition, that it will be used on behalf of, or transmitted to, a third person."



Lewis Hyde's Gift

Never claims an exact return

Comes from beyond our own capability

Inspires gratitude and reputation



Why is this important?

"When gifts circulate within a group, their commerce leaves a series of interconnected relationships... a kind of decentralized cohesiveness emerges."

- Lewis Hyde

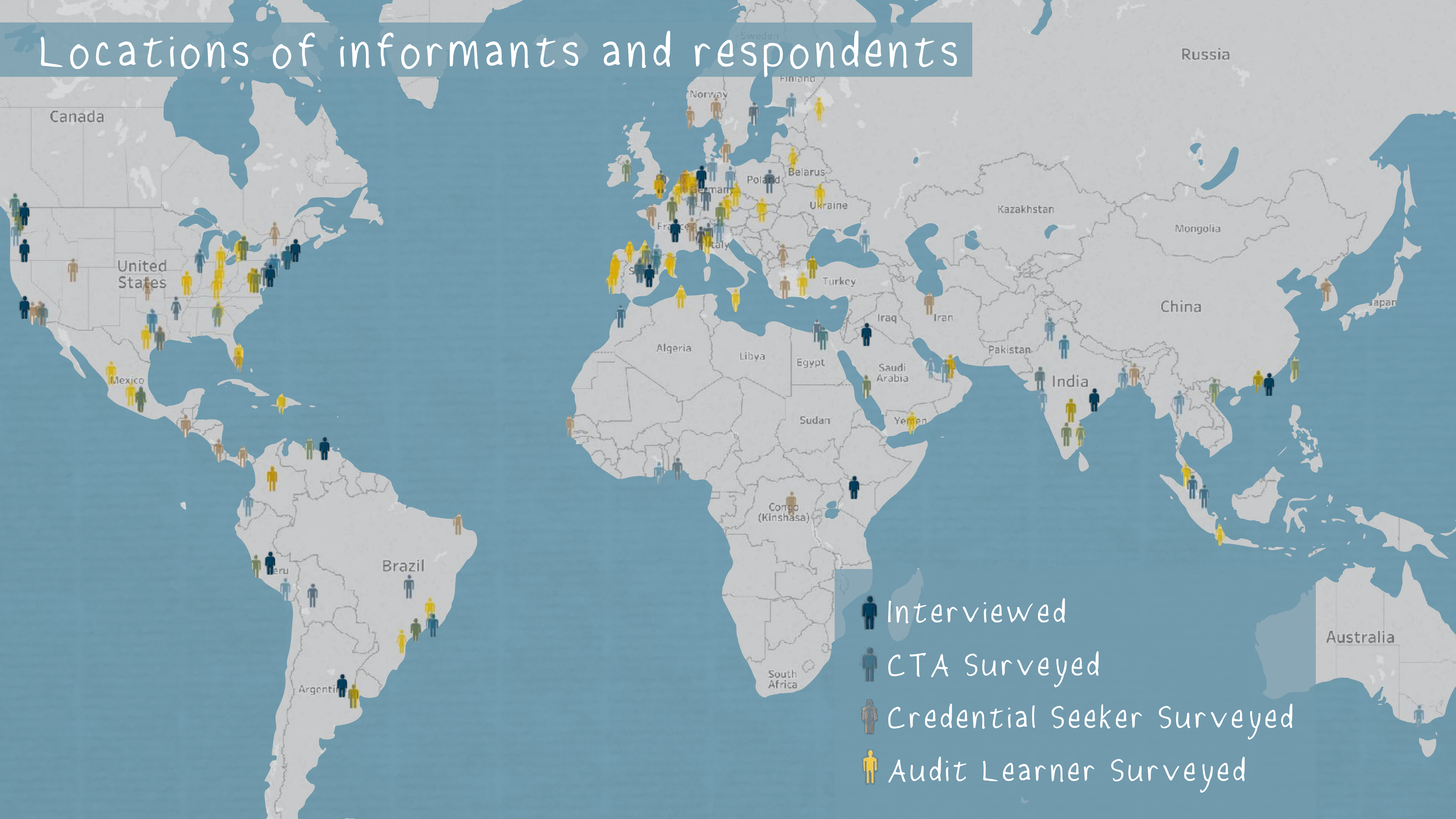
Who could tell me about this?







Audit Learner
Credential Seeker
Community Teaching Assistant (CTA)



Locations of informants and respondents



-  Interviewed
-  CTA Surveyed
-  Credential Seeker Surveyed
-  Audit Learner Surveyed

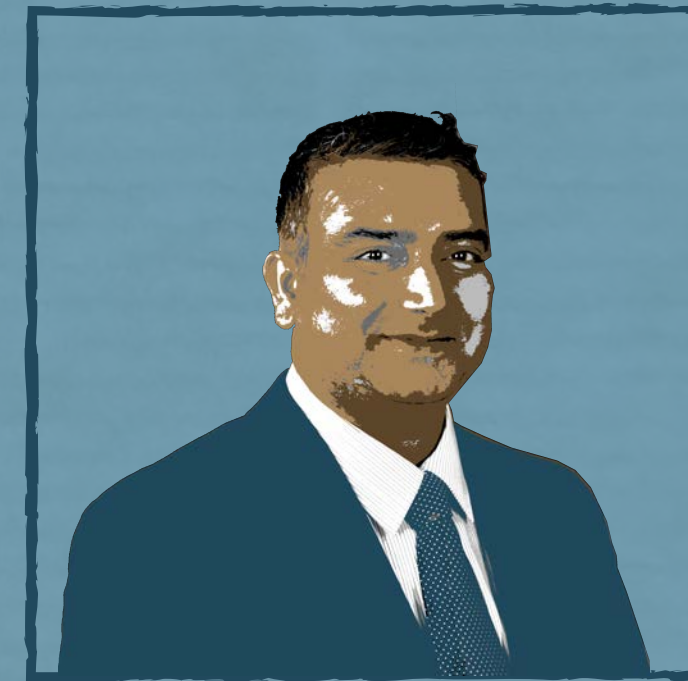
Audit
"Jordan"



Seeker
"Monica"



CTA
"Prashant"



Sensing Mauss' reciprocity

I was getting something for free

I was getting what I paid for

It was all part of the platform

I could count on others

I would be obligated to others in the future



Was getting something for free

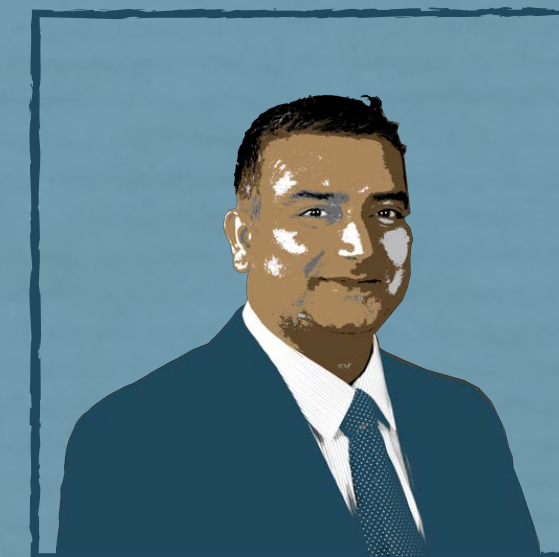
Audit
45%



Seeker
17%



CTA
28%



Could count on others

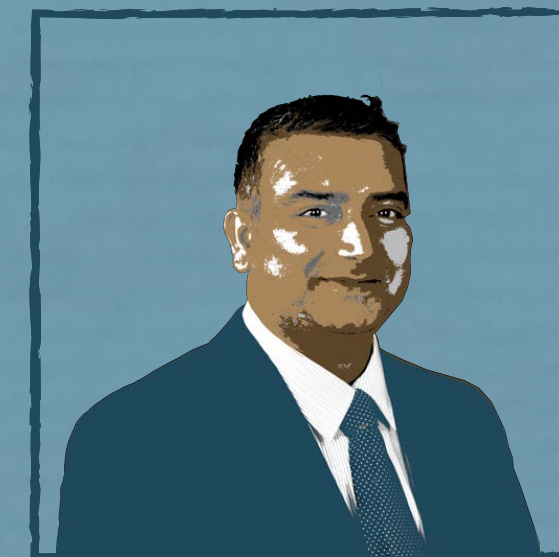
Audit
16%



Seeker
12%



CTA
30%



Would be obligated to others

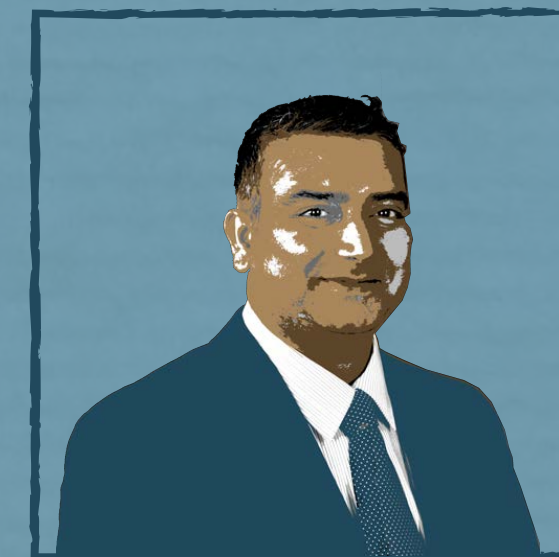
Audit
18%



Seeker
12%



CTA
13%



Hyde's three qualities

So, does initial public gift of knowledge appear to come from beyond the self, inspire gratitude, and enhance reputation?



Jordan, audit learner

"I have no idea how MIT
can offer this all for free."



Monica, credential seeker

"I was blown away by the content. However, I felt guilty for not doing justice to the course by not scoring highly."



Prashant, CTA

"After my first course, I reached out to the instructor to thank him. I wanted to show some appreciation for what he had given to me."

