

A Mixed Methods Look at Self-Directed Online Learning: MOOCs, Open Education, and Beyond



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Part #1: Learning is Changing... Through Open Ed, OCW, & MOOCs



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1728: 1st correspondence course advertised Boston (learn shorthand from Caleb Phillips thru weekly mailed lessons)

The First University Correspondence Course (University of London, External Program, 1858)

1728-1990s – Generally postal system based

1930s – phonograph and radio

1950s and 1960s – television

1970s and 1980s – VHS tapes

1980s and 1990s – DVD



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May 10, 2013

10 ed-tech tools of the 70s, 80s, and 90s

eSchool News, Meris Stansbury

<http://www.eschoolnews.com/2013/05/10/10-ed-tech-tools-of-the-70s-80s-and-90s/print/>



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Looking to the Past...



Life as an accountant/CPA in a high tech company in the 1980s...



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Fast Forward 25+ Years...
 "Anyone can now learn anything from anyone at any time."

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The Web of Learning

2/10/2014

May 20, 2013
 The New Greatest Generation: Why Millennials will Save Us All, Time, Joel Stein
<http://www.time.com/time/magazine/article/0,9171,2143001,00.html>

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Learning is Changing
 New Technologies = New Delivery Methods...

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Learning is More Open
 (80-Year-Old WGU Texas Grad Keeps His Promise, November 30, 2012, Reeve Hamilton, Texas Tribune)

THE TEXAS TRIBUNE
 An 80-Year-Old Graduate With an Online Marketing Degree Kept His Promise

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Learning is More Massive
 April 16, 2013 (NovoEd)
 New MOOC Provider Says It Fosters Peer Interaction
 Chronicle of Higher Education, Jake New
<http://novosed.com/>

2/10/2014

Learning is Changing...

(i.e., it's more informal, video-based, ubiquitous, collaborative, self-directed, global, mobile, open, massive, etc.)



Frank Basile, an aircraft technician, took an MITx course on circuits and electronics to increase his knowledge.

Joe Alfonso, a financial adviser from Oregon, is taking the online finance course as a "refresher."

August 5, 2013

Free Online Higher Education: 5 Best MOOCs



By [Kannan Sankaran, Epoch Times](#)
<http://www.thepoettimes.com/n3/229640-5-best-moocs-for-free-online-higher-education/>

MOOC at UPenn: Recession Fuels Explosion of Online Learning
<http://on.aol.com/video/recession-fuels-explosion-of-online-learning-517885097>



Audience Poll #1:

- I. Who remembers where they were when they found out that Steve Jobs died?
- II. Who remembers what they were doing on 911?
- III. Who remembers what they were doing on 441 (April 4, 2001)?
- IV. Has this open educ. movement changed your life?





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Charles Vest (April 4, 2001)

<http://web.mit.edu/newsoffice/2001/ocw.html>

"This is about something bigger than MIT. I hope other universities will see us as educational leaders in this arena, and we very much hope that OpenCourseWare will draw other universities to do the same. We would be delighted if -- over time -- we have a world wide web of knowledge that raises the quality of learning -- and ultimately, the quality of life -- around the globe."



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OpenCourseWare Consortium



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MOOC Leadership Principle #1: Form Strategic Relationships

April 18 and Sept 19, 2012: Coursera

<https://www.coursera.org/>



Not on Map: Ecole Polytechnique Fédérale de Lausanne (Switzerland), U. of Edinburgh (UK).
 Source: Coursera
 Designed by Lauren Rouppas

MOOC Leadership Principle #2: Find Your Element

UW-Madison to expand distance learning with Massive Open Online Courses, Kari Knutson, University of Wisconsin-Madison News
http://www.news.wisc.edu/2/15/20/utm_source=UWAutm_medium=emailutm_campaign=UW2013-02-21

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September 9, 2013

Creativity MOOC Draw 120,000 Students
(Penn State), Campus Technology, Leila Meyer
3 Student Profiles: Adventurers (committed); Tourists (pick and choose); and Explorers (in between)
<http://campustechnology.com/articles/2013/09/09/creativity-mooc-draws-120000-students.aspx?CTNU>

Dr. Jack V. Matson, Dr. Darrell Velegol and Dr. Kathryn W. Jabllokow,
Penn State University, Coursera

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July 23, 2012

Coursera course on Internet History, Technology, and Security, Chuck Severance
42,000+ sign up...
<http://www.youtube.com/watch?v=JzNHvmSv8TI>

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MOOC Leadership Principle #3: Generate Media Attention

June 25, 2012
<http://www.forbes.com/sites/georgeanders/2012/06/05/udacity-sebastian-thrun-disrupting-higher-education/>

2/10/2014

November 2, 2012

The Year of the MOOC,
New York Times, Laura Pappano,
<http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?pagewanted=all>

MOOC!

Clockwise, from top left: an online course in circuits and electronics with an M.I.T. professor (edX); statistics, Stanford (Udacity); machine learning, Stanford (Coursera); organic chemistry, University of Illinois, Urbana (Coursera).

