

Taking Leadership in Mystery of MOOCs and the Mass Movement toward Open Education

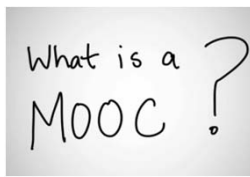
Curtis J. Bonk,
Professor, Indiana University
cjbok@indiana.edu
<http://mypage.iu.edu/~cjbok/>



Reflect on and share the recent MOOC news... (99 seconds)



Mystery of MOOCs: Part I. A Funny Thing Happened...



Gordon Lockhart, iBerry, <http://iberry.com/>
<http://gb155.wordpress.com/2011/03/08/cck11-man-this-mooc-is-something-else/>

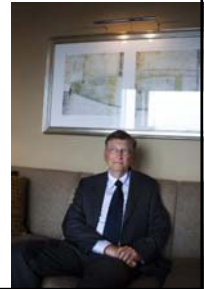
June 25, 2012

Massive Open Online Courses (MOOCs) A Conversation With Bill Gates About the Future of Higher Education, Chronicle of HE, Jeffrey R. Young

http://chronicle.com/article/A-Conversation-With-Bill-Gates/1325917cid-at&utm_source-at&utm_medium-at

On the Meaning of MOOC's

"You thought I only have a high school degree. For a professional student!"



Q: You have been interested in education for quite a while. I was looking back at your song book, *The Road Ahead*, and you laid out a vision of education and how it could be transformed with technology. It seems like some of that vision is still only just emerging, so many years later. Did it take longer than you thought it would?

August 8, 2012 Holy Apostles To Offer Massive Open Online Courses, Cromwell, CT

<http://campustechnology.com/articles/2012/08/08/holy-apostles-to-offer-massive-open-online-courses.aspx>

Holy Apostles To Offer Massive Open Online Courses

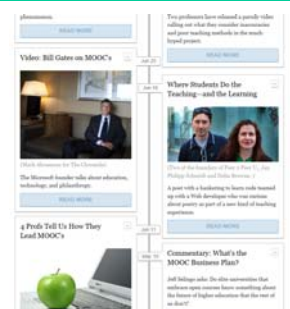
By Mae Hehenbrink • 08/05/12

Holy Apostles College and Seminary will begin to offer massive online open course (MOOC) programming through a partnership with Edvance360 and the Catholic Distance Learning Network involving two certification programs for the fall 2012 semester.




August 20, 2012 MOOC Timeline: What You Need to Know About MOOC's, Chronicle of Higher Education

http://chronicle.com/article/What-You-Need-to-Know-About/1334757cid-at&utm_source-at&utm_medium-at



August 31, 2012
Newt and the MOOC
Inside Higher Ed, Paul Fain

<http://www.insidehighered.com/news/2012/08/31/newt-u-runs-kaplan-platform-gop-convention>



September/October, 2012
The Siege of Academy
Washington Monthly, Kevin Carey,

http://www.washingtonmonthly.com/magazine/septemberoctober_2012/features/_its_three_sides_look_in029317.php?page=all



October 9, 2012
MOOCs and exercise bikes – more in common than you'd think, Robert Nelson and Phillip Dawson, The Conversation, Australia

<http://theconversation.edu.au/moocs-and-exercise-bikes-more-in-common-than-you-d-think-9726>

THE CONVERSATION



Are you motivated or do you need a social setting and role models to keep you driven?

October 11, 2012
MOOC and you're out of a job: uni business models in danger, Mark Gregory, The Conversation, Australia

<http://theconversation.edu.au/mooc-and-youre-out-of-a-job-uni-business-models-in-danger-9738>

THE CONVERSATION



Academics and universities might need to be careful of what they wish for with free online education.

November, 2012
Degrees of Difficulty, Time

<http://nation.time.com/2012/10/18/degrees-of-difficulty/>

Student debt loads are increasing

Percentage with debt

1993: 46%

2011: 66%

Average debt (2011 dollars)

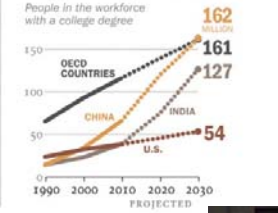
1993: \$14,500

2011: \$26,600

The default rate was 5.6% in 1999. In 2010 it was 9.1%

Having fewer degrees threatens our global competitiveness


People in the workforce with a college degree



Country	1990	2000	2010	2020	2030
U.S.	~50	~55	~60	~65	~70
India	~10	~20	~40	~80	~127
China	~10	~20	~40	~80	~161
OECD Countries	~100	~110	~120	~130	~162

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>



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).

January 8, 2013
Changing Course: Ten Years of Tracking Online Education in the United States, Elaine Allen and Jeff Seaman, Sloan-C & Babson Survey Research Group
<http://www.pearsonhighered.com/babson/sloan-c/online/10years/changing-course-survey.pdf>

Plans for MOOCs - 2012

- No Plans
- Not Decided
- Planning
- Have a MOOC

BABSON Survey Research Group
 PEARSON SLOAN-C

January 2013
Parthenon Perspectives: Finding Value in an Evolving Education Landscape (US) Parthenon Group

Low-Cost Threatens the Credential
 Competition from lower cost providers takes many different forms, and not all are equally disruptive

Increasingly Disruptive

Public Sector Online	Low-Cost Private Sector	Low-Priced Public Sector	Competency-Based Non-Traditional	Non-Accredited Courses
<ul style="list-style-type: none"> \$100-\$200 credit hour BOSTON UNIVERSITY MINNESOTA STATE UNIVERSITY Drexel UMUC UNIVERSITY OF SOUTH FLORIDA 	<ul style="list-style-type: none"> \$200-\$300 credit hour APU ARMY Bridgepoint Excelsior College RioSalado College Salem State University Liberty 	<ul style="list-style-type: none"> \$200-\$400 credit hour LIBERTY UNIVERSITY Excelsior College RioSalado College Salem State University Liberty 	<ul style="list-style-type: none"> \$200 credit hour 5-6 months straighterline WESTERN GOVERNORS UNIVERSITY NEW CLARENDON UNIVERSITY 	<ul style="list-style-type: none"> Free edX MITx ALISON

January 23, 2013
Academic Partnerships Launches MOOC2Degree Initiative
Free, Open Online Courses As A First Step Toward A Degree
<http://www.mooc2degree.com/>

MOOC2DEGREE™

Free, Open Online Courses As A First Step Toward A Degree

MOOC2Degree can help you achieve your academic goals, giving you the opportunity to try online learning for free. Academic Partnerships is collaborating with many of its 40 public university partners to launch the MOOC2Degree initiative which provides you with free, open online courses that lead to academic credit as a first step toward your degree.

The following universities are some of the early participants in Academic Partnerships' MOOC2Degree initiative. Students who successfully complete a MOOC2Degree course earn academic credits toward a degree, based upon criteria established by participating universities. Additional university partners are joining the initiative in the months ahead as they work through the processes of providing MOOCs. Specific MOOC course listings will be coming soon.