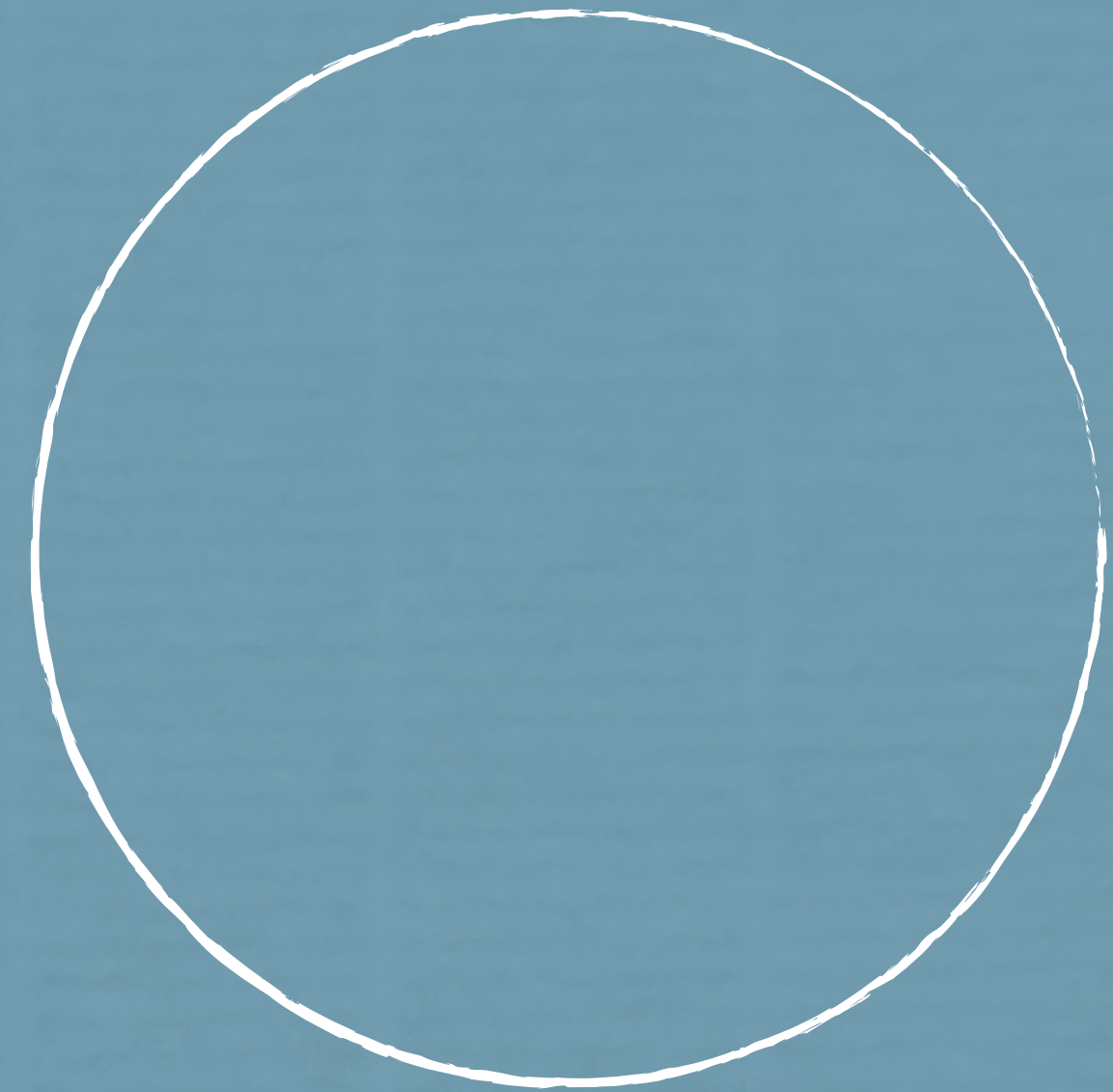


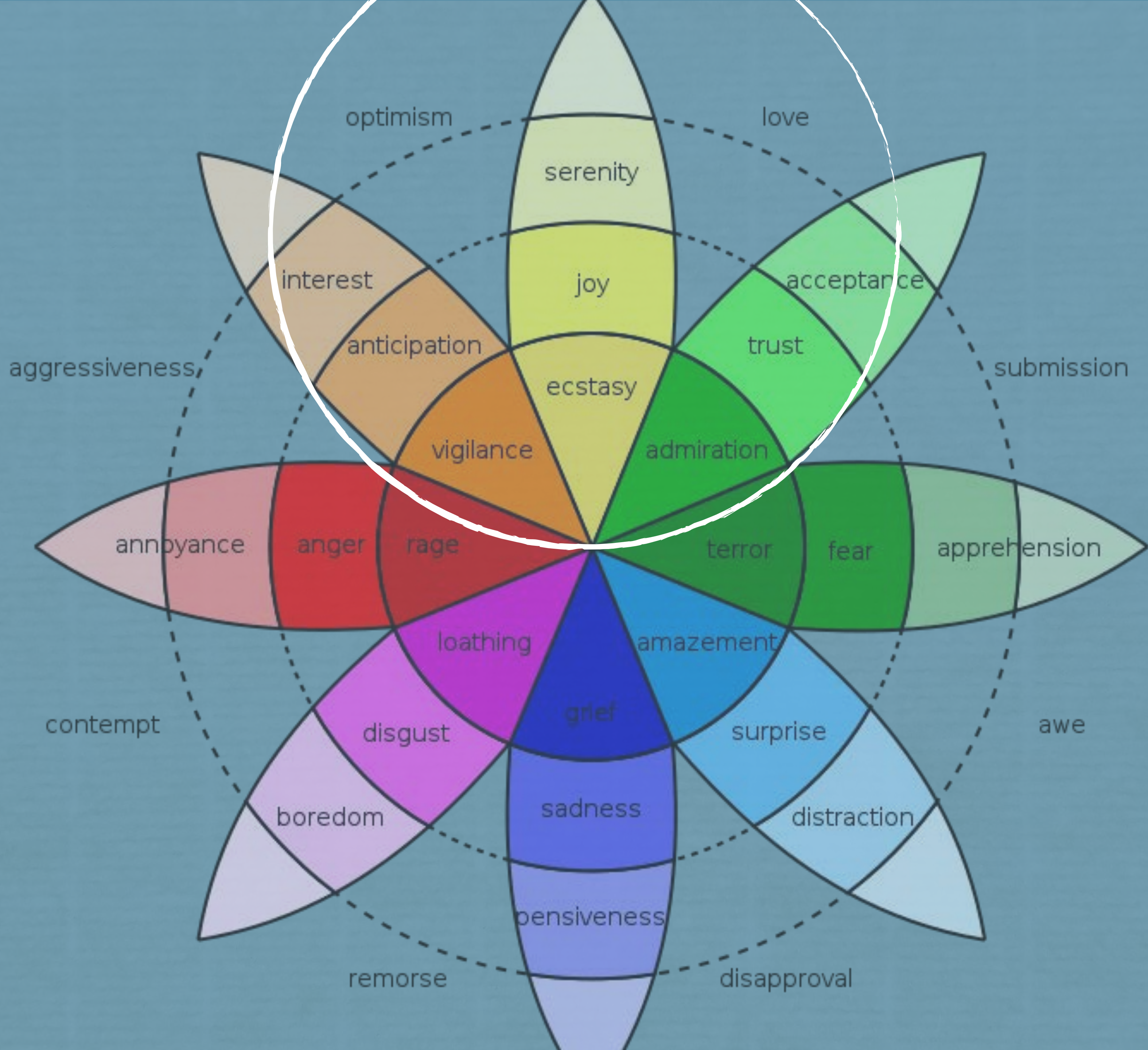
Hyde's qualities

Immeasurable

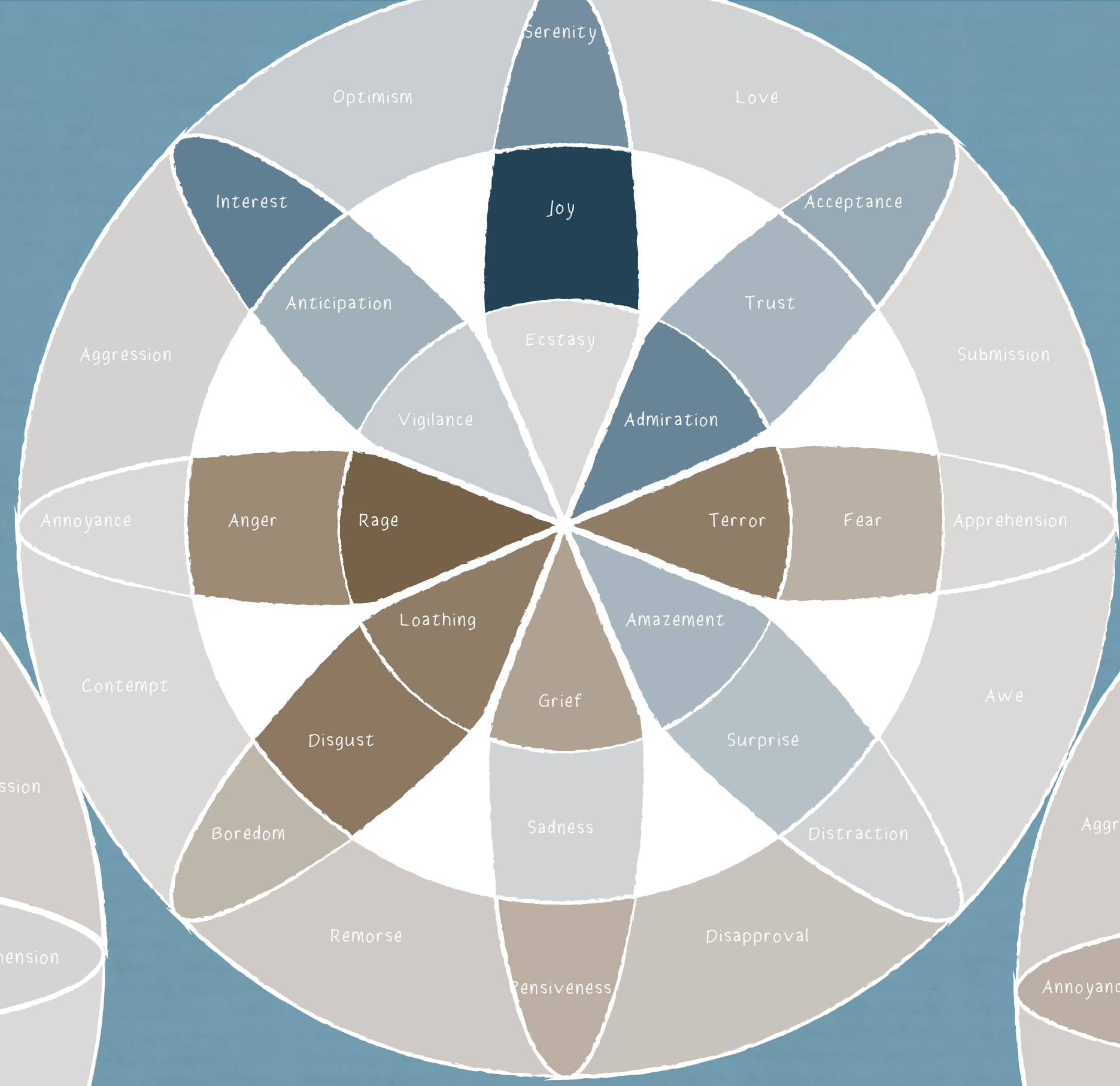
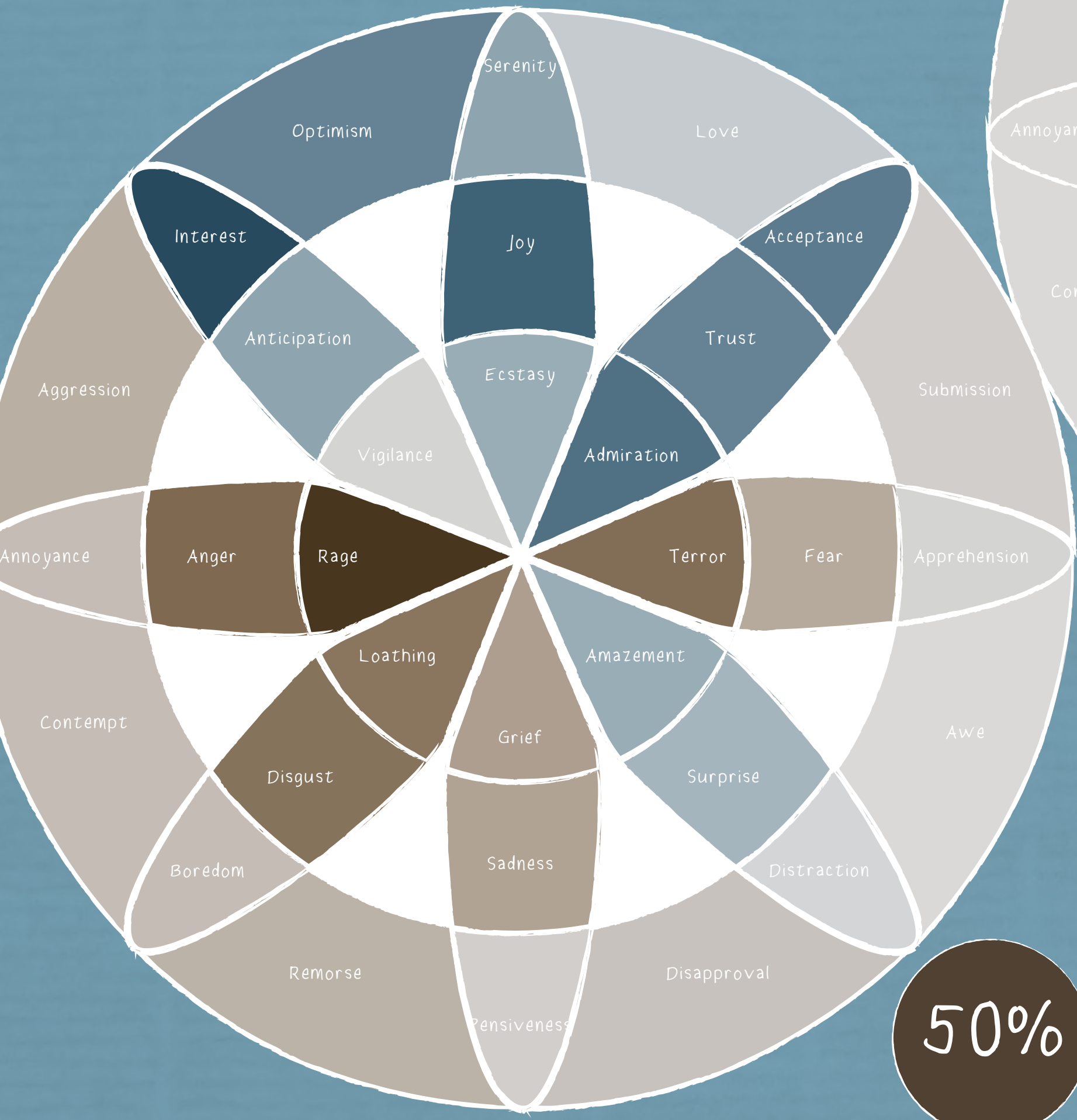
Comes from beyond self