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July 16, 2013

"Golden Era of Learning"
Bill Gates Discusses MOOCs at Microsoft Research's Faculty Summit

http://chronicle.com/article/A-Conversation-With-Bill-Gates/1329517oid-at&utm_source=at&utm_medium=en

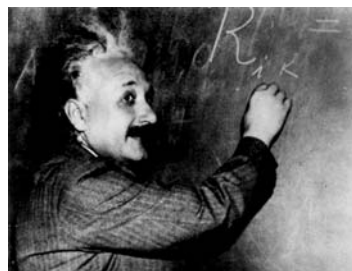
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June 19, 2013
2013 is "The Year of the Anti-MOOC"
George Siemens, UW-Madison Summit



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MOOC Type #1.
Theory- or Trend-Driven
MOOC



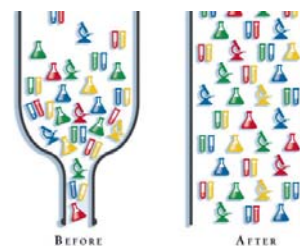
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MOOC Type #2.
Remedial Course MOOC



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MOOC Type #3.
Degree or Program Qualifier
or System Bottleneck MOOC



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MOOC Type #4.
Professional Development (PD)
(practical) MOOC



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MOOC Business Model #1.
Course Assessment Fee



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MOOC Business Model #2. Certificate Fee (with sticker)

<https://twitter.com/drchuck/status/262423228717355009/photo/1>

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MOOC Business Model #3. Free Entryway Course

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February 24, 2013 Big (MOOC) Data, Inside Higher Education, Dayna Catropa

<http://www.insidehighered.com/blogs/strategy/big-mooc-data>

Metric	Count
Registered	12,725
Watched at least one video	7,761
Took any quiz during the course	3,658
Scored >0 on both Week 1 quizzes	1,267
Scored >0 on either quiz in Week 4	561
Attempted the final exam	346
Earned a certificate	313
Earned a distinction certificate	261

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February 5, 2013 Bioelectricity: A Quantitative Approach, Duke University's First MOOC

http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf

Motivation	Percentage
General interest in the topic	87%
Extend current knowledge of the topic	53%
Supplement other college/university class	26%
Decide if I want to take college/university classes	13%
Professional Development	4%
Interest in how these courses are taught	3%
Cannot afford to pursue a formal education	1%
Geographically isolated from educational institutions	1%
Other, please specify	10%

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May 2013 MOOCs @ Edinburgh 2013– Report #1

2/10/2014

May 2013 MOOCs @ Edinburgh 2013– Report #1

Aspiration	Percentage
To learn more about the subject area	96%
To try online education	78%
To see what a MOOC is like	72%
To browse the course offering	69%
To get a certificate (just for career prospects)	62%
To improve my career	49%
To become part of an online community or meet new people	49%

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October 1, 2012: MOOC Students 4 Massive Open Online Courses and How They Work, Ben Gose, Chronicle of HE

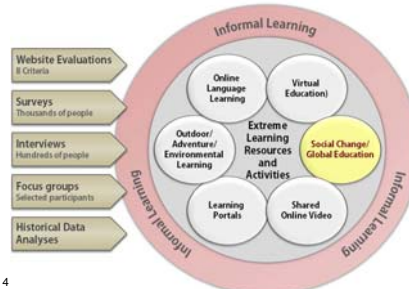
<http://chronicle.com/blogs/techtherapy/2012/10/03/episode-99-what-wearable-computers-could-mean-for-campuses/>



Rajeev Bajpai, an airline pilot based in Mumbai, took an online computer-science course to gain programming skills.

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DREAMS: Design Research for an Engaging and Active Mobile System



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MIT OpenCourseWare (OCW)