Arizona State University
 Arizona State University has developed a new model for the American Research University, creating an institution that is committed to excellence, access and impact. ASU's mission is to lead the world in research, education and service. ASU partners research that contributes to the public good, and ASU assumes major responsibility for the economic, social and cultural vitality of the communities that surround it.

Cleveland State University
 Cleveland State University is a public research university in Cleveland, Ohio. It is one of the largest universities in the Midwest.

Poll #1:
Have you participated in a MOOC before?

A. Yes
 B. No

Mystery of MOOCs:
Part II. 20 MOOC Leadership Principles

MOOC Leadership Principle #1: Be First!
June 21, 2011 and August 2, 2011
Stanford U. Offers Free Online Course in Artificial Intelligence (over 160,000 enroll, 23,000 complete, and 238 perfect scores; <http://www.ai-class.com/>)

U. of Illinois at Springfield Offers New 'Massive Open Course'

Stanford U. Offers Free Online Course in Artificial Intelligence

MOOC Leadership Principle #2: Offer Something Novel or Distinct

September 15, 2011, Stanford Engineering Everywhere (SEE) <http://see.stanford.edu/>
View lecture videos, access reading lists & course handouts, take quizzes and tests, and communicate with other students.

The screenshot shows the Stanford Engineering Everywhere website. It features a globe with the text "stanford engineering everywhere" overlaid. Below the globe, there is a section titled "what is stanford engineering everywhere?" with a sub-header "Stanford Engineering Everywhere is an online portal offering free access to Stanford's courses and programs, including free course materials, lecture videos, and course handouts." There is also a video thumbnail showing a man sitting at a desk with a computer monitor.

MOOC Leadership Principle #3: Define Brand

The Floating University

<http://www.floatinguniversity.com/>

What if the world's best thinkers all taught at the same school?

The image is a promotional graphic for "The Floating University". It features two figures: Paul Bloom, Professor of Psychology at Yale University, and Michio Kaku, Professor of Physics at CUNY. Both are shown in a stylized, floating environment with thought bubbles. A price tag of "\$39.99" is visible next to each figure. The text "The University is a Nutshell: The Physics of Everything." is at the bottom right.

MOOC Leadership Principle #4: Take Risks

January 23, 2012, Udacity- Sebastian Thrun
<http://www.udacity.com/>

The screenshot shows the Udacity website. It features a header with the Udacity logo and a tagline: "We believe university-level education can be both high quality and low cost. Using the resources of the Internet, we've recruited some of the greatest teachers to hundreds of thousands of students all over the world." Below the header, there are two course listings: "CS 101: BUILDING A SEARCH ENGINE" and "CS 373: PROGRAMMING A ROBOTIC CAR". To the right, there is a hand-drawn diagram on a whiteboard with the text "D-SEPARATION".

MOOC Leadership Principle #5: Rethink Open Courses, Assessment, Certification, Students, etc.

February 15, 2012
Guess what! You just got into MIT!
<http://www.marketplace.org/shows/marketplace-tech-report>

The screenshot shows a Marketplace.org website. It features a video player with a play button and a news article titled "Guess what! You just got into MIT! Free ride! Kind of?". The article text includes: "MITX MIT's new online learning initiative...". There is also a small image of a person sitting at a desk.

February 16, 2012

Online Badges and Certifications from OER

<https://sites.google.com/site/opencontinuinged/>

Badges and other alternative certifications

Some sample badges:

The image shows several digital badges. On the left, there is a "Microsoft CERTIFIED Systems Engineer" badge. In the center, there is a "web ceo university CERTIFIED Professional Search Engine Marketer" badge. On the right, there are two circular badges: one for "CERTIFIED PROFESSIONAL HORTICULTURIST" and another for "CERTIFIED" with a bird icon.

How Will Mozilla's Open Badges Project Affect Higher Ed? by Audrey Watters. Hack [Higher] Education - Inside Higher Ed

The Open Badges Project is a recognition that "learning looks very different today than traditionally imagined. Legitimate and interest-driven learning is occurring through a multitude of channels outside of formal education, and yet much of that learning does not "count" in today's world. There is to demonstrate that learning and transfer it across contexts or use it for real results." Mozilla's Erin Knight told me in an interview for [10/20/12](#).

MOOC Leadership Principle #6: Inspire Your Team

TED Talk: Salman Khan

Stanford Graduate School of Business, February 21, 2011
<http://www.youtube.com/watch?v=W-vj6hGq5w>
Let's use video to reinvent education, TED, March 2011
http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html

The image shows a YouTube video player for the TED talk "Rethinking Learning with Salman Khan" by Salman Khan. The video has 1,641 views. To the right, there is a TED talk slide with the title "Salman Khan: Let's use video to reinvent education" and a small video thumbnail of Salman Khan speaking.

MOOC Leadership Principle #7: Form Symbiotic Partnerships

April 18 and Sept 19, 2012: Coursera
<https://www.coursera.org/>

August 10, 2012

Coursera Hits 1 Million Students, With Udacity Close Behind, Jeffrey R. Young, Chronicle of Higher Ed

<http://chronicle.com/blog/wiredcampus/coursera-hits-1-million-students-with-udacity-close-behind28801>

Coursera said that it had students registered in 196 countries. The highest proportions are in the United States (38 percent), Brazil (6 percent), India (5 percent), and China (4 percent).

The breakdown is similar at **Udacity**, which says it has students in 203 countries, with the greatest numbers hailing from the United States (42 percent), India (7 percent), Britain (5 percent), and Germany (4 percent).

April 27, 2012

Introduction to Blackboard/CourseSites MOOC, With Dr. Curt Bonk: "Instructional Ideas and Technology Tools for Online Success" (4,039 now enrolled)

<http://www.youtube.com/watch?v=rBNe8CuePTQ&feature=youtu.be>

December 13, 2012

UK universities in online launch to challenge US, BBC News, Sean Coughlan

<http://www.bbc.co.uk/news/education-20697392>

The Open University's Martin Bean says UK universities cannot "stick their head in the sand"

MOOC Leadership Principle #8: Offer Incentives

May 20, 2012
Udemy: <http://www.udemy.com/>

MOOC Leadership Principle #9: Collect Testimonials

June 11, 2012
<http://chronicle.com/article/4-Professors-Discuss-Teaching/132125/>

4 Professors Discuss Teaching Free Online Courses for Thousands of Students
By Jeffrey R. Young

July 26, 2012

An Upstart Free Course Provider Holds a Cookout to Meet Its Students, Chronicle of Higher Education, Jeffrey R. Young
<http://chronicle.com/article/In-Multimedia/2012-07-Students/131162/>



Kimberly Spillman, 38, San Diego
 "I was socializing with students way more than I ever had. We'd hang out in the pub."


Charles Clark, 59, Washington, D.C.
 "I could have bought a book, but I think having a fixed deadline has a lot of value."

Yichuan Cao, 23, Mountain View, Calif.
 "I probably wouldn't put that on my resumé, but I would say I know how to do it."

Amy Tam, 42, Sunnyvale, Calif.
 "What I am hoping for is, if there are questions, the local study group will help."

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/>



Krissa Swain, of Knoxville, Tenn., is taking "Operations Management" online to help develop her management skills.