Inspires gratitude



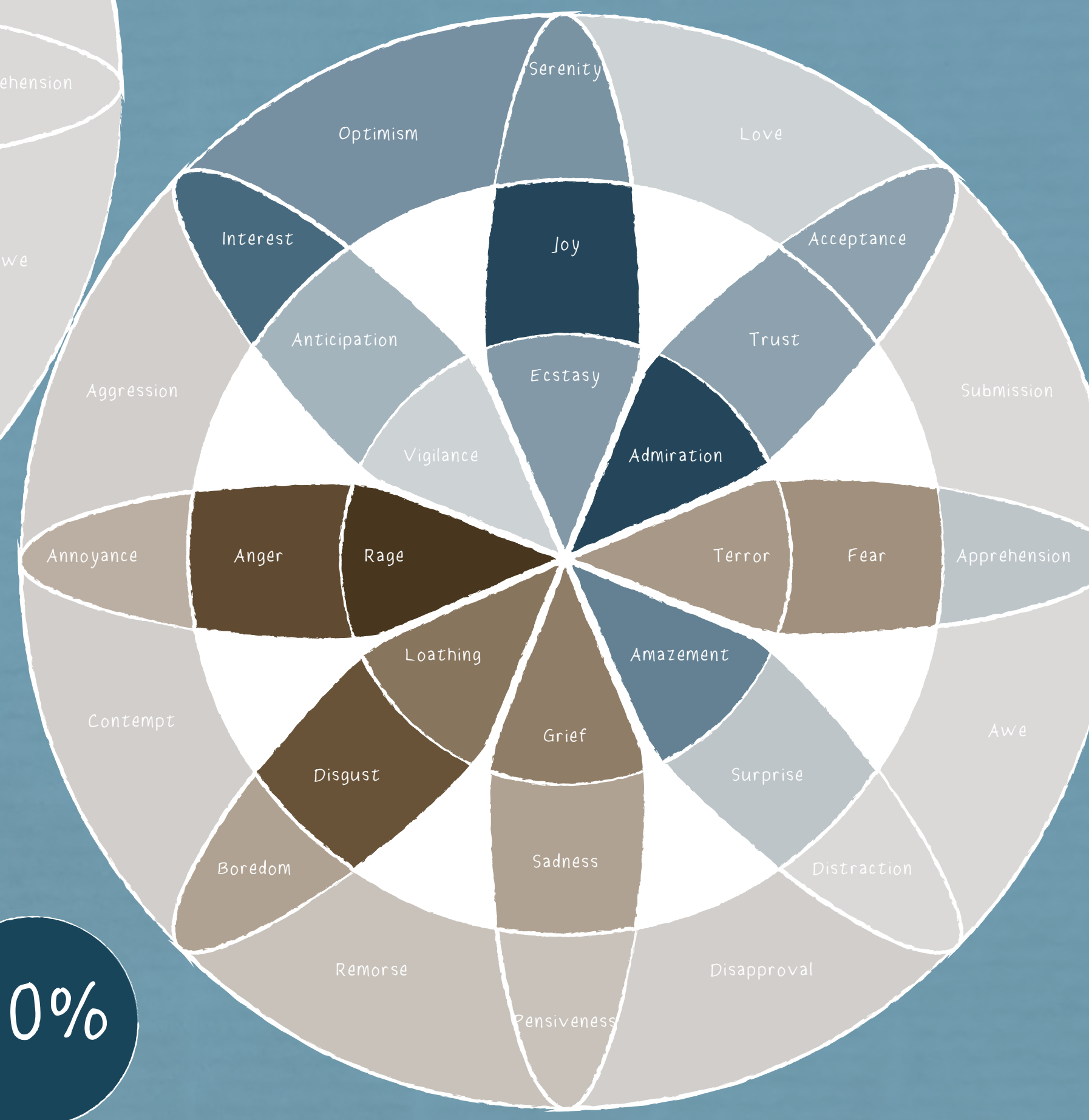


Audit



Seeker

CTA



50%

25%

0%

25%

50%

Absolutely did not experience

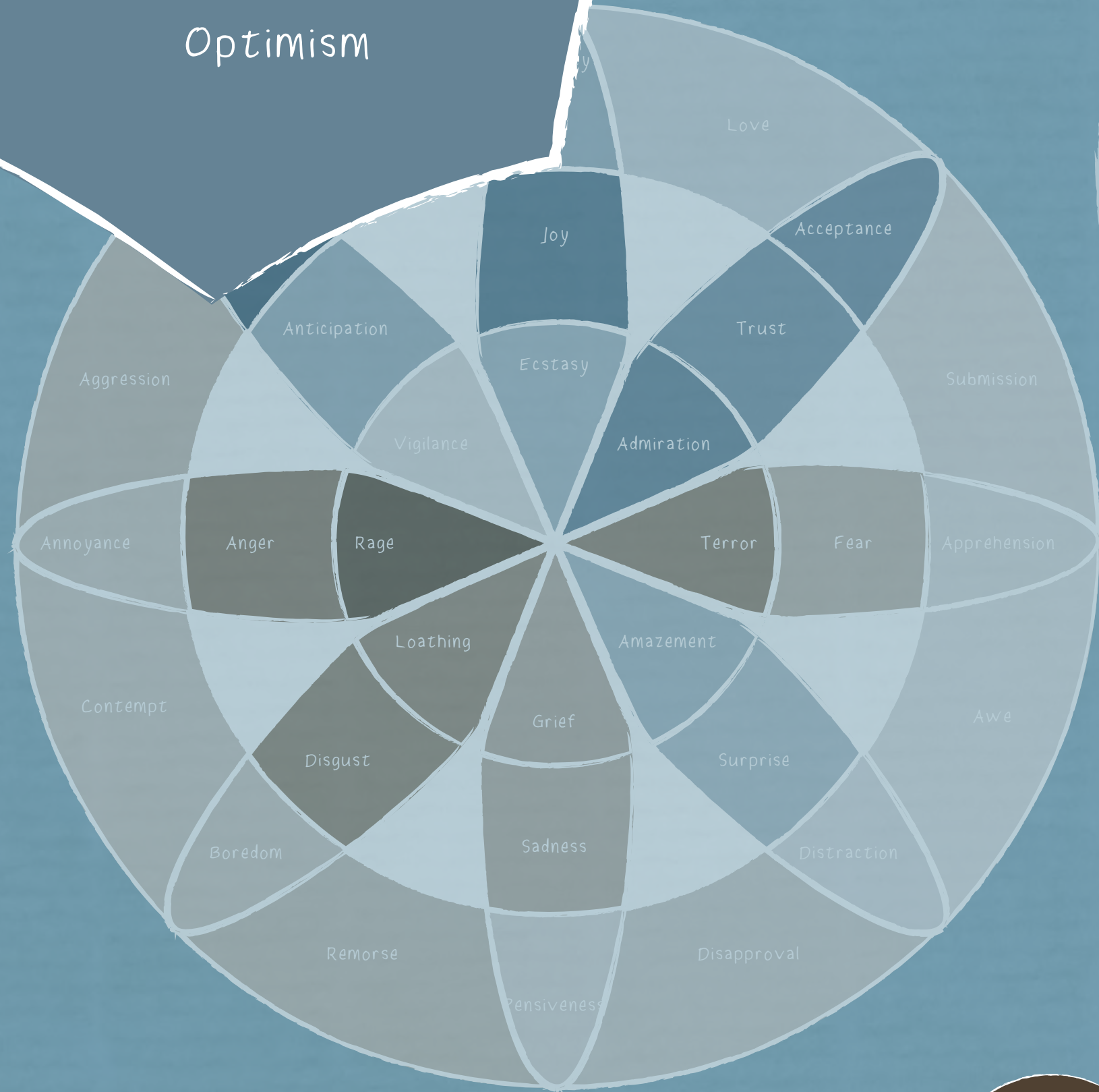
Absolutely DID experience

un-measurable return

Optimism

Optimism

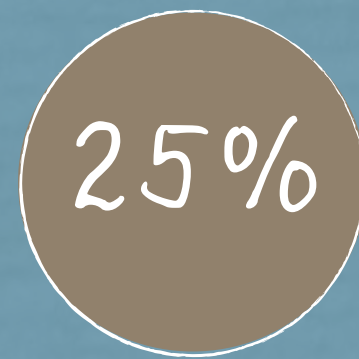
Optimism



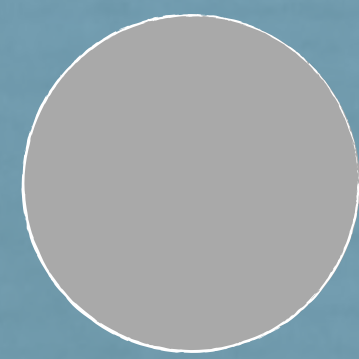
Audit



50%



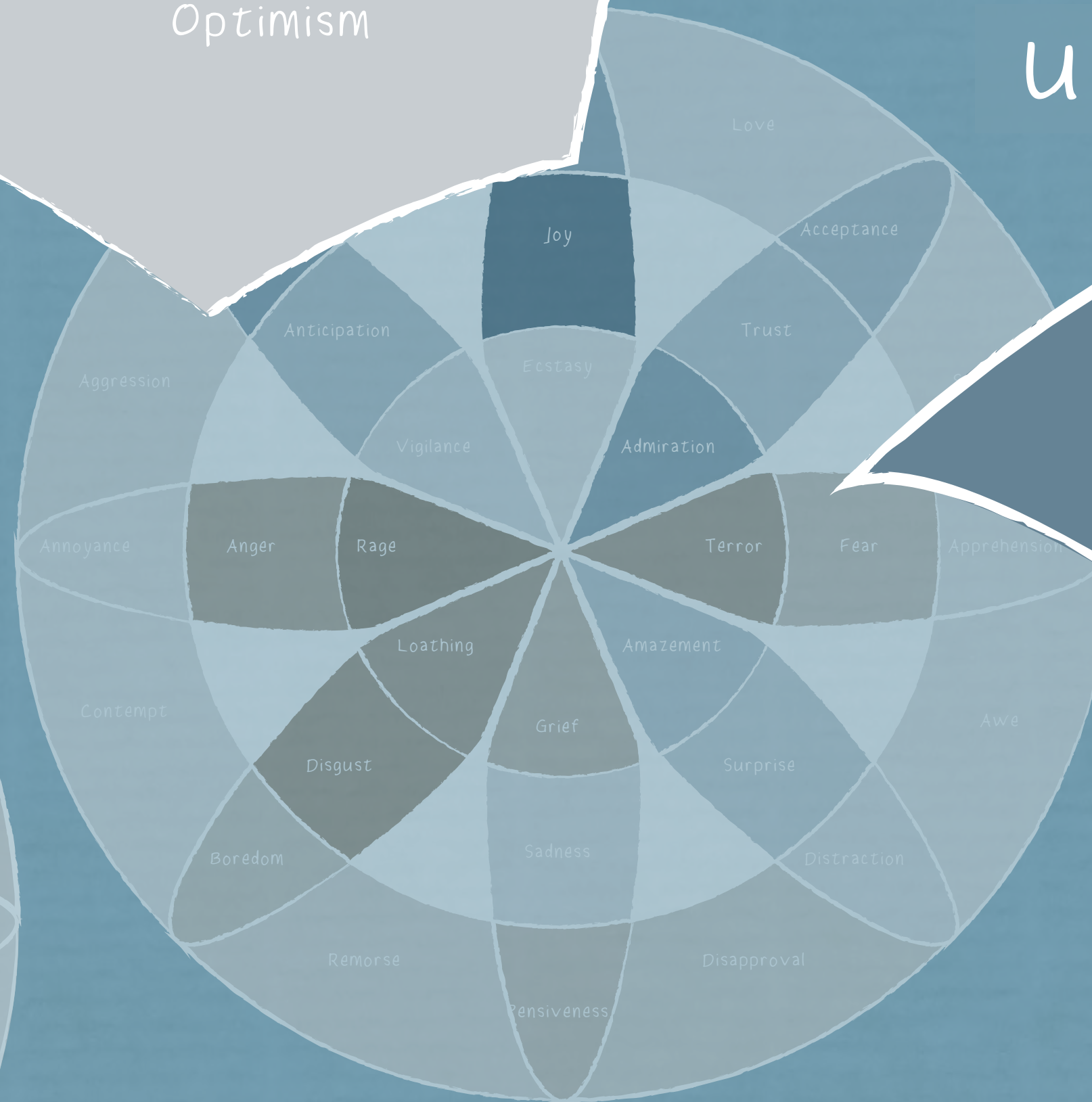
25%



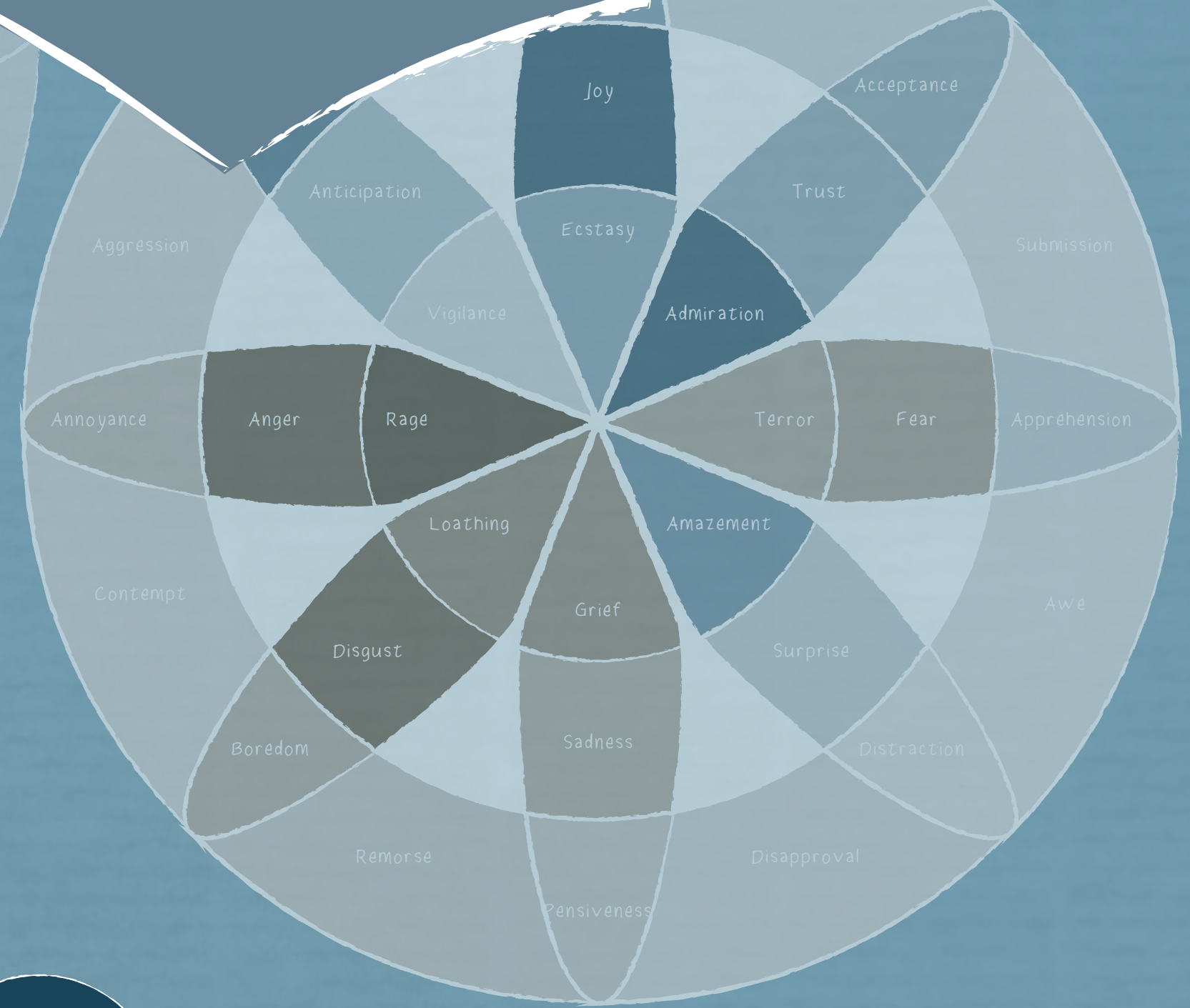
