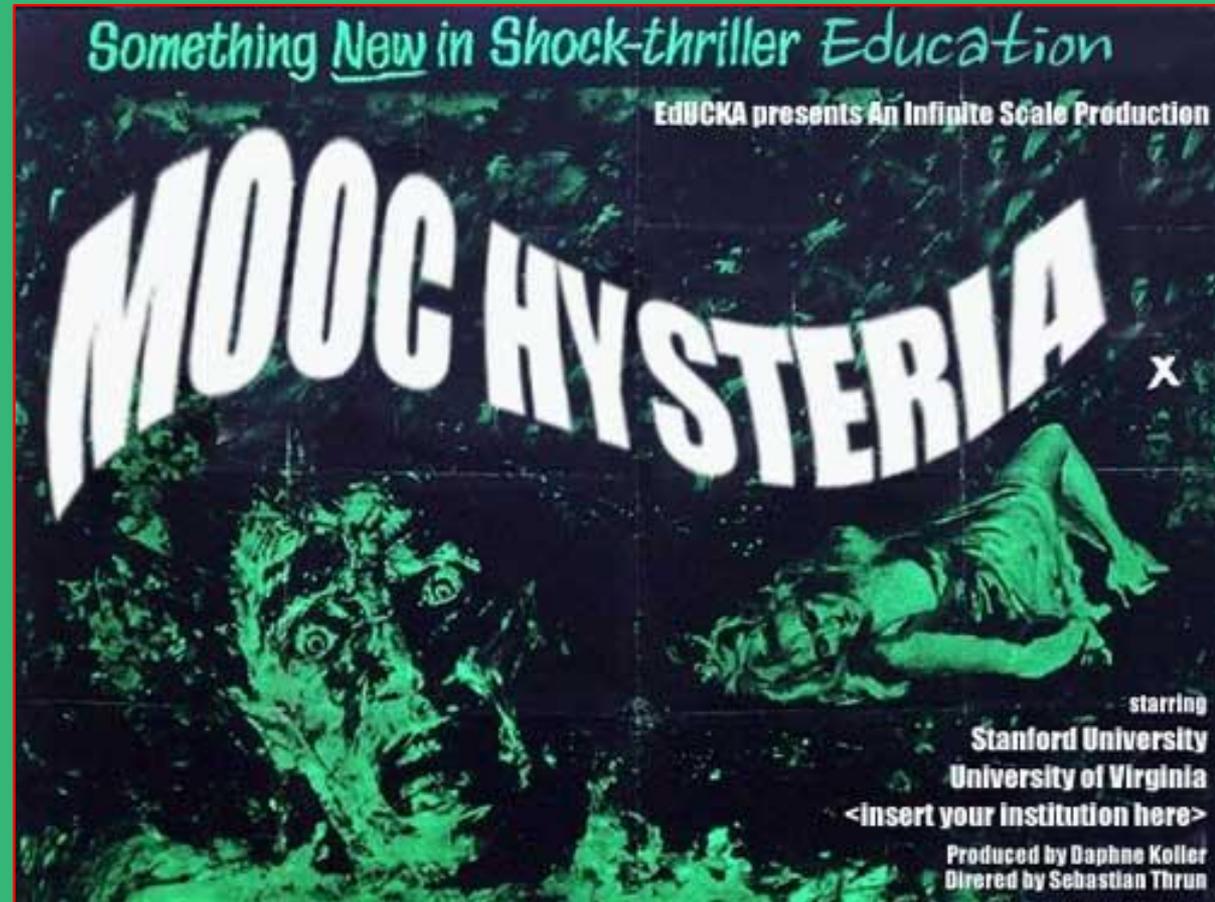


# MOOCS - Connecting THE-ICE Institutions and Students



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# MOOCS - Connecting THE-ICE Institutions and Students



- Workshop format
- MOOC introduction
- MOOC diffusion
- MOOC metrics
- MOOC discussion
- Closing