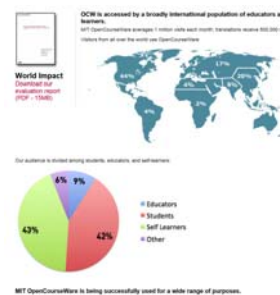
<http://ocw.mit.edu/index.htm>



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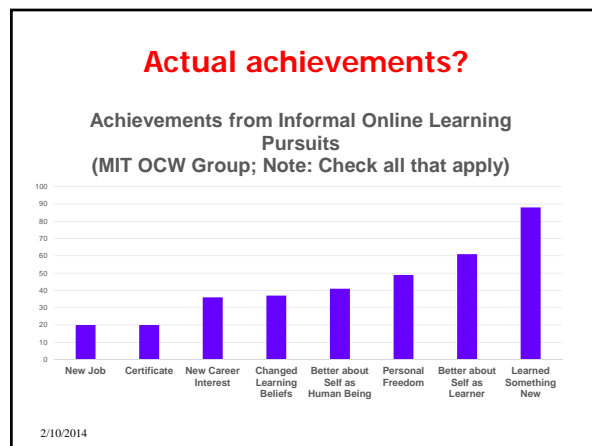
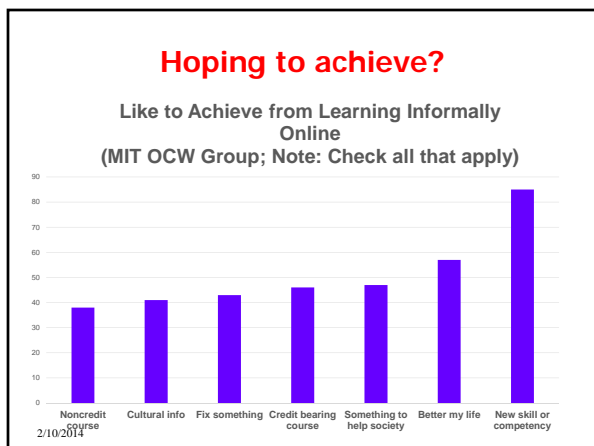
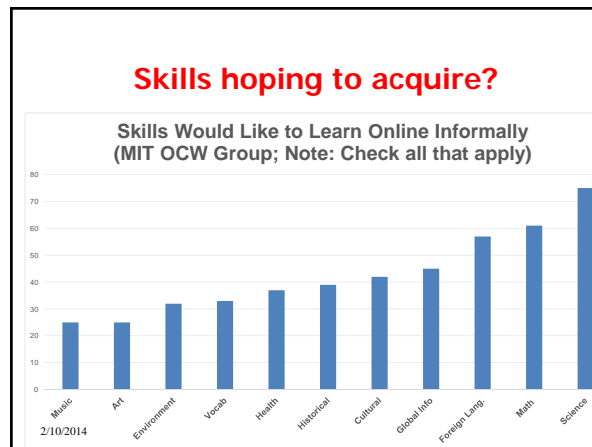
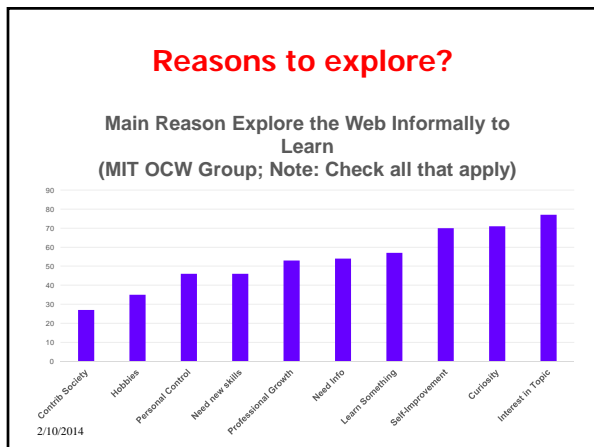
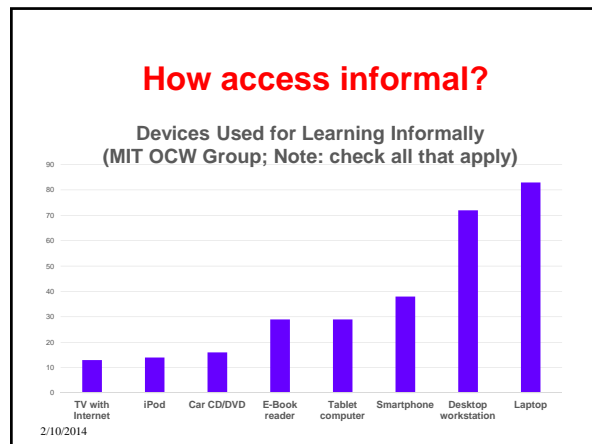
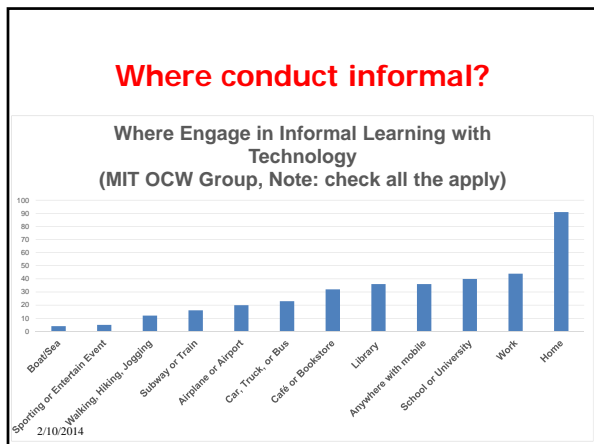


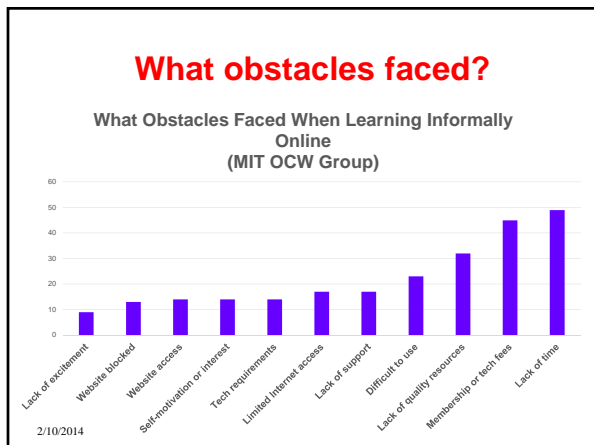
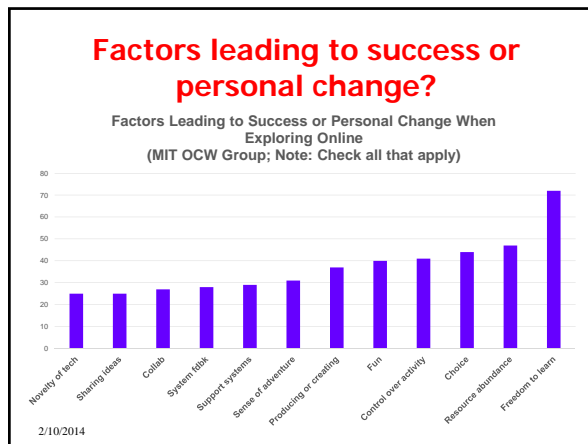
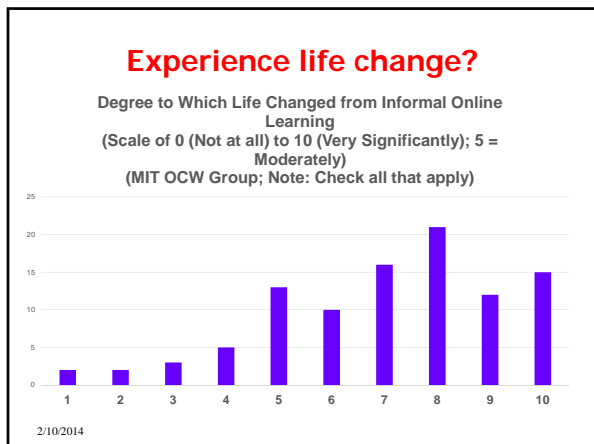
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MIT OpenCourseWare (OCW) Study