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/>

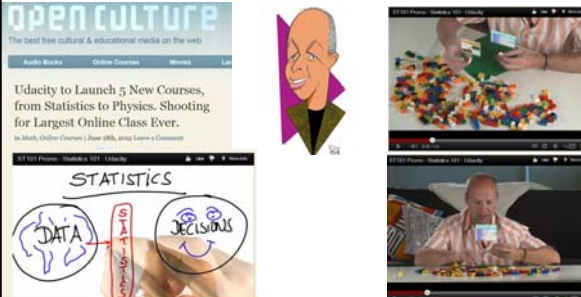


Rajeev Bajpai, an airline pilot based in Mumbai, took an online computer-science course to gain programming skills.

MOOC Leadership Principle #10:

Set Bold (i.e., Audacious) Goals

June 18, 2012
http://www.openculture.com/2012/06/udacity_to_launch_5_new_classes.html

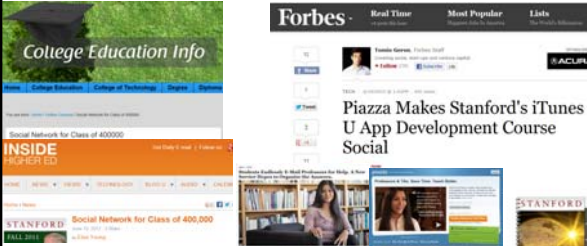


MOOC Leadership Principle #11:

Set Newsworthy Records

June 19, 2012

Piazza in Stanford Class of 400,000



MOOC Leadership Principle #12:

Create New Programs

June 19, 2012

UW System to offer new 'flexible degree' program



**MOOC Leadership Principle #13:
Generate Media Attention**
June 25, 2012
<http://www.forbes.com/sites/georgeanders/2012/06/05/udacity-sebastian-thrun-disrupting-higher-education/>

The screenshot shows a Forbes article titled "How Would You Like A Graduate Degree For \$100?". The author is George Anders. The article discusses Sebastian Thrun, a Google Fellow, who is offering a graduate-level course for \$100. The article includes a photo of Thrun and a quote: "Thrun, 45, has been aiming high—and amping the old guard—for nearly two decades."

**October 6, 2012
Online Education Grows Up, And For Now, It's Free, NPR Staff**
<http://www.npr.org/2012/09/20/162053572/online-edu-falls-from-grad-school-and-for-now-its-free>
<http://www.npr.org/player/v2/mediaPlayer.html?action=1&1=1&isid=1&f&id=162053572&m=162053877>

The screenshot shows an NPR news page with the headline "Online Education Grows Up, And For Now, It's Free". It features a video player with a woman speaking and a sidebar with related content like "College credit for online courses gains momentum".

**December 11, 2012
Sustainability of MOOCs in Higher Education, UMass Boston**
<http://www.umass.edu/online/2012/12/11/the-sustainability-of-moocs-in-higher-education-please-return-on-december-11-2012-for-live-event>

The screenshot shows a video player for a live event titled "The Sustainability of MOOCs in Higher Education". The event is scheduled for December 11, 2012, and features a panel of speakers on a stage.

**MOOC Leadership Principle #14:
Build on Strengths and Niche Areas**
July 2, 2012
<http://lifehacker.com/5922804/sign-up-for-googles-power-searching-online-course-to-boost-your-google-fu>

The screenshot shows a Google "Inside Search" course page titled "Power Searching with Google". It includes a video of a man speaking and text describing the course as a "short course on becoming a great internet searcher".

**July 23, 2012
Coursera course on Internet History, Technology, and Security, Chuck Severance
42,000+ sign up...**
<https://www.coursera.org/#course/insidetheinternet>

The screenshot shows a Coursera course page for "Internet History, Technology, and Security" by Chuck Severance. It features a video player and a list of course topics including "Alan Turing and Bletchley Park".

**Fall 2012 (Paul Kim: Oct 15, 2012)
Stanford Venture Lab (MOOCs)**
<http://venturelab.stanford.edu/>
<http://venture-lab.org/education>

The screenshot shows the Stanford Venture Lab website with a course titled "A Crash Course on Creativity". It features a video of a woman speaking and a sidebar with other course offerings like "Finance" and "Designing A New Learning Environment".

MOOC Leadership Principle #15: Do Not Make Rash Decisions

July 17, 2012
<http://chronicle.com/article/After-Leadership-Crisis-Fueled/132917/>

Teresa Sullivan Will Step Down as UVa's President After 2 Years in Office
By Jack Stripling
Teresa A. Sullivan will resign as the University of Virginia's president after just two years in office, the university said Sunday. While neither gave a specific reason, both alluded to significant disagreements between Ms. Sullivan and the Board of Visitors about how best to position the historic institution for success in the 21st century.

In a brief statement, Ms. Sullivan, who will resign effective August 15, cited an unspecified "philosophical difference of opinion" with the board. While her listing as the university's first female president was greeted with much fanfare in 2010, the board expressed an impatience Sunday for institutional transformation that has, by its members' accounts, yet to occur.

MOOC Leadership Principle #16: Be Proactive in Addressing Concerns

August 16, 2012
<http://chronicle.com/article/Dozens-of-Plagiarism-Incidents/133897/>

Dozens of Plagiarism Incidents Are Reported in Coursera's Free Online Courses
By Jeffrey R. Young
Students taking free online courses offered by the startup company Coursera have reported dozens of incidents of plagiarism, even though the courses bear no academic credit. This week a professor leading one of the so-called Massive Open Online Courses posted a plea to his 39,000 students to stop plagiarizing, and Coursera's leaders say they will review the issue and consider adding plagiarism-detection software in the future.

In recent weeks, students in at least three Coursera humanities courses have complained

September 6, 2012

Pearson Offers 450 Testing Centers in 110 Countries

<http://chronicle.com/blog/wiredcampus/edx-offers-proctored-exams-for-open-online-course/29656>
<http://www.insidehighered.com/news/2012/09/07/site-based-testing-deals-strengthen-case-granting-credit-mooc-students>

edX Offers Proctored Exams for Open Online Course
September 6, 2012, 3:11 pm
By Marc Prensky
Students enrolled in a free open online course offered through edX will now have the option of getting their learning validated with a proctored final exam, under a new program announced today.

MOOC Leadership Principle #17: Give Something Away

September 12, 2012
http://www.youtube.com/watch?feature=player_embedded&v=GAYSiCoVnA8

Course Builder Intro Video
Google+ Coursera

Course Builder packages the software and technology Google used to build Coursera. Teaching with Google while coursera

MOOC Leadership Principle #18: Look Way Ahead

September 14, 2012
The Next 30 Years, USA Today: No Grades?
<http://www.usatoday.com/video/news/1839139560001>

Sebastian Thrun
Stanford University Professor, Google VP
The next 30 years.

MOOC Leadership Principle #19: Expand Markets

October 1, 2012 & January 22, 2013
<http://chronicle.com/article/Open-Courses-From-America-Find/134660/>

Open Courses From America Find Eager Audiences in China
By Angela Chen
Shelly Kagan, a philosopher at Yale U, who teaches a popular course on death, took to stages the a makes for reasons that around the world about the end of life.