25%



50%



Seeker

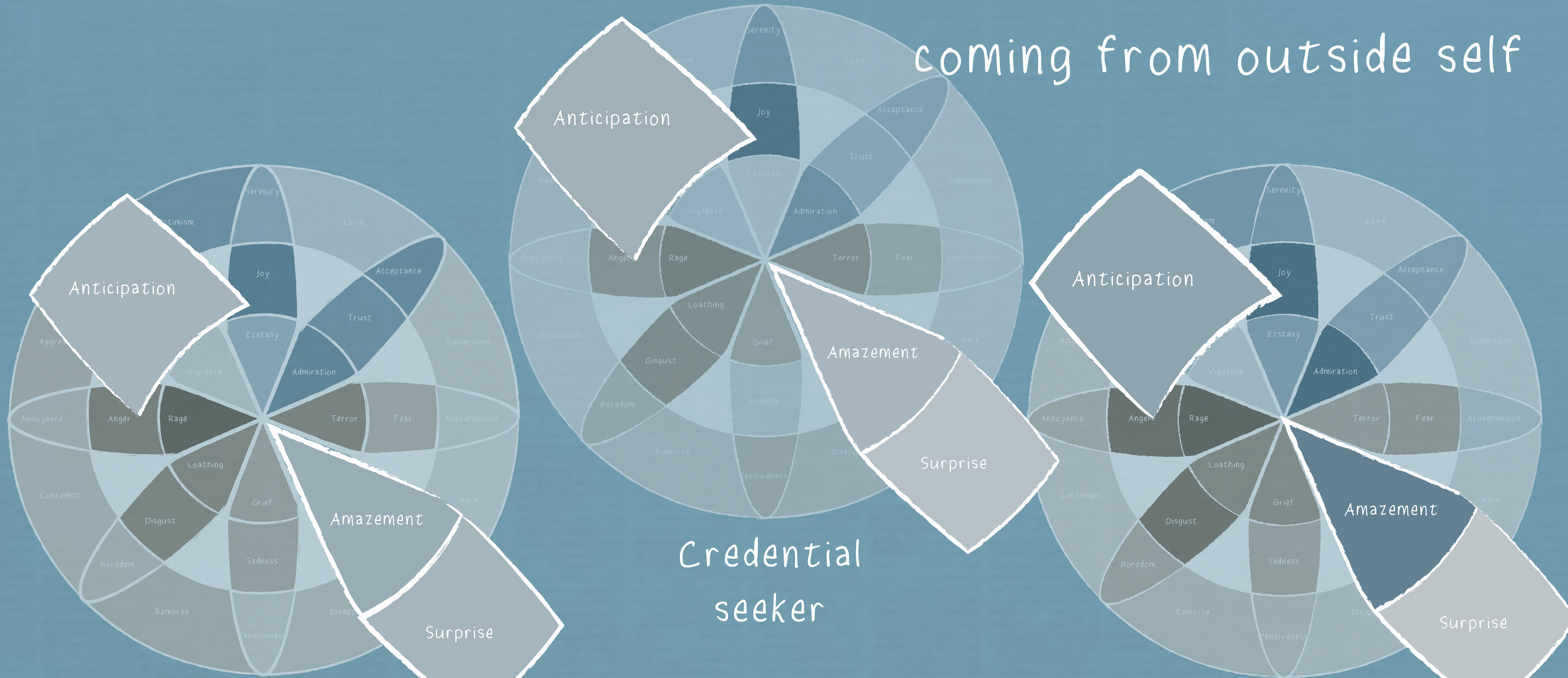


CTA

Absolutely did not experience

Absolutely DID experience

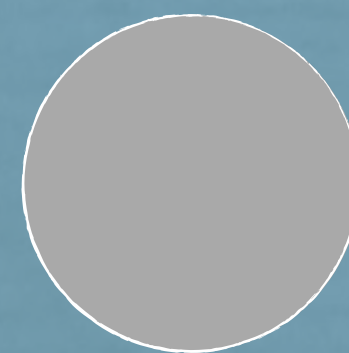
coming from outside self



Audit

50%

25%



25%

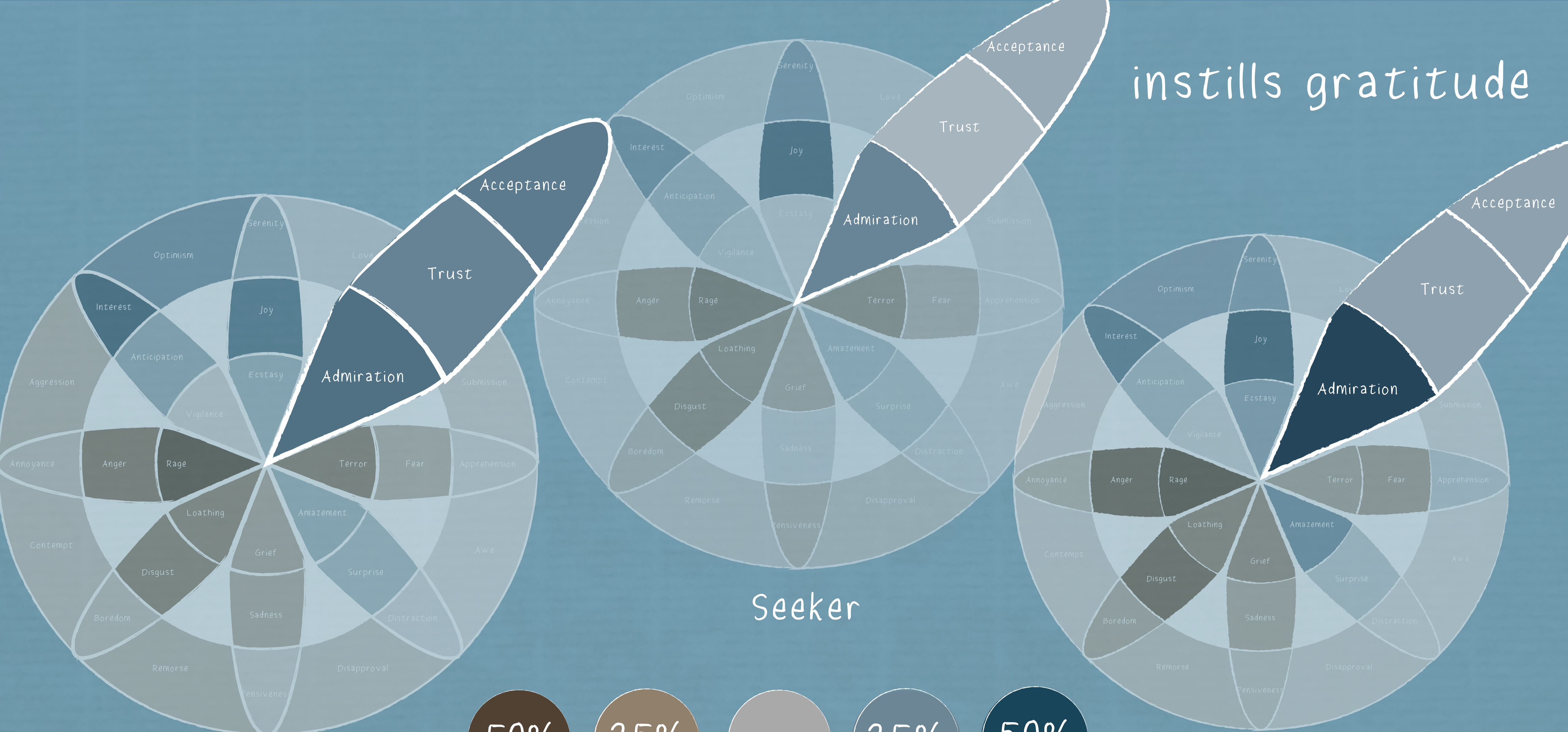
50%

CTA

Absolutely did not experience

Absolutely DID experience

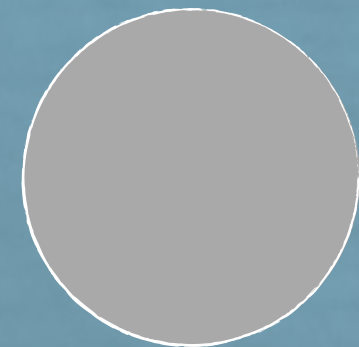
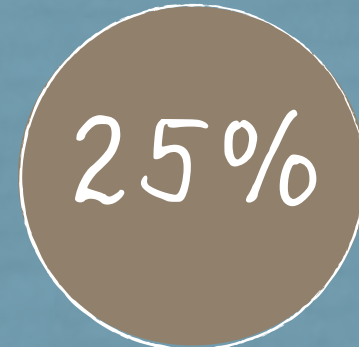
instills gratitude