- E-newsletter subscription 156,000 people
 - 1,429 completed surveys
 - ◆ 613 completed open ended items
 - 50% over age 40
 - 76% males
 - North America (44 percent); Asia (23 percent); Europe (14 percent); South America (10 percent); Middle East (3 percent); Oz (2 percent).
 - ◆ Top countries in the MIT OCW subscriber list were the United States, India, China, Brazil, Nigeria, Pakistan, Iran, Canada, the UK, Taiwan, Indonesia, Mexico, and Egypt.

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Open-Ended Questions

(28) Can you describe your most interesting or successful informal learning experience? What did you accomplish?
 (30) Why did you want to do this learning activity or task? What was your **purpose or goals**? Please describe what captured your interest.
 (31) Has your life changed in a small or big way as a result of this informal learning activity or experience? If so, how?
 (32) What was the key moment when learning informally with technology where you felt a personal change? If so, please describe that moment, as best you can.
 (34) Did you face any **obstacles or challenges** during this time when learning informally with technology? If so, how did you overcome them?

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MIT Data: Inspires and Changes Ed Systems (18-20 year old male, Middle East)

When i was 14 years old i found MIT OCW during my search in..(physics) by Prof Walter Lewin looked really interesting and i became interested in physics. To be honest OCW changed my way of living and i found how beautiful physics is...informal learning is interesting because you can have access to some of the best courses provided by the best universities in the world...MIT OCW or Stanford open courses have also changed the educational system in some poor countries and have taught the teachers and professors in those countries how to teach a subject in a modern way.

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MIT Data: Self-Taught on Social Media (21-30 year old unemployed female, North America)

At first my purpose was to fulfill boredom ...After graduating with a MS, I was faced with unemployment. I took the opportunity to read blogs, watch Youtube videos, and more to learn about blogging and social media. Since than I have become well versed in social media and other business topics and started a business... I decided not to pursue a PHD because I am learning a more rapid pace. Instead of spending 5 years in school, I can be flexible and work on what I am learning.

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MIT Data:
Enhances Current Job Prospects
(31-40 year old male, Asia)

I learnt scheme from MIT OCW. Which helped in learning **elisp/lisp**. The programming techniques increased my software design knowledge. **Algebra - mit ocw course was very useful**, it helped me to refresh the basics of Digital signal processing. - I have learnt a lot of **"applying my knowledge"** than just learning the "theory"
- Various online classes allow for multiple perspectives of the same topic thus showing us how the same thing can be applied in different fields.




Apply Now

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MIT Data:
Prepares to Reenter University
(41-50 year old male, Middle East)


Most interesting experience of my own was my use of MIT OCW to refresh on Calculus. I purchased the textbook and followed one of several calculus options on the site. **This was quite successful in re-introducing Calculus, as a prep to re-entering college 28 years after graduation - this time to study for a Master's.**



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MIT Data:
Builds Expertise and Expert Connections
(51-60 year old female, North America)


I'm a virtual reference librarian...My friend and I have a blog about music cognition, which is a little crazy because we don't know anything about it. Nevertheless, we blog about current articles, and one experience was especially meaningful, where **I tweeted a question to Daniel Levitin, who answered. He's the guy who wrote The World in Six Songs, among other things.** The fact that you can communicate with an expert in the field who will take the time to give a thoughtful tweeted (and yes, 140 characters can be thoughtful)--well, that's amazing...**I think it was the single most exciting learning moment I've experienced.**



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MIT Data:
Retiree Develops New Hobby
(65 year old male, North America)


I retired from education I became a lifestyle entrepreneur. I was trying to learn software to develop a business website for our sailing business. I discovered...**Lynda.com**. I was learning web development, video editing and photoshop. **I realized that I could learn this software without going to a formal class and that was an "eureka" moment..** My wife and I travelled and started a yacht delivery and training business that has taken us all over the world. We learned technology and social media as we travelled and ended up with many fantastic experiences in some very exotic places. **We taught ourselves web development and have been figuring out online learning as we went. Now at 65 years of age we are going back to university to take a Computer Science Degree and start a new tech business relating to interactive educational media and games. All very exciting :-)**



2/10/2014


MIT Data:
Retiree Develops New Hobby
(70+ year old female, North America)

I'm am avid photographer and have developed skills for developing my own website for display of my photography and books I have written that include my photographs...I've had multiple careers, from science, to public administration, and information technology. The development of my art is a new and exciting experience.



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End of Part #2.
Audience Questions on
the MIT OCW Research?