# MOOCs

- **M**assive – capacity for hundreds of thousands of students
  - **O**pen – anyone can enrol, for free (Illich, 1970)
  - **O**nline – Internet enabled and accessed
  - **C**ourse – systematic sequence of learning activities
- Intrinsic and extrinsic motivations
  - Differing pedagogies

Often driven by companies and consortia such as . . .



coursera

UDACITY

**ALISON**  
A NEW WORLD OF FREE CERTIFIED LEARNING



edX



Google

# MOOC Ecoscape

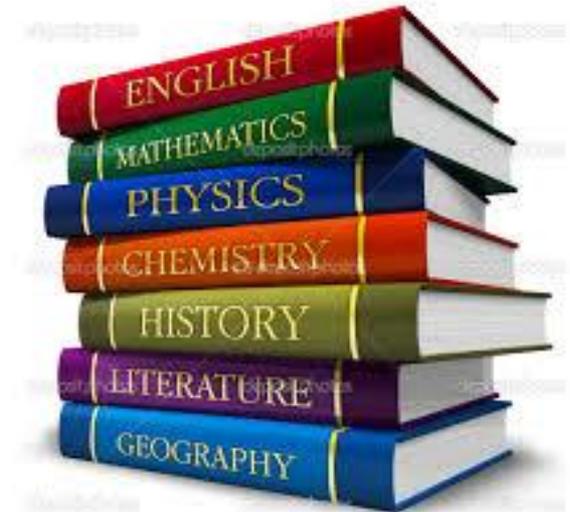
- Publishers/Intermediaries (e.g., FutureLearn Coursera, edX)
- Professors
- Universities
- Learners
- Public
- Textbook publishers
- Industry (Google MOOCs, DMOs, employee training)
- NGOs such as the Gates Foundation and Museums
- Government

# MOOCs: open to any learner, anywhere

- Learners of mixed age, generation, knowledge, learning style and pace, physical and cognitive ability, culture, religions, nationalities, media preferences, motivations, quality of Internet access...
- Any time ...
  - fully self-paced?
  - semi-self-paced: semester? weekly?

# Misunderstood MOOCs

- 21st century equivalent of reading a bunch of books and saying you got a degree
- 21st century textbook, on steroids and free



# MOOC Diffusion

- Diffusion of Innovations (Rogers, 2003)
- Just another learning technology – postal courses, radio, TV, programmed learning, Web, Learning Management System (LMS)
- Adoption – Bandwagon effects | UC Irvine and Georgia Tech (Kolowich, 2012)
- Implementation – Leapfrog effects | flipped classroom (Martin, 2012)
- Two strategies: Build and Piggyback

“Written materials will undermine the learning process and diminish the quality of the personal relationship between tutor and student.”  
Furthermore, learners will rely on external written characters rather than remember.