Audit

Seeker

CTA



Absolutely did not experience

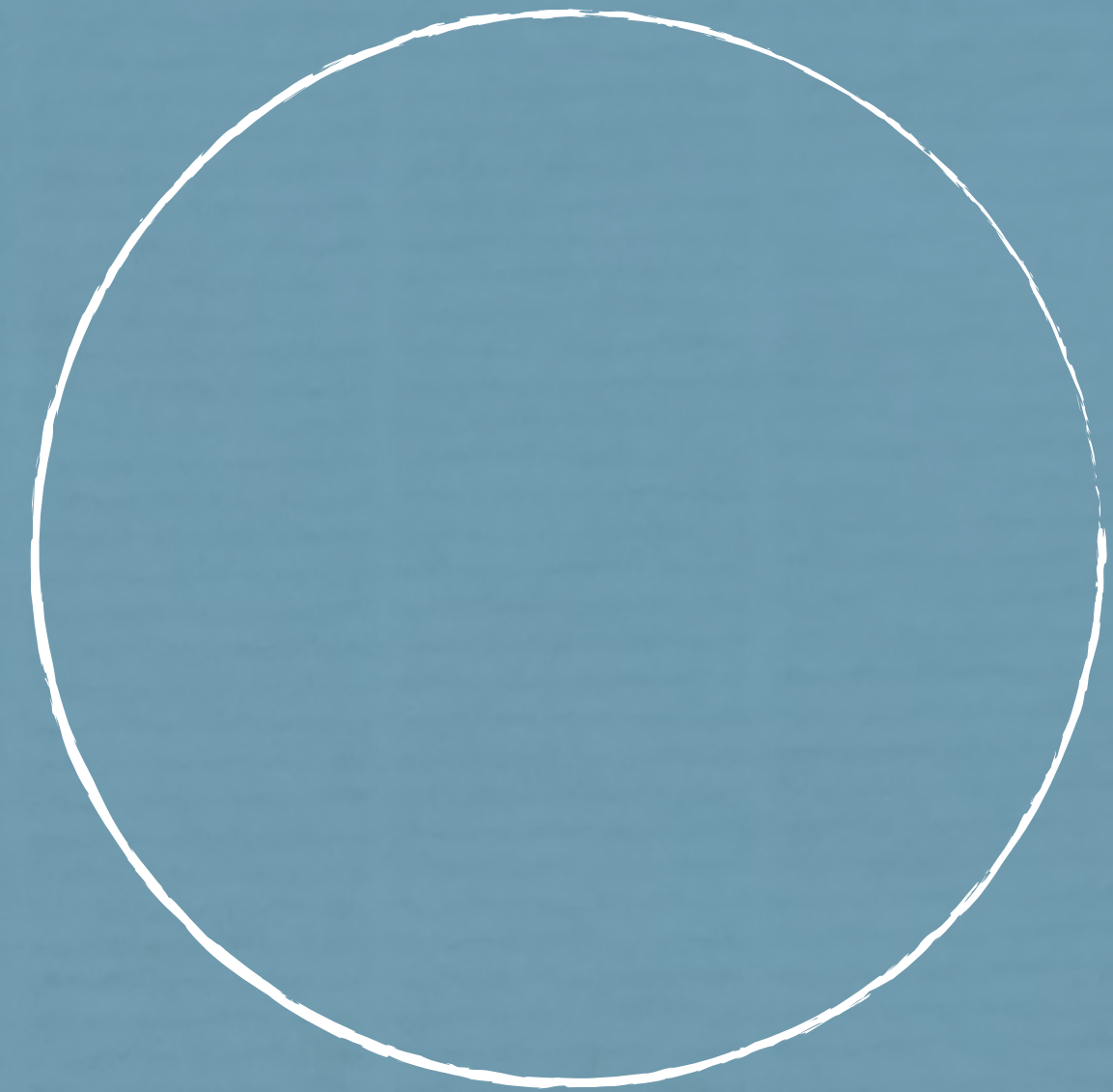
Absolutely DID experience

Hyde's qualities

Immeasurable

Comes from beyond self

Inspires gratitude



Valuable
Accessible
Generous
A public good
A gift
Innovative
Complex
Inspired
Respected
Creative

Challenging
Difficult
Standard
A means to an end
A Necessity
Simple
Boring
Frivolous
Insincere

This completely
describes the
courses

This somewhat
describes the
courses

This does not
describe the
courses

%times ranked in top 3 "completely"	Audit Jordan	Seeker Monica	CTA Prashant
Valuable	74%	70%	78%
Generous	35%	16%	36%
A public good	51%	30%	56%
A gift	40%	15%	44%
Respected	62%	36%	56%
Standard	10%	12%	11%
A means to an end	21%	18%	28%
Simple	5%	5%	3%

#times ranked in top 3 "completely"	Audit Jordan	Seeker Monica	CTA Prashant
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Respected	62%	36%	56%
Standard	10%	12%	11%
A means to an end	21%	18%	28%
Simple	5%	5%	3%

Observations

All learners experienced a sense of gratitude

Sensation influences regard for platform and courses

Each learner type varied in the degree and type

Observations

Audit learners were most grateful for receiving something free but still felt some obligation to help others.

CTAs experienced the most wonder, gratitude and sense of responsibility to give something back.

Credential seekers still experienced a sense of experiencing being a part of something greater than themselves.

Recommendations

Opportunities for expressing gratitude to other learners could be increased

Other levels of gift giving may be able to be implemented depending on technology or platform developments