Questions and Answers


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Part #3: Research on Self-Directed Learning of Blackboard MOOC Participants



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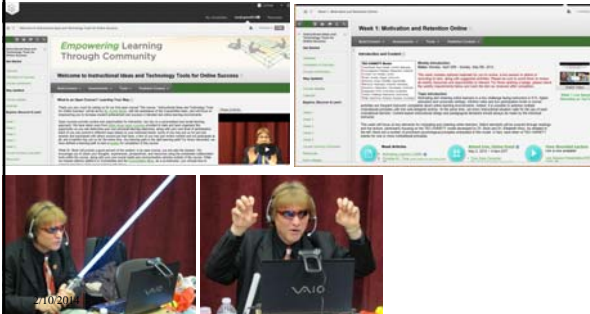
Blackboard MOOC and Open Education Study



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Blackboard (CourseSites) MOOC

<http://events.blackboard.com/open>

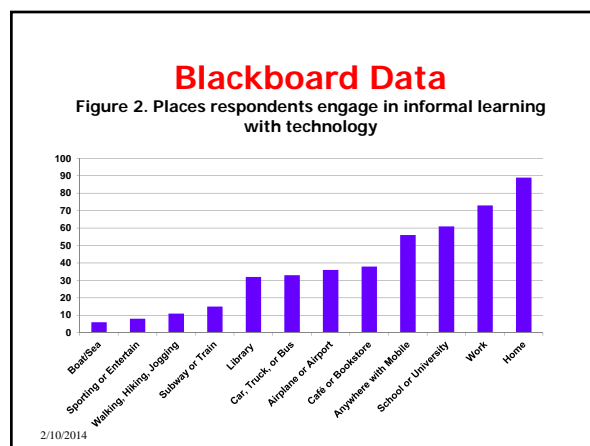
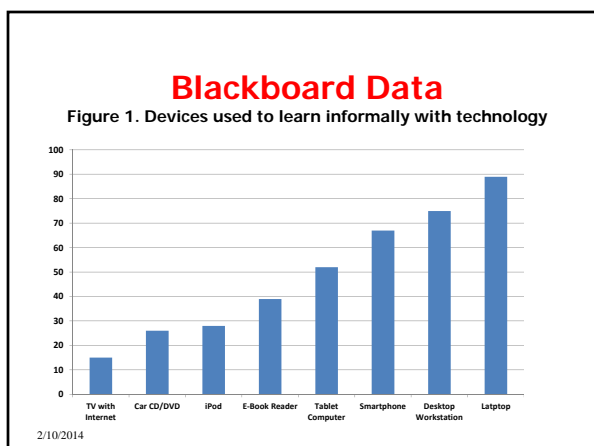


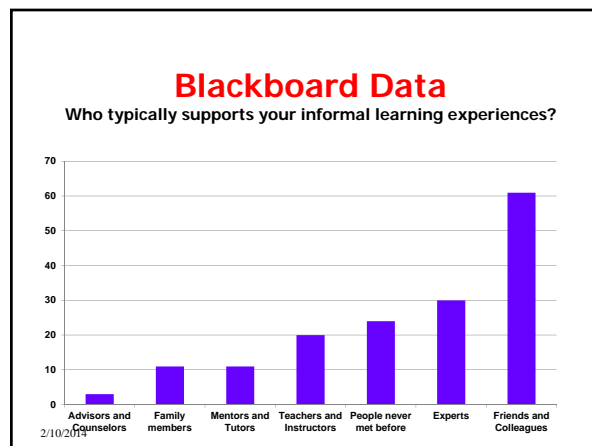
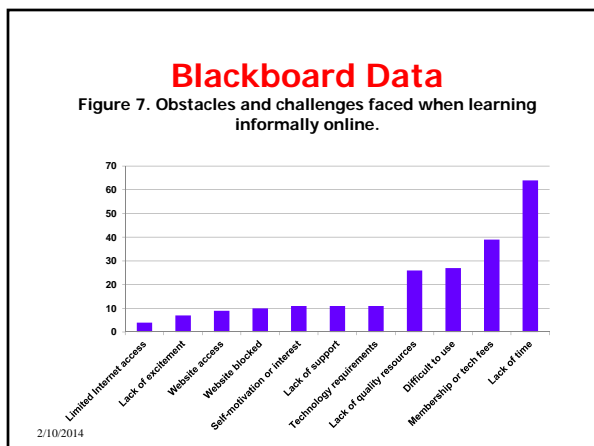
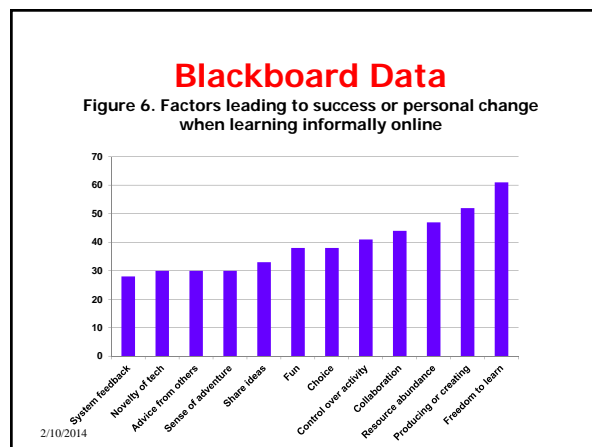
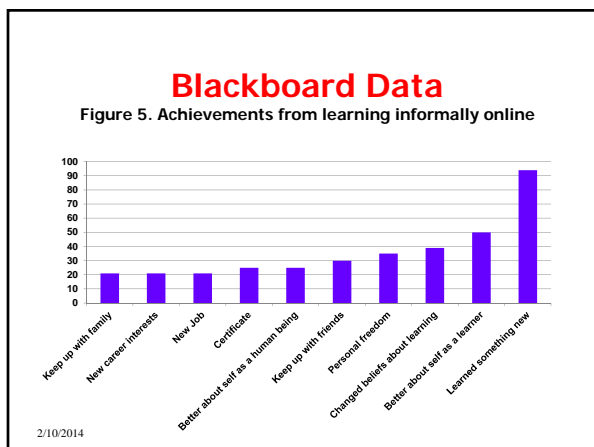
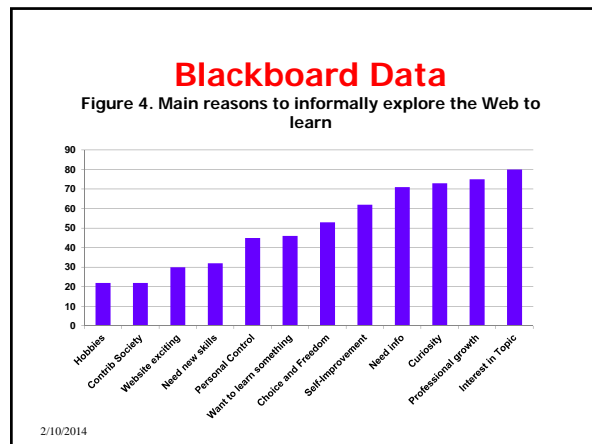
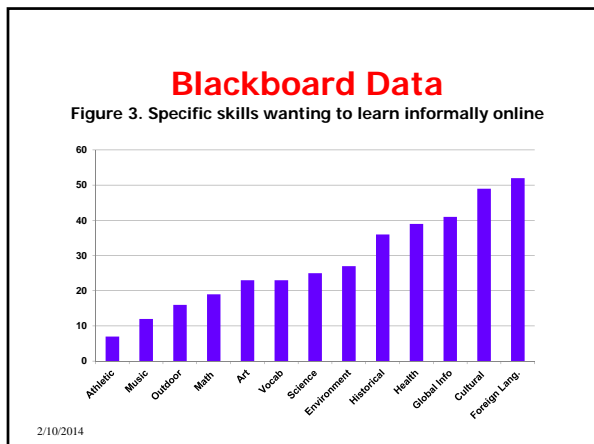
2/10/2014