Mr. Li, a Chinese postdoctoral fellow at the University of Michigan at Ann Arbor, wrote to a Yale University philosophy professor last year with a strange request. Mr. Li had never met the professor, Shelly Kagan, nor had he ever attended Yale.

**MOOC Leadership Principle #20:
Ask Questions**
Sept 3, Oct 1, & Dec 17, 2013
Chronicle of Higher Education
<http://chronicle.com/article/Massive-Excitement-About-134678/>

MOOC Mania
 It's raising big questions about the future of higher education
 By Katherine Mangione

Before You Jump on the Bandwagon ...
 By Alison Ripstein

For Whom Is College Being Reinvented?
 The college faces the long, hot, and higher education and of search for those who really study for the future

Poll #2: Are MOOCs creating a revolution in education today?
A. Yes...
B. No...

**Mystery of MOOCs:
Part III. 22 Types of MOOCs**

**MOOC Type #1.
Alternative Admissions Systems
or Hiring System MOOC**

**MOOC Type #2.
Just-in-Time Skills and
Competencies MOOC**

**MOOC Type #3.
Theory- or Trend-Driven
MOOC**

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

MOOC Type #5.
Loss Leader
(dip toe in water) MOOC

Poll #3:
Which is these MOOCs seem
viable to you?

- A. Alternative Admission and Hiring
- B. Just-in-Time Skills and Competencies
- C. Theory or Trend
- D. Professional Development
- E. Loss Leader

MOOC Type #6.
Bait and Switch MOOC

MOOC Type #7.
Experimental MOOC

MOOC Type #8.
Degree or Program Qualifier
or System Bottleneck MOOC

MOOC Type #9.
Personality MOOC



MOOC Type #10.
Name Branding MOOC



MOOC Type #11.
Goodwill MOOC



MOOC Type #12.
Interdisciplinary MOOC



MOOC Type #13.
Recruiting MOOC
(companies pay for names and
contact info of high performers)



MOOC Type #14.
Marketing MOOC
(content provided in the MOOC
that fosters product discussion)



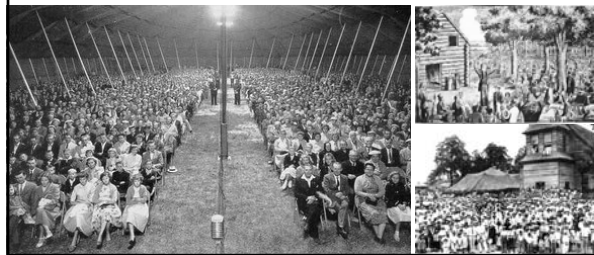
MOOC Type #15.
Conference MOOC
(stretch a conference)



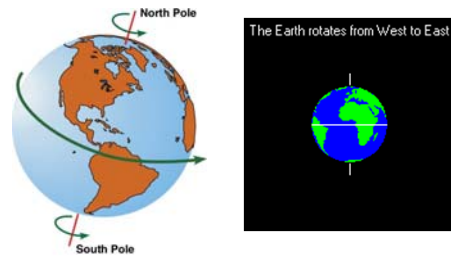
MOOC Type #16.
Learning Room MOOC
(space to play with ideas)



MOOC Type #17.
Religious Revival MOOC



MOOC Type #18.
Rotating MOOC



MOOC Type #19.
Repeatable MOOC



MOOC Type #20.
Reusable MOOC



MOOC Type #21. Oral History MOOC



'History Harvest' Project May Spawn a New Kind of MOOC

December 21, 2012, 4:55 am
By Marc Parry



Works
to
States. The
series of
me the
tributing to
place from
G. Thomas
braska at

as possible
told a
story." And
bel for

massive open online courses, or MOOC's.

MOOC Type #22. Remedial Courses



Mystery of MOOCs: Part IV. A Dozen MOOC Business Plans and Models



MOOC Business Model #1. Advertisers Underwrite Courses and Degrees



January 19, 2013 MOOC with a Business Model: Taking a Look at ALISON, UnCollege, Dale J. Stephens

<http://www.uncollege.org/blog/2013/01/19/mooc-with-a-business-model-taking-a-look-at-alison/>



MOOC Business Model #2. Small and Flexible Application or Enrollment Fee



MOOC Business Model #3.
Course Assessment Fee



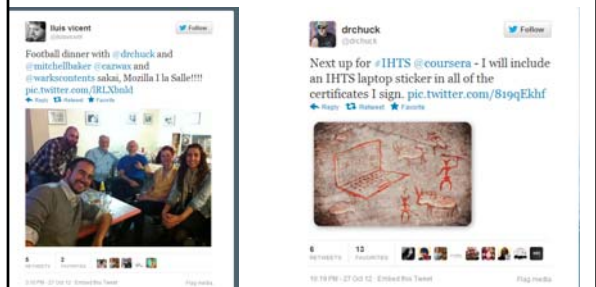
MOOC Business Model #4.
Certificate Fee (with sticker)

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



October 27, 2012
Chuck Severance in Barcelona
(football dinner & course stickers)

<https://twitter.com/luisvicent/status/262315328116228096/photo/1>
<https://twitter.com/drchuck/status/262423228717355009/photo/1>



MOOC Business Model #5.
Enhanced Course Fee
(same rate as other online courses)



MOOC Business Model #6.
Option for University Credit
(full price)



October 29, 2012

Antioch U. Will Offer MOOC's for Credit Through Coursera,
Nick DeSantis, Chronicle of Higher Education

<http://chronicle.com/blogs/ticker/antioch-u-will-offer-moocs-for-credit-through-coursera/51252>

October 29, 2012 by Nick DeSantis

Comments

Antioch U. Will Offer MOOC's for Credit Through Coursera



Antioch University announced on Monday that it had reached an agreement with the Silicon Valley start-up company Coursera to offer students college credit for MOOC's, the free online courses that have recently captured the attention of elite universities across the country. In a news release, the university, which has five campuses in four states, said its Los Angeles location would offer the Coursera courses "for less than the per-course cost of tuition and fees at either of the California public four-year university systems." The Los Angeles campus created a pilot program this fall in which its students could enroll in two Coursera courses created by the University of Pennsylvania; three additional courses will be offered this winter, and the university hopes to introduce an expanded program nationwide next year.



MOOC Business Model #7.
Company Sponsored



MOOC Business Model #8.
Percent of First Year Salary



MOOC Business Model #9.
Sell or Lease Courses
 (e.g., to Community Colleges)



MOOC Business Model #10.
Share Revenues
 (i.e., professors, university, companies)



MOOC Business Model #11.
Free Entryway Course




January 8, 2013
eCornell Offers a MOOC That Steers Students to a Paid Follow-Up, Katherine Mangan, Chronicle of Higher Education

<http://chronicle.com/article/eCornell-offers-a-mooc-that-steers-students-to-a-paid-follow-up/231517>


eCornell Offers a MOOC That Steers Students to a Paid Follow-Up
 January 8, 2013 1:00 am
 By Katherine Mangan

Cornell University's online spinoff is moving into MOOCs, with a free marketing course as its flagship program starting on Tuesday. But the program will be designed to steer students toward a follow-up course for \$1,200 to get a professional certificate.