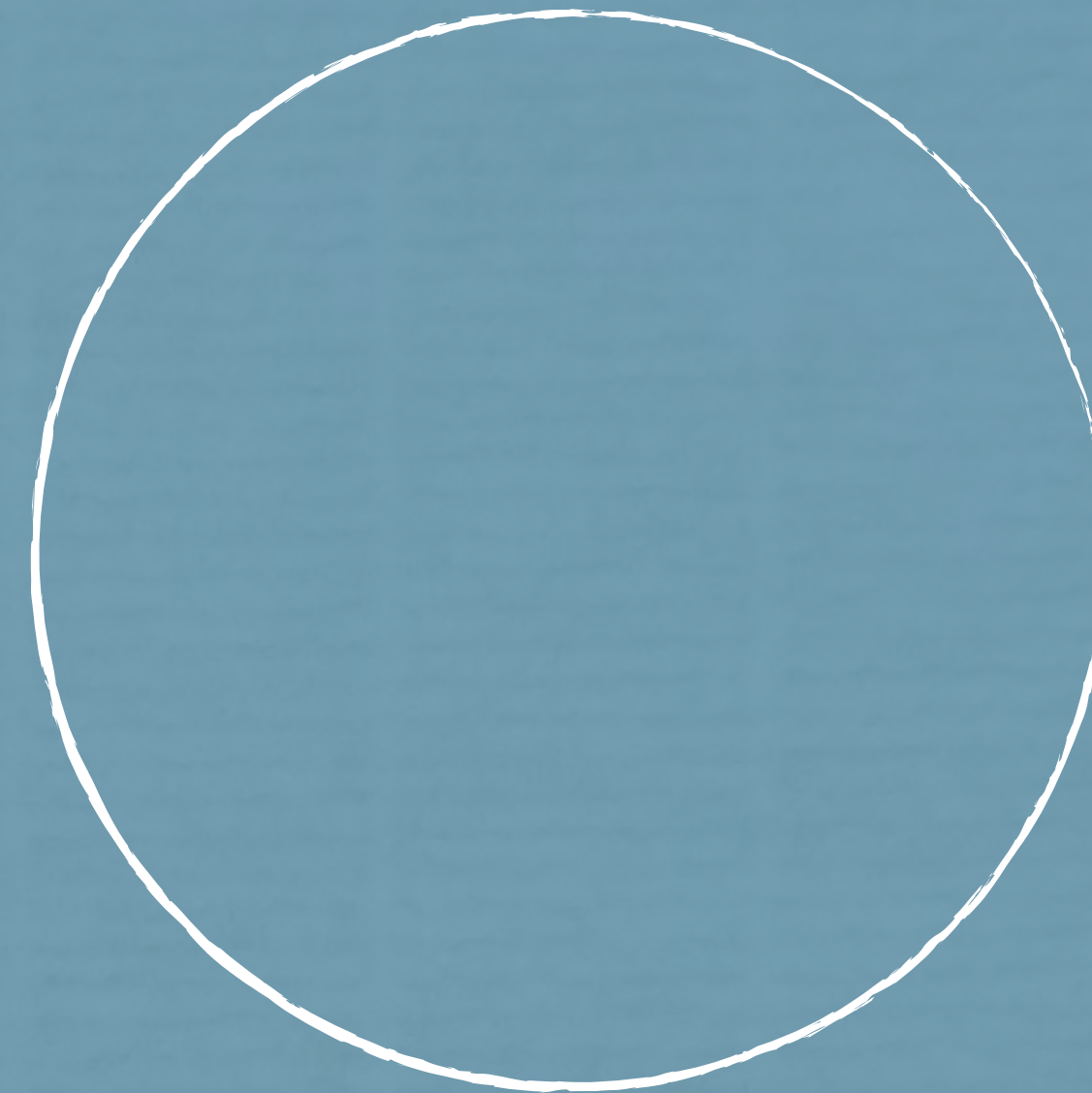
Additional study

Compare learner sentiment against participation data

Compare learner sentiment against performance data

Compare learner behavior free vs paid courses

THANK YOU

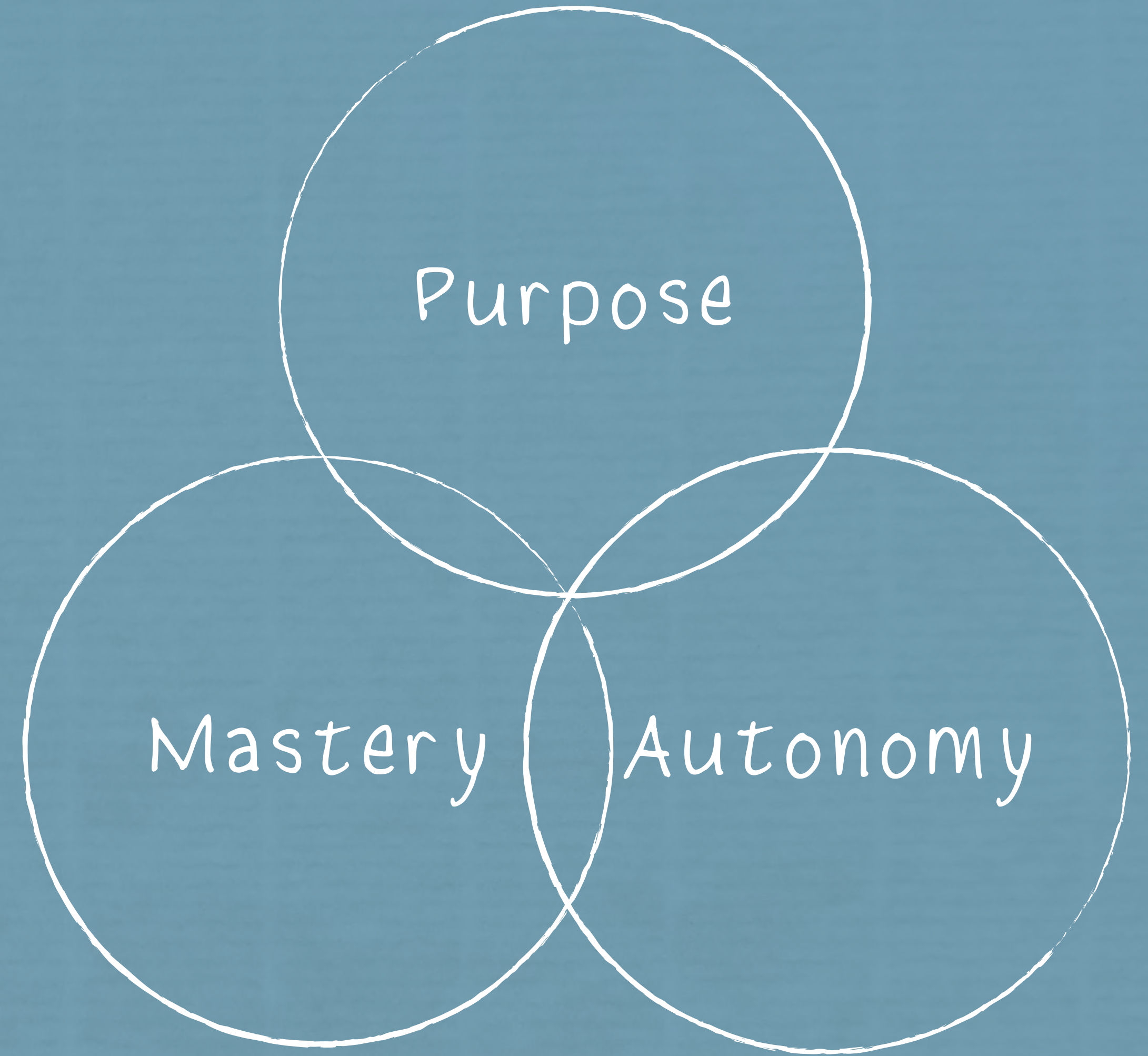


Arthur Grau

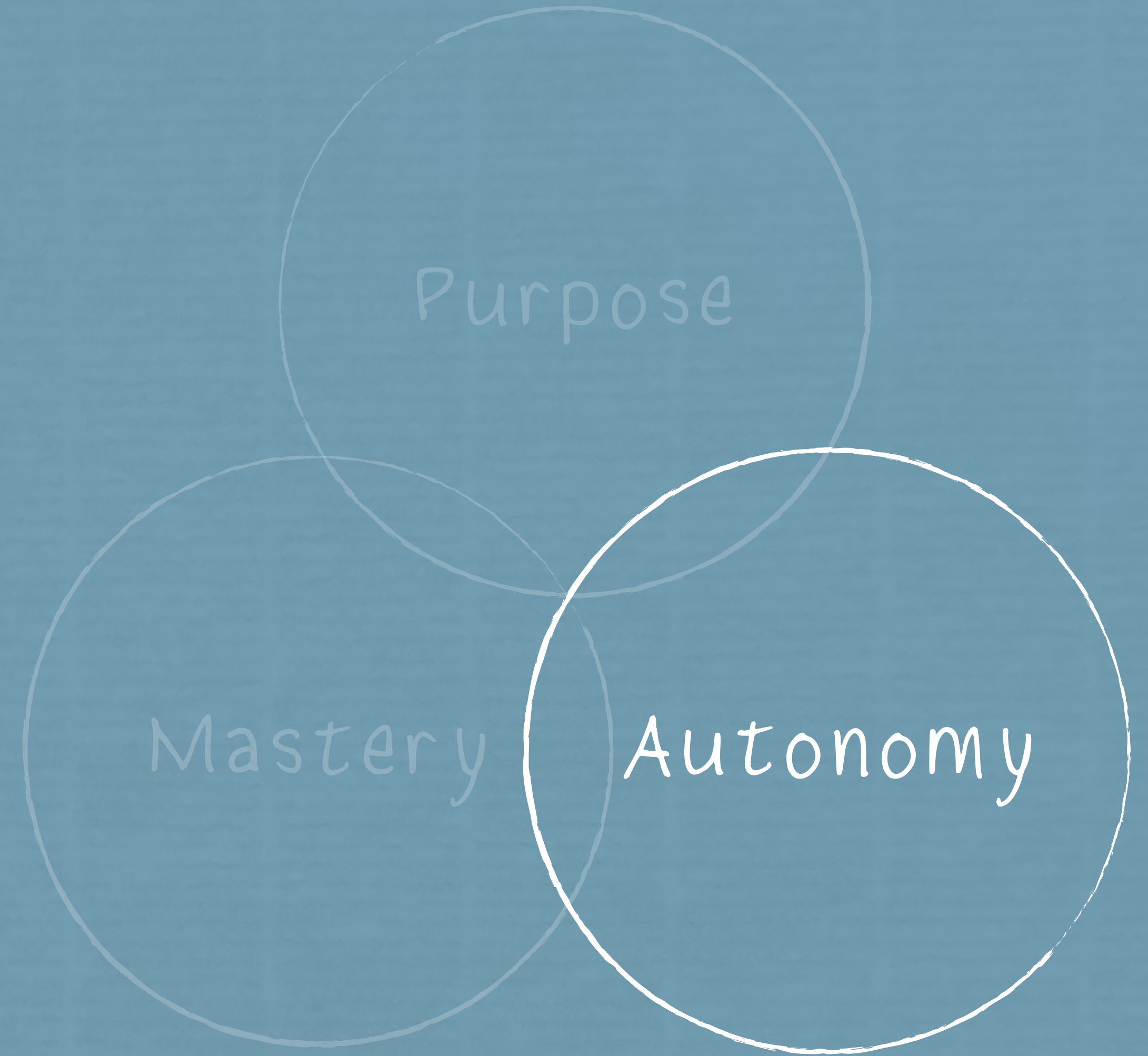
