MOOCs, a revolution in education?

joint dissemination event, Sofia University & HANDSON project
22 september 2014

Peter B. Sloep
Agenda

1. a few introductory remarks
2. interactive workshop
   1. I list five claims often made about MOOCs
   2. you discuss each one in several small groups
   3. groups report back to all
3. wrapping up the session
Introduction
• names associated with first MOOCs Dave Cormier, George Siemens and Stephen Downs, all from Canada

• the first MOOC was called Connectivism and Connective Knowledge (CCK08)

• there were later editions (CCK09), and other courses Future of Education, LAK11, LAK12
• in 2011, Sebastian Thrun (Stanford) and Peter Norvig (Google) did an open AI course, which attracted lots of students

• venture capital was quick to fund spin-offs: Udacity (Stanford), Coursera (Stanford)

• also not-for-profits, e.g. edX (MIT& Harvard), Khan Academy (Salman Khan)
the New York Times called 2012 the year of the MOOC

universities around the world joined the existing platforms

new platforms were founded (Futurelearn, Miríada X, OpenEd, …)
Apart from the hype, should we jump the MOOC bandwagon? Do they make a valuable contribution to the educational toolbox?

This I want to evaluate with you. Obviously there is no straightforward ‘yes’ or ‘no’
MOOC

Every letter is negotiable.

2013 @mathplourde - digedcon moocposter
Courses?
• enrol; fixed time slot; fixed topic; teacher/tutor/moderator; institutional backing

• course the best format? (professional development versus initial education)

• should one always enrol? (allow lurking)

• should one fix the time period and pace?
Online
• everything done via online interactions (videos, forum discussions, assessment)

• blended form of learning, mixing offline and online? (practical issues)
• **cMOOCs** *(socio-constructivist or connectivist)*  
  versus **xMOOCs** *(instructivist)*

• **what about innovative pedagogy**  
  *(didactics)*? *(transformation versus substitution)*
Open
• **free for everyone who registers**

• for free is not open? (CC license; teachers need to get permission to use MOOC materials)

• how do venture capitalists recoup their investments? (business model: use your data, pay for certificate, ....)
Massive
N = 220
Median = 18941
12/12/2013

Katy Jordan: http://moocmoocher.wordpress.com
• does ‘develop once, use many times’ work for MOOCs (historical link with learning objects and open courseware)

• can MOOCs profit from the internet phenomenon (lower transaction cost, compare music and film industry)

• is drop-out a problem? (see picture)
N = 129
Median = 12.6%
12/12/2013

Katy Jordan: http://moocmoocher.wordpress.com
Democratising education
• do MOOCs make high-quality education available to all? (language, culture)

• do we need only 10 top-notch universities in the world? (Sebastian Thrun)

• do we applaud the privatisation of education? (venture capital involvement)
Benefits of MOOCs

- ‘people’ have started to doubt the wisdom of the default pedagogy (‘lecturing’)
- the fruits of decades of TEL research are being rediscovered
Thank you!

mail  peter[dot]sloep[at]ou[dot]nl
Twitter  [at]pbsloep
blog  http://pbsloep.blogspot.com/
Scoop.it!  http://www.scoop.it/t/networked-learning-learning-networks
LinkedIn  http://www.linkedin.com/profile/view?id=10357286&trk=tab_pro

The HANDSON project has been funded with support from the European Commission. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.