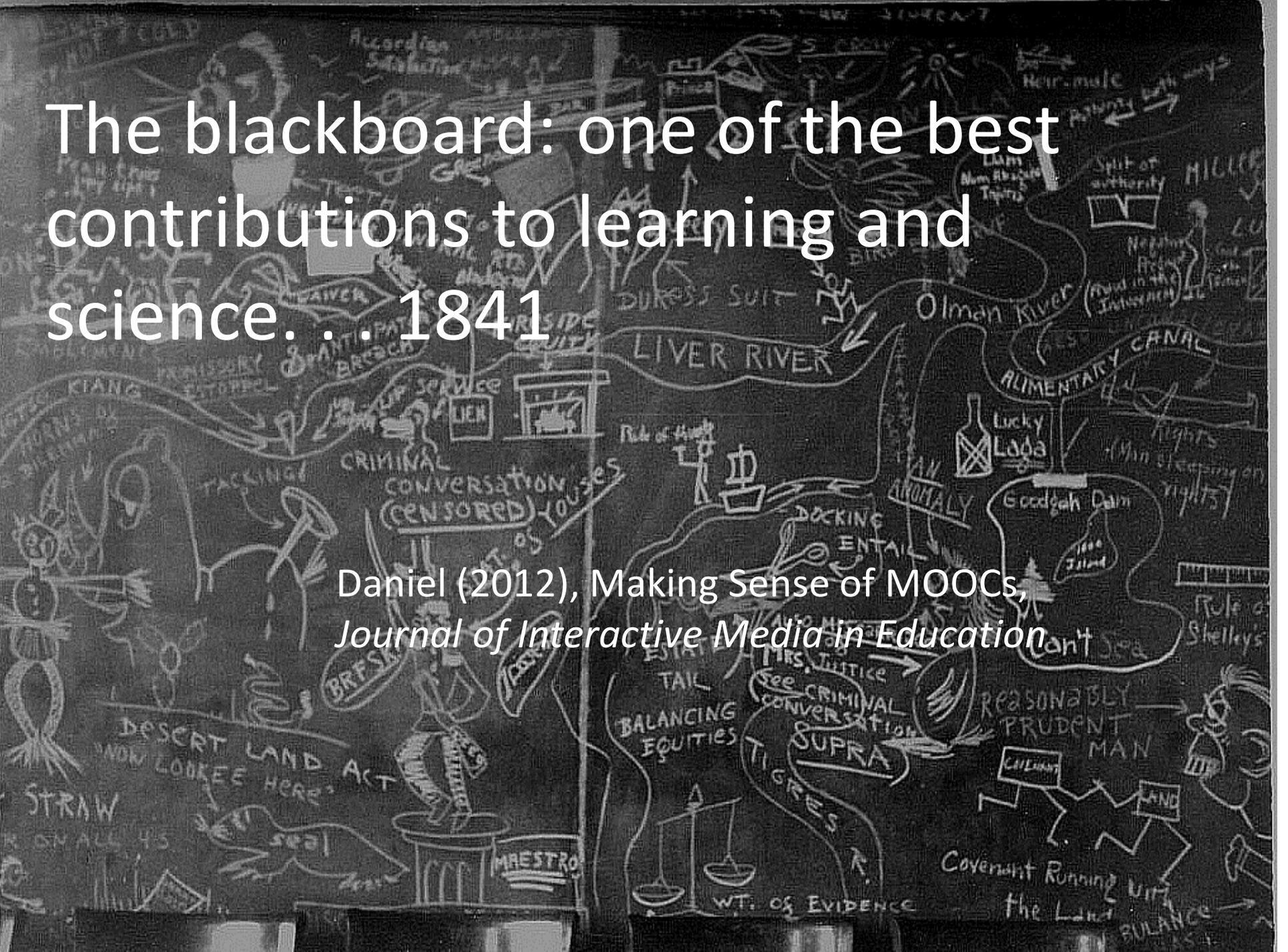
**Greece, ca 450 BC**

Gumport, Patricia J. and Marc Chun  
(1999),  
National Center for Postsecondary  
Improvement



The blackboard: one of the best contributions to learning and science. ... 1841

Daniel (2012), Making Sense of MOOCs, *Journal of Interactive Media in Education*



# MOOC Metrics: Sample

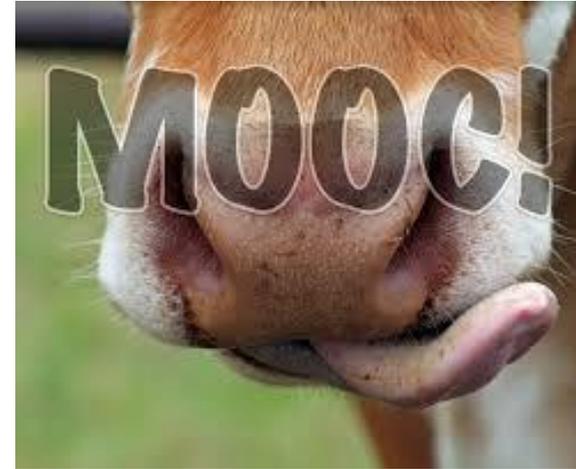
(Murphy et al, 2013)