arthur@arthurgrau.com

agrau@mit.edu

Motivations



Autonomy

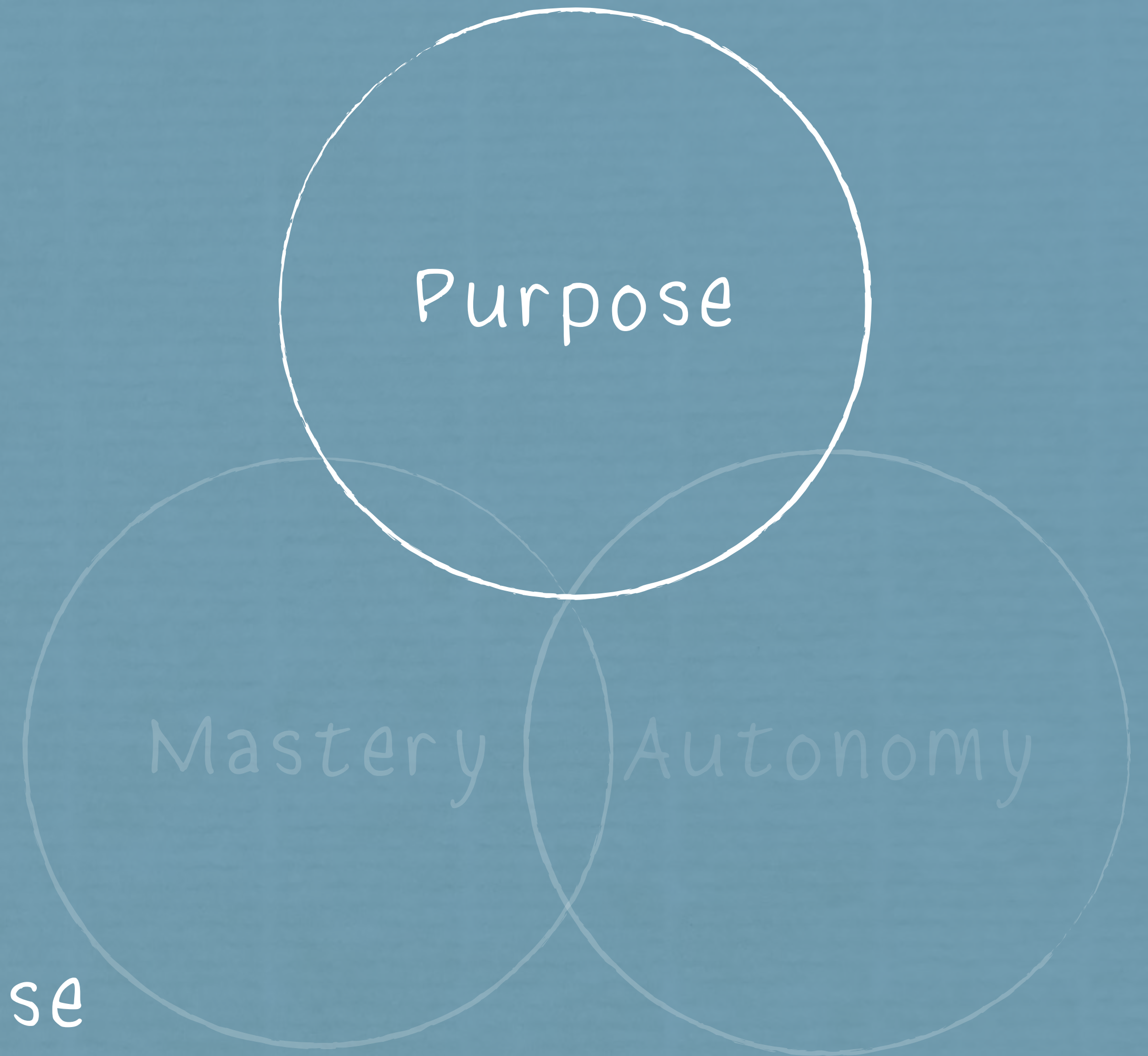


Mastery



Purpose

Learners in the courses
expressed a sense of purpose
in giving and receiving



Virtuous behavior

Learners reported sensing value, generosity,
and a leaning toward the public good regarding the courses.