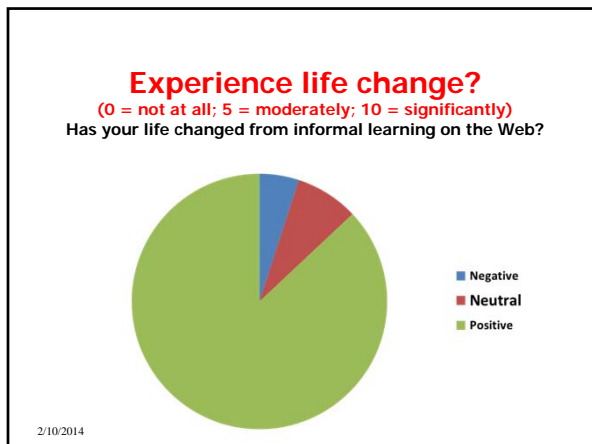
Blackboard MOOC Sample

- Survey notice sent to 3,800 MOOC participants
- 159 completed surveys
 - ◆ 49 completed open ended items
 - 72% over age 40
 - 73% females
 - North America (81 percent); Asia (2 percent); Europe (6 percent); South America (1 percent); Middle East (2 percent); Australia/NZ (7 percent); Africa (1 percent)

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Open-Ended Questions

Goals and Motivations

(Blackboard MOOC)

- Improve their job prospects
- Pursue personal interests or hobbies
- Seeking certification of some type
- Information seeking
- Means to expand one's formal learning

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Life Changing Example #1

"I grew in every possible way. Not only were my own ideas validated but I was encouraged to go beyond what I thought possible - maybe I would call it "Extreme DOING" the other half of extreme learning no? These bold steps have shaped my personal and professional life to a profound level."

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Life Changing Example #2

"Yes, I view the way I make choices, the way I raise my children, the way I teach, the way I negotiate international agreements fundamentally different. There are no huge differences in the decisions because the same set of values inform the decisions, but the approach, the motivations, the incentives are modified in substantial ways as a result."

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Life Changing Example #3

Yes. I plan to focus my Ph.D. research on alternative forms of learning (informal DIY) and credit (like open badges) and the changes higher ed and employers will have to make to accept these forms of credit.

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Life Changing Example #4

It has made my job much easier and it's been easier for me to execute certain tasks, making me more willing to take on bigger challenges. It was also shown me how enjoyable it is to learn a computer language. It opened my mind to considering possibilities in this area. It also made my husband respect my ability around computers a bit more.

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Life Changing Example #5

Some of my friends tell me that they love the nuggets of information that I share with them when talking about things I learned during short commutes, etc. They have started listening to podcasts and share similar nuggets about the fields that they care about.



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Life Changing Example #6

My life has changed in a big way. I used these new skills to create a small business that supplements my income. I couldn't use this income solely to support myself, but it does pay some bills.



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Life Changing Example #7

Without the opportunity to learn informally, my options within my doctoral program would be limited to the ideas and experience of the three instructors in my program track. I would be graduating with a firm grasp of 20-year old dated ideas!