The free online course, "Marketing the Hospitality Brand Through New Media: Social, Mobile, and Search," is being offered by eCornell. It's geared toward people working in sales, marketing, and financial positions in the hospitality industry, and is being taught by Robert J. Kowitz and William Cornell, faculty members at Cornell's School of Hotel Administration.





January 23, 2013
Academic Partnerships Launches MOOC2Degree Initiative, Press Release
http://www.mooc2degree.com/press.php#_UP-uV-17All



The New York Times
Public Universities to Offer Free Online Classes for Credit
 By TAMAR LEVIN
 Published: January 23, 2013


MOOC Business Model #12.
Charge Fee for Student Data

December 4, 2012
Providers of Free MOOC's Now Charge Employers for Access to Student Data




By Jeffrey R. Young
 Providers of free online courses are officially in the headhunting business, bringing in revenue by selling to employers information about high-performing students who might be a good fit for open jobs.
 On Tuesday, Coursera, which works with high-profile colleges to provide massive open online courses, or MOOC's, announced its employment-matching service, called Coursera Career


Reflect on the MOOC news now...what new news did you learn?



Mystery of MOOCs:
Part V. 20 MOOC Instructor Guidelines
 +
2 Frameworks for Teaching Online




January 23, 2013
'Bill of Rights' Seeks to Protect Students' Interests as Online Learning Rapidly Expands,
Steve Kolowich, Chronicle of Higher Education
http://chronicle.com/article/Bill-of-Rights-Seeks-to/136783?cid=at&utm_source=at&utm_medium=en



'Bill of Rights' Seeks to Protect Students' Interests as Online Learning Rapidly Expands
By Steve Kolowich
 A dozen educators met last month in Palo Alto, Calif., to discuss the future of higher education. They had been convened at the epicenter of technological innovation in higher education by Sebastian Thrun, a pioneer of massive open online courses, and yet the task at hand had nothing to do with software or strategy: It had to do with citizenship.
 The Philadelphia Convention, it was not. But the 12 educators, many of them well known in online-education circles, did manage to draft a document that they hope will serve as a philosophical framework for protecting the interests of students as online education, propelled and complicated by the rise of MOOCs, hurtles into a new phase.

MOOC Instructor Guide #1.
Plan and Prepare



October 12, 2012
 Radical rethink: how to design university courses in the online age, Paul, Wappett, The Conversation, Australia
<http://theconversation.edu.au/pdf/1414/1414-how-to-design-university-courses-in-the-online-age-9727>

THE CONVERSATION

TRADITIONAL STUDY MODEL – LINEAR

October 12, 2012
 Radical rethink: how to design university courses in the online age, Paul, Wappett, The Conversation, Australia
<http://theconversation.edu.au/pdf/1414/1414-how-to-design-university-courses-in-the-online-age-9727>

THE CONVERSATION

ONLINE STUDY MODEL – DYNAMIC

MOOC Guide #2.
 Market the Course
 (especially to friends)

MOOC Guide #3.
 Offer Multiple Types of Contact Info

MOOC Guide #4.
 Get Help/Assistance

MOOC Guide #5.
 Designate Feedback Providers and Tasks

MOOC Guide #6.
Offer Ample Feedback
in Week One



MOOC Guide #7.
Use Peer, Machine, Volunteer,
and Self-Assessment



MOOC Guide #8.
Gather Geographic Data



October 22, 2012
Chuck Severance in Seoul
<http://www.youtube.com/watch?v=nHaPvqU4MrM>



MOOC Guide #9.
Use a Warm and
Friendly Tone




MOOC Guide #10.
Form Groups and Social
Supports




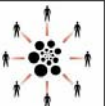


MOOC Guide #11. Combine Sync and Async Instruction

Different Time (asynchronous)




Same Time (synchronous)



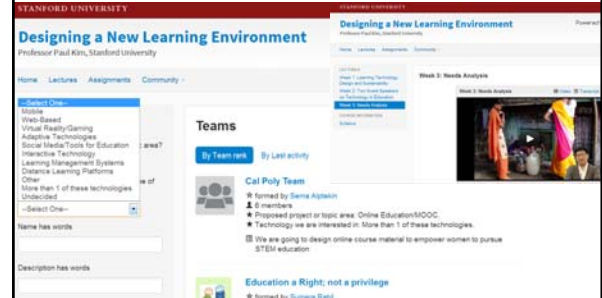
Same Place (in person) Different Place (online)




Paul Kim, Stanford: Oct 28, 2012

17,380 students. I haven't met f2f. I am shocked to see students from places where Internet is very limited. You will find students from even Zanzibar!!! Many teams are formed and they meet f2f in the region where they live.


<http://venture-lab.org/education/>



MOOC Guide #12. Arrive Early for Sync Session




MOOC Guide #13. Allocate Ample Q&A Time During Sync Session




Questions and Answers

MOOC Guide #14. Share Resources



MOOC Guide #15. Personalize Where Possible!



PERSONALIZE IT


October 27, 2012
Chuck Severance (U Michigan/Coursera) in Barcelona
<http://www.youtube.com/watch?v=JzNHvmSv8TI>



MOOC Guide #16.
Use Polling Questions


Poll #1:
What is your biggest gain from this course?

- A. Online teaching strategies
- B. Online teaching models
- C. Useful resources and tools
- D. New friends and connections
- E. Self-confidence


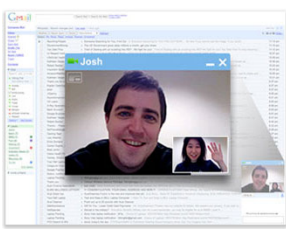


Poll #2:
What time is it there?


- A. Morning
- B. Lunch time
- C. Mid Afternoon
- D. Evening
- E. Late night or early morning



MOOC Guide #17.
Check Chat Window for Comments and Questions





MOOC Guide #18.
Reflect After Each Session (e.g., Top 3 Activity in Chat Window)



MOOC Guide #19.
Offer Weekly Recaps and Updates

Let's Recap



MOOC Guide #20.
Be Willing to Change Midstream



Poll #4: Would you like to teach a MOOC?
A. Yes...
B. No...

Gordon Lockhart, iBerry,
<http://iberry.com/>
<http://qbl155.wordpress.com/2011/03/08/cock11-man-this-mooc-is-something-else/>

Mystery of MOOCs:
VI. Adding Some TEC-VARIETY (Motivation Online)

Ok, Million Dollar Question:
How do you motivate online learners?
What Words come to mind?
(Please enter in chat window)

Motivation Research Highlights
(Jere Brophy, Michigan State University)

1. **Supportive**, appropriate **challenge**, **meaningful**, moderation/optimal.
2. Teach **goal** setting and self-reinforcement.
3. Offer **rewards** for good/improved performance.
4. **Novelty**, **variety**, **choice**, adaptable to interests.
5. Game-like, **fun**, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, **peer interaction**.
7. Allow to create finished **products**.
8. Provide immediate **feedback**, advance organizers.
9. Show intensity, **enthusiasm**, interest, minimize anxiety.
10. Make content **personal**, concrete, familiar.

Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges
 (i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.

Framework #1: TEC-VARIETY for Online Motivation and Retention

1. **Tone/Climate:** Psych Safety, Comfort, Belonging
2. **Encouragement, Feedback:** Responsive, Supports
3. **Curiosity:** Fun, Fantasy, Control
 ...
4. **Variety:** Novelty, Intrigue, Unknowns
5. **Autonomy:** Choice: Flexibility, Opportunities
6. **Relevance:** Meaningful, Authentic, Interesting
7. **Interactive:** Collaborative, Team-Based, Community
8. **Engagement:** Effort, Involvement, Excitement
9. **Tension:** Challenge, Dissonance, Controversy
10. **Yields Products:** Goal Driven, Products, Success, Ownership

1. Tone/Climate: A. Video Course Intros
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
<http://www.youtube.com/watch?v=BO9rqJD1GXo>



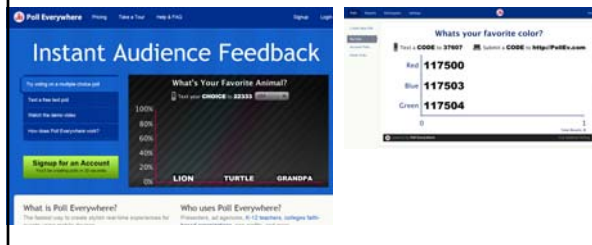
2. Encouragement, Feedback, etc.:
A. Vocab Sushi (\$25 for 3 months)

<http://www.vocab sushi.com/>



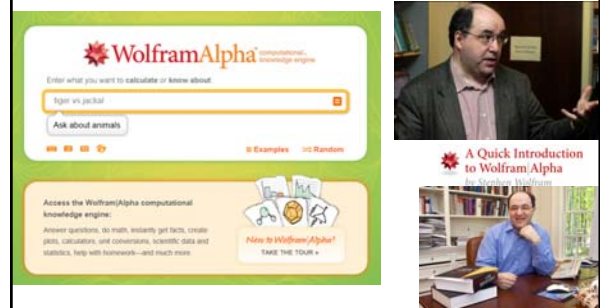
2. Encouragement, Feedback, etc.:
B. Blog and Website Polling
(e.g., Poll Everywhere, BlogPolls, BlogPoll, MicroPoll)

<http://www.poll everywhere.com/>



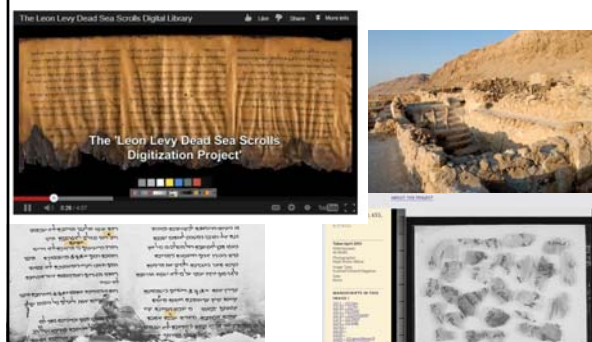
3. Curiosity, Fun: A. Online Database Activities (e.g., WolframAlpha)

<http://www.wolfram alpha.com/>



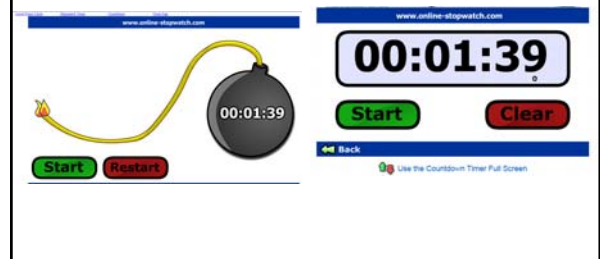
3. Curiosity, Fun:
B. Dead Sea Scrolls

<http://www.deadseascrolls.org.il/explorer-the-archives>
<http://www.deadseascrolls.org.il/explorer-the-archives-the-archives-on-Damascus-Cave-4>
<http://www.deadseascrolls.org.il/explorer-the-archives>



4. Variety, Novelty, Fun, Fantasy:


A. Timers (Stopwatches, Countdown Timers, Stopwatch Bombs, etc.; <http://www.online-stopwatch.com/countdown-timer/>)



5. Autonomy, Choice:

A. Web Exploration Assignments


1. Complete Works of Charles Darwin Online: <http://darwin-online.org.uk/>
2. The Complete Works of William Shakespeare: <http://shakespeare.mit.edu/>
3. Edgar Allan Poe Society of Baltimore: <http://www.eapoe.org/>
4. Einstein Archives Online: <http://www.alberteinstein.info/>
5. Federal Resources for Educational Excellent project: <http://free.ed.gov/>
6. Global Text Project: <http://globaltext.org/>
7. iBerry (Open Courseware Directory): <http://iberry.com/>
8. Jane Austen: <http://www.janeausten.org/>
9. The Jane Goodall Institute: <http://www.janegoodall.org/>
10. Timeless Hemmingway: <http://www.timelesshemingway.com/>



Poll #5:

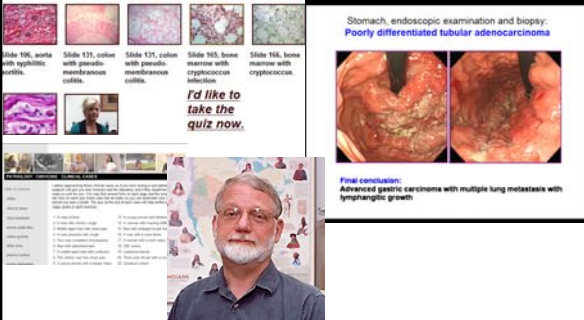
Which of the first 5 motivational principles will you use the most?

- A. Tone/Climate
- B. Encouragement/Feedback
- C. Curiosity/Fun
- D. Variety/Novelty
- E. Autonomy/Choice/Flexibility



6. Relevance, Meaningfulness:

A. Online Cases (e.g., Mark Braun, IU)



Stomach, endoscopic examination and biopsy:
Poorly differentiated tubular adenocarcinoma

Final conclusion:
Advanced gastric carcinoma with multiple lung metastasis with lymphatic growth

6. Relevance, Meaningfulness:

B. Multimedia Glossaries


Ozgur Ozdemir: Multimedia Glossary in Shutterfly for R685, December 2012
<http://r685glossary.shutterfly.com/>



7. Interactive, Collaborative:

A. Collaborative Video Annotations and Discussions (Craig Howard, IU)

<http://scholarworks.iu.edu/journals/index.php/ijdl/article/view/853/912>



7. Interactive, Collaborative:

B. Online Language Learning (Skype, MSN, ECpod, Mixxer, Livemocha, Babbel, KanTalk etc.)



8. Engagement, Effort:
A. Virtual Timelines (HyperHistory)
<http://simile.mit.edu/timeline/>
<http://www.usatoday.com/tech/news/story/2011-09-22/steve-jobs-dies/50672498/1>

The screenshot shows a virtual timeline interface with a central horizontal axis. Above the axis, there are news article thumbnails, including one about Bill Gates titled "Gates through the..." and another about Steve Jobs titled "Gates looks into PC's future as career shift approaches...". Below the axis, there are images of Steve Jobs and Bill Gates, with captions like "Steve Jobs, Apple co-founder, dies" and "Steve Jobs, Apple co-founder, dies".