This may suggest feeling part of a virtuous circle.



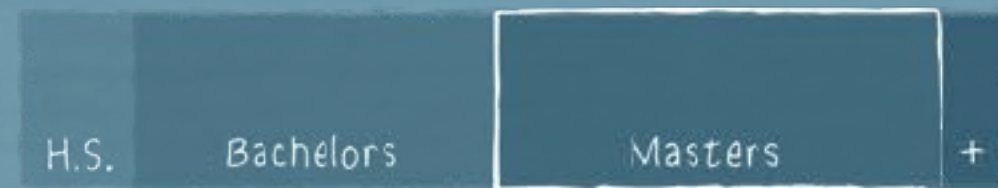
Why he MOOCS?



Audit Learner

Placement among other learners

Level of education



Age

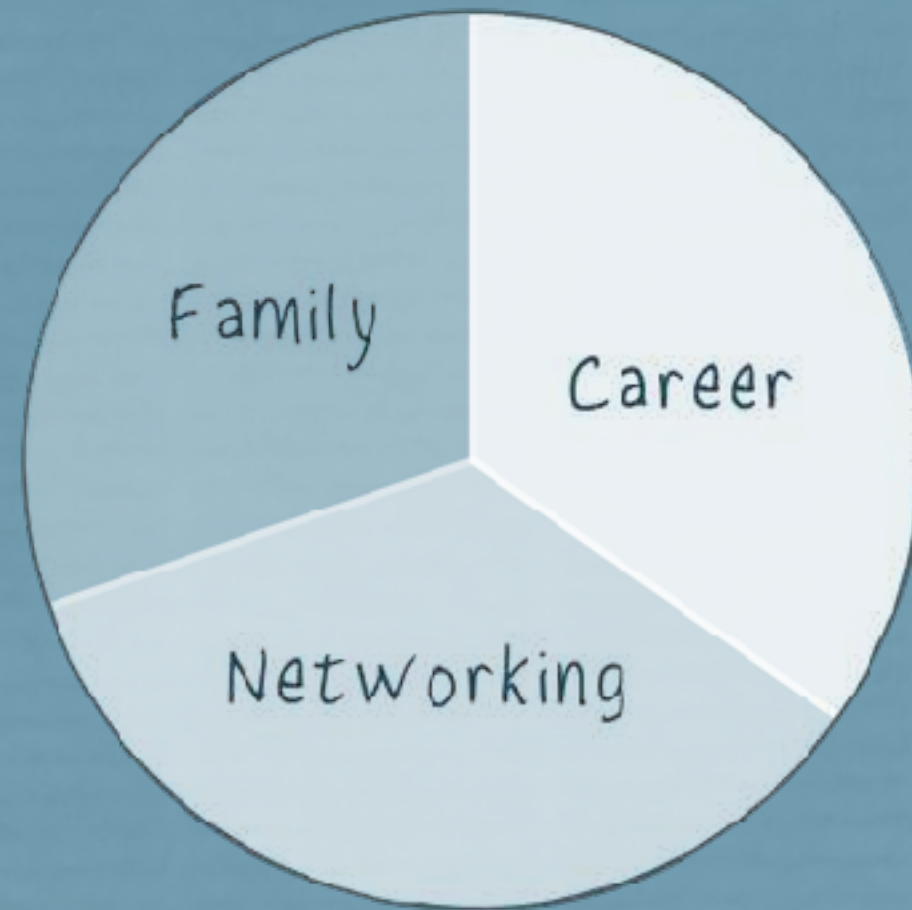


Why does MIT make MOOCS?

"Success is not measured by how much funds they have...their success is measured by how much they want to promote the spread the education and knowledge."



Why she MOOCS



Credential Seeker

Placement among other learners

Level of education



Age

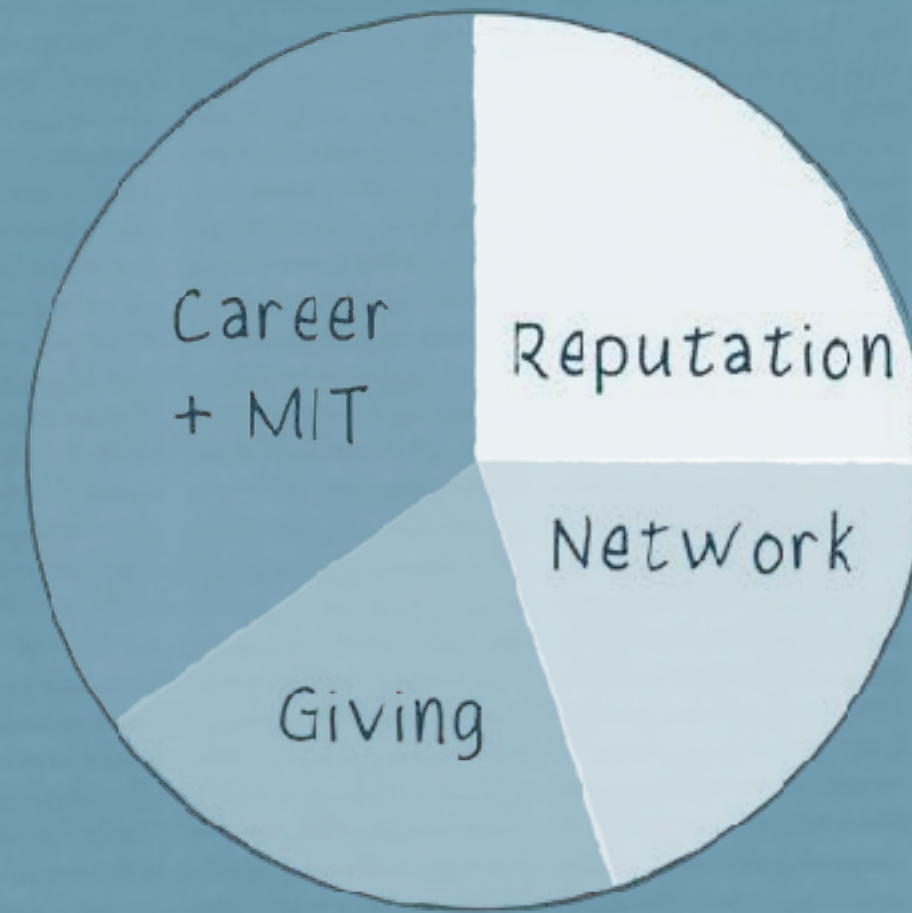


What is the value of the MOOC?

"I really couldn't believe I was learning the same things as a master's student at MIT would learn. It felt like I was getting a chance to be part of something big."



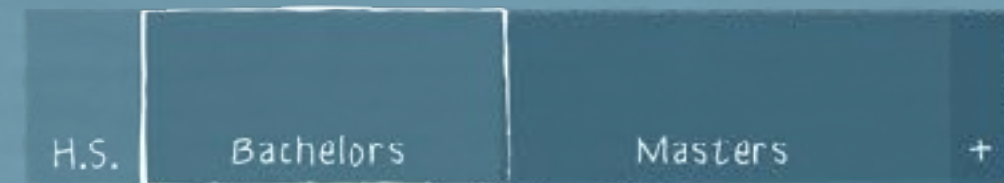
Why he MOOCS?



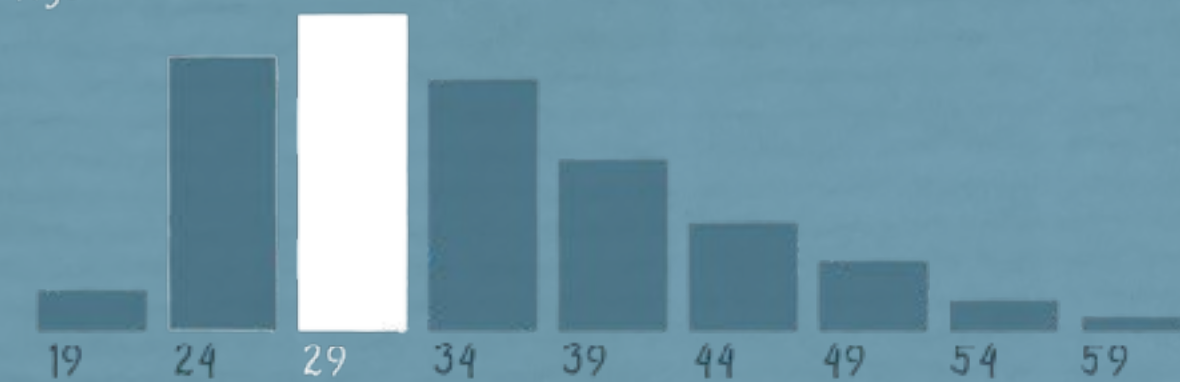
Community T.A.

Placement among other learners

Level of education



Age



How did he respond to the MOOC?

"After my first course, I reached out to instructor Chris by email to thank him for this great material. I just had to do it. I wanted to show some appreciation for what he had given to me."