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Life Changing Example #8

"Well, my life changed in that I thought I knew how important place and stories were to indigenous people... I learnt loads about indigenous culture and places and loads about augmented reality so now I know I have to change the project to allow students to have the same experience - them creating the content not me which I knew but didn't take it into consideration enough when planning the project.... I wanted to create a project that made students (university) aware of how pervasive indigenous culture is contemporary Australia - how important place is to indigenous people and how their culture is so connected to place through stories...."



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Life Changing Example #9

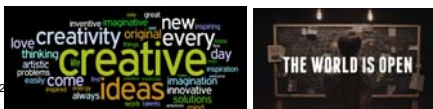
My life has changed in a big way - as the MOOC helped me to re-design one of the educational approaches in my workplace by providing a more interactive, innovative learning experience.



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Life Changing Example #10

It has changed because I have learned new things and got more creative in my own field... The key moment was when I felt that the world is now becoming open as Dr. Bonk describes it. I don't need to travel to different countries and spend my time and money trying to get a new idea or learn a new skill. I can have the access to quality materials, novel ideas and experts anywhere and any time.



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Information Seekers (DIYers): Personal Identity

"Today, we were trying to install a pool filter--we got instructions off You Tube. I also just bought a recumbent exercise bike--I looked at online reviews before making a choice." She then added, "Knowing that I did not need to ask an actual person for help was life changing. I am an introvert by nature, and I prefer to figure things on my own. Knowing that I can research informally on the Web is reassuring."



2/10/2014

Information Seekers (DIYers): Personal Identity

I have accomplished on my own. It has been empowering and rewarding to become a research detective online.



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Information Seekers (DIYers): Personal Identity

"My informal learning experience did influence my social life, as my travel buddy for the convention thought that I was incredibly smart and tremendously "with it," because I knew so much about the city, what to see, and how to get places. It's nice (if not slightly narcissistic) to be appreciated for your knowledge."



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Joining a Learning Community

"My key moment came when I discovered a community of like-minded scholars from around the world. I no longer felt isolated or disconnected. This has become my most valuable support network and I am grateful."



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Joining a Learning Community (social and intellectual capital)

"Socially the impact was great as well because now I have friends I can talk technology with a lot."



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Joining a Learning Community (social and intellectual capital)

"Influenced my professional life - I guess I have more social capital."



2/10/2014

Seeking Relevance

"I almost always listen to podcasts or .mp3 audio books, etc. when biking. **After one session of learning some Korean language on a bike I was on my way home and chose to stop into a store for some take-out food. The conversation was almost identical to the lesson I had just learned.** Although the questions and answers were simple and predictable small talk, it really was surreal at just how closely the real-world small talk conversation matched the mp3 that was produced a few years ago. It really gave me confidence that the audio recording method was not a joke."



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Challenges and Issues

- Discern the quality of information
- Evaluate the quality
- Informal learning not taken seriously by their superiors
- Certificates and badges may reduce sense of fun and learning enjoyment



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MOOC Challenges: Finding Appropriate Ones

"I think the hardest part is finding a MOOC that would work. It is not like there is a directory of MOOCs. You get out what you put in - the more you put in - in terms of writing and connecting the more you will get out of the experience. While the experience is informal - you need to give it more of a formal importance in your daily schedule."



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More Challenges: Ignore Documentation Errors

"Don't be too trusting of the documentation. It's written by humans and has the potential for error. Move on, don't waste time."



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Learning for Enjoyment Versus Credentials and Badges

"**Just play around** with ideas for alternatives to printed texts and don't be afraid to create your own, even if they're amateurish...I think we need to de-emphasise formal assessment and accreditation and encourage our playful side to see what is possible. **Too much informal learning wants to get itself 'badged' or validated too quickly and this means its losing its genuine amateur status.**"



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Informal Learner Characteristics

- Strong intrinsic motivation, pride themselves being a "self-directed learner" ---"my own pleasure" and values autonomy, considers it empowering
- Considers sharing as important part of educ/learning
- Takes pride in creating and contributing
- Enjoys the community of people with similar interests---but not necessarily the human f2f interaction



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Informal Learner Characteristics: Values SDL

"I continue to research my interests for my own pleasure, especially on sites like Amazon for books and e-books, and have ongoing email alerts for journal content. I also use online sources for job hunting and professional networking."



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Informal is now Formal: Limited Assistance

"This MOOC was simply a different way to "formally" learn informally. No one was really a mentor or helped me."



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Informal Learner Characteristics: Self-Reliant

"Knowing that I did not need to ask an actual person for help was life changing. I am an introvert by nature, and I prefer to figure out things on my own. Knowing that I can research informally on the Web is reassuring."



2/10/2014

Components of Successful MOOC Learner

- Self-motivated
- Enjoys sense of creating
- Shares their creation
- Delights in wide range of info resources
- Takes pride in learning on their own



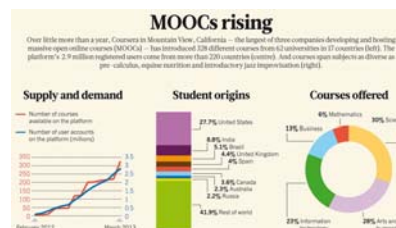
2/10/2014

End of Part #3. Audience Questions on the Blackboard MOOC Research?