8. Engagement, Effort: B. Arab spring: an interactive timeline of Middle East protests, The Guardian, Garry Blight, and Sheila Pulham, July 12, 2011
<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>

The screenshot shows an interactive timeline for the year 2011. The timeline is represented by a series of parallel lines that converge towards the right. Various colored icons (green, orange, blue) are placed along these lines, representing different events. A legend in the top right corner identifies the icons by color. The timeline is labeled with dates such as "13 March", "17 March", "19 March", "20 March", "21 March", "22 March", "23 March", "24 March", "25 March", "26 March", "27 March", "28 March", "29 March", "30 March", "31 March".

9. Tension, Challenge, etc.:
A. Photo Festivals and Competitions
 (e.g., COFA at UNSW, Scrapblog, flickr, etc.)
<http://www.youtube.com/watch?v=lm7GQM9fzhc>

The screenshot shows the OMNIUM logo, which consists of a stylized figure made of lines above the word "OMNIUM" and the tagline "ONLINE COLLABORATIVE COMMUNITIES". To the right of the logo is a photograph of a man with short, light-colored hair, wearing a dark shirt.

9. Tension, Challenge, etc.:
B. GameShow Final Project,
 April 25, 2011, Kim Seeber
 Website: <http://mypage.iu.edu/~kseeber/web2.0technology.swf>

The screenshot shows a game show interface titled "IDENTITY". The interface features a grid of 15 small portraits of people, each with a number. A "Correct!" message is displayed. On the right side, there is a section titled "Participatory Culture" with a video player showing a man speaking, identified as "Henry Jenkins". Below the video player is a "next question" button.

10. Yields Products, Goals:
A. Student YouTube Products
 Qi Li: r685 Gangnam Style, December 2012
<http://www.youtube.com/watch?v=7G429lqzZaU&feature=youtu.be>
 Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=BcmFW91W8>

The screenshot shows two YouTube video thumbnails. The first thumbnail is for a video titled "r685 final project" and features a person holding a tablet. The second thumbnail is for a video titled "FREEDOM" and features a person holding a tablet.

10. Yields Products, Goals:
B. Teacher Created Video Products
 Lorma International School, the Philippines
 (Hannah Kimberly Obar, 1st Grade teacher, 2/24/2012)
<http://www.youtube.com/watch?v=1C435U1-GzA>
<http://www.youtube.com/watch?v=7zplFgAak>
http://www.youtube.com/watch?feature=player_embedded&v=UHMtTAc6Ee (1st grade kids)

The screenshot shows two YouTube video thumbnails from Lorma International School. The first thumbnail shows a woman speaking, and the second thumbnail shows a young girl using a tablet computer.

10. Yields Products, Goals: C. Dan Record: Wikibook Chapter: Designing Online Courses that Speak to Today's Students

http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies/designing_online_courses
http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies

Part I: Foundations	Part II: Learners
<ul style="list-style-type: none"> • Selection and Instructional Background Information: Why is the Web 2.0? What does "designing online courses" mean? • Legal, Culture, Social, and Ethical Issues in the Web 2.0 • Instructional, Assessment, and Learning Issues in the Web 2.0 • Global and International Education and Instruction • Competing for the Open Course Set: The Open Peer-Reviewed Peer Project • Emerging Online Courses that Speak to Today's Students 	<ul style="list-style-type: none"> • The Next Generation of Learners • Learning Styles and Learning Centers • Web 2.0 Learning Styles
Part III: Instructional Design and Pedagogical Issues	Part IV: Environments and Tools
<ul style="list-style-type: none"> • Instructional Design with "Technology" • Emerging Web 2.0-Based Learning Theories: Student-Centered Content, Peer-to-Peer Learning, Open-Source, etc. • Instructional Design Models and Emerging Learning Technologies • Assessment and Evaluation: the Impact of Web 2.0 and Emerging Learning Technologies • Research on the Impact and Effectiveness of the Web 2.0 and Emerging Learning Technologies • Professional Development and Training: instructor and administrator transitions 	<ul style="list-style-type: none"> • Web 2.0 Tools: Social Media, Content-Centric, Open Learning, Learning Object, etc. • The Open Source and Open Education Movement • The Use of Emerging Information Systems: Infrastructure, Tools, and Technology in Online System: Learning, Open Education, OpenSource • The Role of Open-Source and e-Learning
Part V: Fostering Successful Learning with Personalized Learning Environments (PLEs)	Part VI: The Future
<ul style="list-style-type: none"> • Introduction of PLE • Methods & Types of PLE • Features of Personal Learning Environments (PLE) • Case Study of Personal Learning Environments (PLE) • Social Network Systems • Personal Network (PLE) • Other 	<ul style="list-style-type: none"> • Emerging Technology for Open-Source • Technology Tools: Community Development and Blogs • The Future: Tools, Technologies, and Trends in the Learning



10. Yields Products, Goals: D. I Done This, Milestone Planner, 43 Things




43 Things is the world's largest goal-setting community. People here want to work because it **has to**, not because they **do**. Join one good habit every week. Change the way you live. **Do**

Poll #6:

Which of the last 5 motivational principles will you use the most?

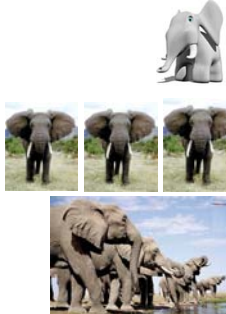
- A. Relevance/Meaningfulness
- B. Engagement/Effort
- C. Interactive/Collab/Community
- D. Tension/Challenge/Dissonance
- E. Yielding Products/Goals



Poll #7:

How many ideas did you get so far?

1. 0 if I am lucky.
2. 1 or 2.
3. 3-5.
4. 6-10.
5. More than 10.



Commitments:

Stop and Share in Chat Window:
Which principle(s) of TEC-VARIETY will you use?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products





Mystery of MOOCs: VII. R2D2

Curtis J. Bonk | Ke Zhang



Empowering Online Learning

100+ Activities
for Reading, Reflecting,
Displaying & Doing






The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)






1. Auditory or Verbal Learners


- Auditory and verbal learners prefer words, spoken or written explanations.