Source	MOOCs	Platform	Length
Univ. of Edinburgh	6	Coursera	5-7 wks
Google	2	edX	2-3 wks
Duke	1	Coursera	8 wks
Harvard	2	edX	15-26 wks
Coursera	86	Coursera	varies

# MOOC Metrics

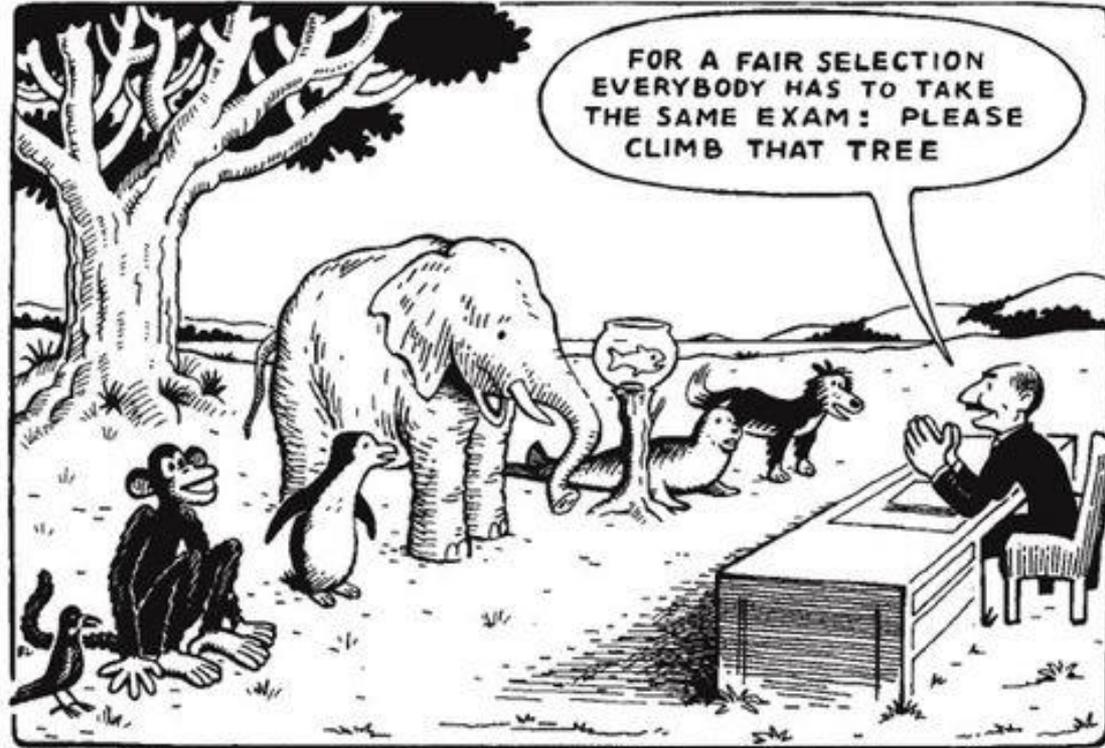
(Murphy et al, 2013)

- Enrolment: 12,275 to 155,000+
- Engaged: 53% to 67%
- First assessment: 2% to 29%
- Certificate: 1% to 13%
- 300 (Duke) to 7,157 (Harvard) to 20,020 (Google) earned a certificate in a single MOOC



# What to Measure?

- Completion rates seem irrelevant
- Intrinsic and extrinsic motivation
- Engagement: videos watched, forum participation, re-tests, pages viewed, time on site
- Learning: test scores, questions missed, re-tests
- Satisfaction: recommendations, re-purchase



# In Closing

- Knowledge/intrinsic joy of learning is key motivator, not a certificate
- Tire kickers, one-third to one-half
- Give MOOCs a go
- Stay tuned
- MOOCs in Hospitality/Tourism?

# Panel Discussion

- Why are MOOCs worthwhile, or a fad?
- Where is there space for them within THE-ICE?
- What could be done to explore the issue or start a project?
- Who are the possible stakeholders and how could they collaborate?
- Audience questions and comments?