2/10/2014

Part #4: Some Recent MOOC News and Research




2/10/2014

January 2014

Designing for Experiences: Principles for Technology Transformation,

Aaron Doering, U of Minnesota
<http://it.umn.edu/nexsted/>




Cover illustration by Dr. Aaron Doering
 Associate Professor of Learning Technologies, Co-Director of NextEd

2/10/2014

January 29, 2014

MOOCs and the Promise of Internationalization,

The Chronicle of Higher Education, Christina C. Davidson
<http://chronicle.com/article/MOOCs-and-the-Promise-of-Internationalization/2014-01-29>




2/10/2014

January 27, 2014

Coursera Support Center, Why is my country blocked?

Online education platform Coursera blocks students in Syria and Iran, Wamba, by Nina Curley
<http://web.coursera.org/customer-support/articles/1423114why-is-my-country-blocked>




2/10/2014

July 8, 2013

"It is never too late to start again" - A Syrian Doctor's 25 Courses,

Mahmud Angrini is a Syrian Medical Doctor, Coursera Blog
<http://blog.coursera.org/post/248220564521-it-is-never-too-late-to-start-again-a-syrian>



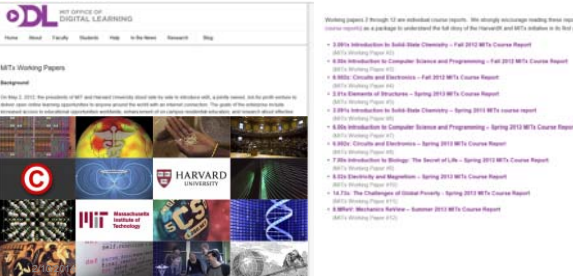
This is a picture of my devastated neighborhood in Syria.

2/10/2014

January 21, 2014

MITx Working Papers (research on MOOCs)

<http://ocw.mit.edu/mitx-working-papers/>



2/10/2014

January 20, 2014

6.00x Introduction to Computer Science and Programming MITx on EdX Course Report - 2013 Spring

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2382322

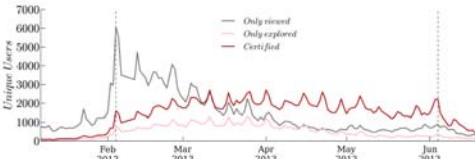


Figure 6: Daily number of unique participants accessing courseware or course-site (pre-launch) via our described participant categories. Vertical dashed lines indicate the start and end of the course. Due to data loss, some information about user activity between January 21 and Feb 13 is missing and not included in the plot.

2/10/2014

January 20, 2014

6.00x Introduction to Computer Science and Programming MITx on EdX Course Report - 2013 Spring

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2382322

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Figure 4: Scatter plot of grade versus chapters viewed (left), highlighting student subpopulations: certified students are red points and all points are jittered. Histograms of grade and number of chapters viewed (right), distinguished by student population.

January 2014

Grade Change: Tracking Online Education in the United States, 2013, The Sloan Consortium, I. Elaine Allen & Jeff Seaman, 2013 Survey of Online Learning Report

<http://sloanconsortium.org/publications/survey/grade-change-2013>
Direct connect: <http://www.onlinelearningurvey.com/reports/gradechange.pdf>

Objective	Percentage
Increase Institution Visibility	26%
Drive Student Recruitment	20%
Innovative Pedagogy	18%
Flexible Learning Opportunities	17%
Reach New Students	6%
Supplement On-campus	4%
Explore Cost Reductions	2%
Learn About Scaling	2%
Generate Income	1%

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January 2014

Grade Change: Tracking Online Education in the United States, 2013, The Sloan Consortium, I. Elaine Allen & Jeff Seaman, 2013 Survey of Online Learning Report

<http://sloanconsortium.org/publications/survey/grade-change-2013>
Direct connect: <http://www.onlinelearningurvey.com/reports/gradechange.pdf>

Category	Percentage
Meeting Most/All	~15%
Meeting Some	~25%
Meeting Very Few	~10%
Too Early to Tell	~50%

2/10/2014

January 15, 2014

Doubts About MOOCs Continue to Rise, Survey Finds

Chronicle of Higher Education, Steve Kolowich
<http://chronicle.com/article/Doubts-About-MOOCs-Continue-to/144007/>

"A year later, there were more doubts about the long-term prospects of teaching free online courses. In 2012, 26 percent of academic leaders disagreed that MOOCs were "a sustainable method for offering courses." In 2013 that number leapt to 39 percent."

2/10/2014

January 23, 2014

QuickWire: Regent U. Creates a Christian MOOC, Lawrence Biemiller, The Chronicle of Higher Education

http://chronicle.com/blogs/quickwire/regent-u-creates-a-christian-mooc/497817d1-pmk4tm_source-pmk4tm_medium-en

2/10/2014

January 27, 2014

What's next for MOOCs?

TED talk, posted by Thu-Huong Ha
<http://blog.ted.com/2014/01/27/whats-next-for-moocs/>

2/10/2014

December 13, 2013

**Former MIT president Charles M. Vest dies at 72
As the Institute's leader from 1990 to 2004, he
sparked a period of dynamism.**

Steve Bradt, MIT News Office

<http://web.mit.edu/newsoffice/2013/former-mit-president-charles-m-vest-dies-at-72-1213.html>



2/10/2014

End of Part 4: Any Questions?



Slides at: TrainingShare.com



Paper: PublicationShare.com



Books: <http://worldisopen.com/>

Email: curt@worldisopen.com

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