Read 1a. Reading from Open Access Journals (e.g., PLOS)









The International Review of Research in Open and Distance Learning
A refereed e-journal to advance research, theory and best practice in open and distance learning worldwide
Athabasca University

Read 1b. Online Article Portals and Databases

<http://r685articledatabase.weebly.com/>
<http://ella.slis.indiana.edu/~bahaloc/r685/>
http://php.indiana.edu/~cjbok/Syllabus_R685_Spring_of_2011.htm









Read 1c. Interactive Stories (e.g., Meograph)

(e.g., Meograph <http://www.meograph.com/>)



2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)



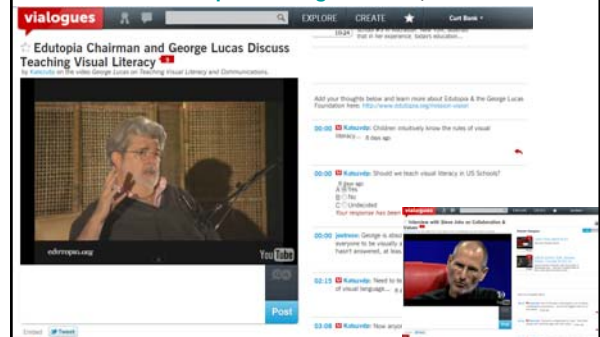
Reflect 2b. Videos for clinical education (Sungkyunkwan University School of Medicine, www.mededu.or.kr)



Reflect 2c. Timeline Tools (e.g., USA Today, August 26, 2011)

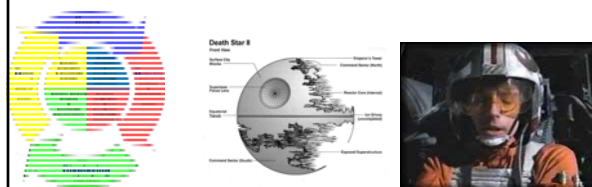


Reflect 2d. Discuss Videos (e.g., Grockit Answers and Vialogues; <https://vialogues.com/>)

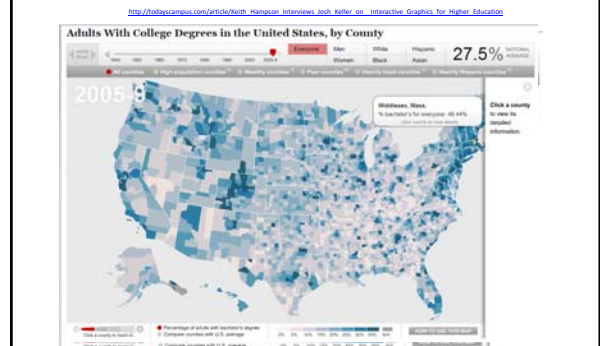


3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



Display 3a. Interactive Maps (adults with college degrees by county, May 7, 2012)



Display 3b. Interactive Maps
 (e.g., New USDA climate zone map reflects northward warming trends, By Janice Lloyd, USA TODAY, January 26, 2012)
<http://www.usatoday.com/news/nation/environment/story/2012-01-26/USDA-climate-zone-map/52787142/1>

New USDA climate zone map reflects northward warming trends

Display 3c. Wordle
 A Pedagogy of Abundance or a Pedagogy to Support Human Beings? Participant Support on Massive Open Online Courses, IRRODL, Kop, Fournier, & Sui Fai Mak, November 2011
<http://www.irrodl.org/index.php/irrodl/article/view/1041/2025>

Figure 4. PLENK2010 Wordle.

Display 3d. Segment Video Anchors
 (e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning; “Wikibooks Hooray for Us”)
<http://www.tubechop.com/watch/378752>

4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

Do 4a. Virtual Microscopes
 (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Final conclusion:
 Advanced gastric carcinoma with multiple lung metastasis with lymphatic growth

Do 4b. Negotiate Meanings Online
 (e.g.m MeetingWords: <http://meetingwords.com/>)
 MeetingWords is a simple text editor for the web.
 Your text is saved on the web, and more than one person can edit the same document at the same time. Everybody's changes are instantly reflected on all screens.
 Work together on meeting notes, brainstorming sessions, homework, team programming and more!

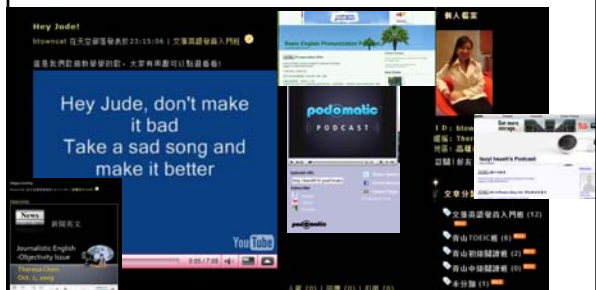
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Do 4c. Podcasts for students of pronunciation class
(e.g., Tzu-Su Chen, Taiwan)

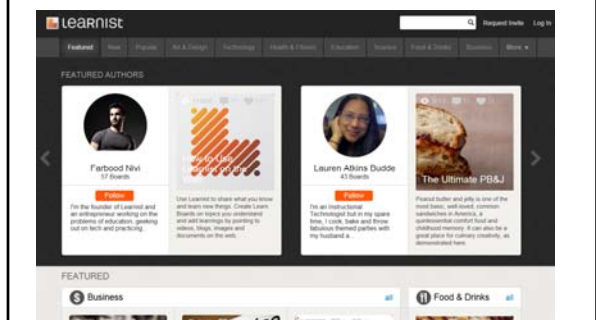


Do 4d. Student Class Documentaries
Umida's R546 Documentary Project
http://www.youtube.com/watch?v=FMLTzqCV_5A



Do 4e. Student Expertise
(e.g., Learnist)

<http://learni.st/category/featured#/category/featured>



Do 4f. Learning Planet: Interactive Glossary
Umida Khikmatillaeva, Dec. 2011, P540
<http://learningplanet.shutterfly.com/>



Poll #8: What phase of the R2D2 Method will you use most?

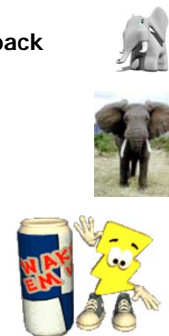
- A. Read (Auditory and Verbal Learners)
- B. Reflect (Reflective Learners)
- C. Display (Visual Learners)
- D. Do (Tactile, Kinesthetic, Exploratory Learners)



Remember The TEC-VARIETY Model?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products




Poll #9:
Do you feel "MOTIVATED" to try any of this out?

- A. Yes, both
- B. Yes, R2D2
- C. Yes, TEC-VARIETY
- D. Neither

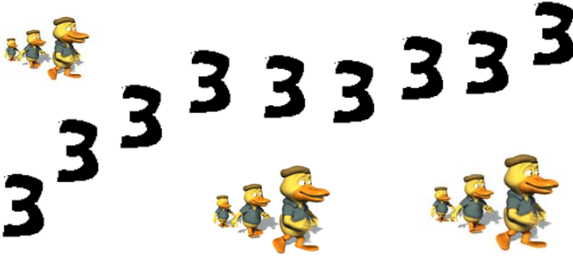


Poll #10:
Any light bulbs going off in your head so far...?

- A. Yes definitely
- B. Maybe
- C. No



Stop and Share:
Three Words from this session!



Any Questions?
Try the R2D2 Model!

- 😊 Slides at: TrainingShare.com
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