

MOOCs and the Opening Up of Higher Education

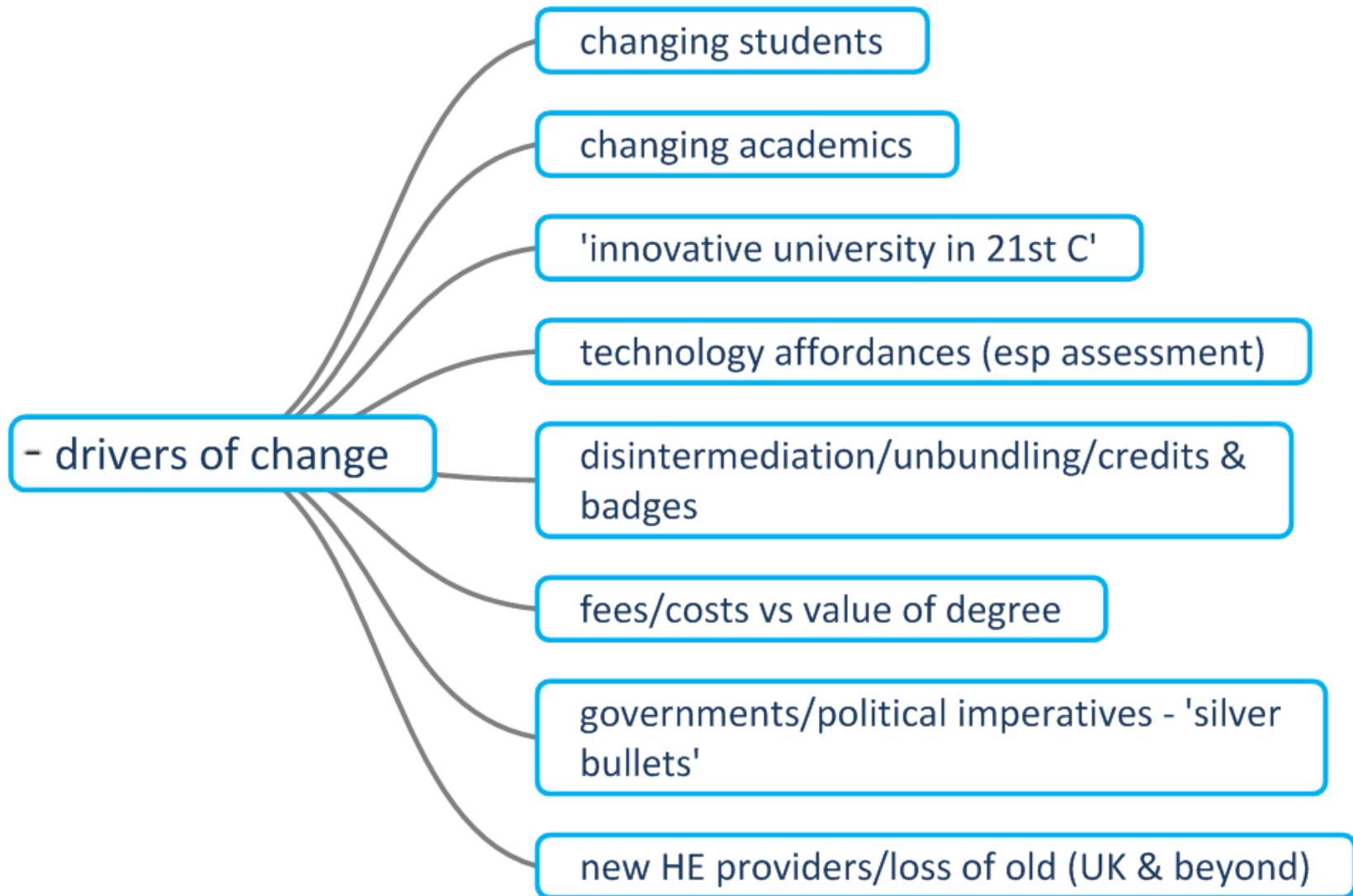
Professor Jeff Haywood, Vice Principal, CIO & Librarian

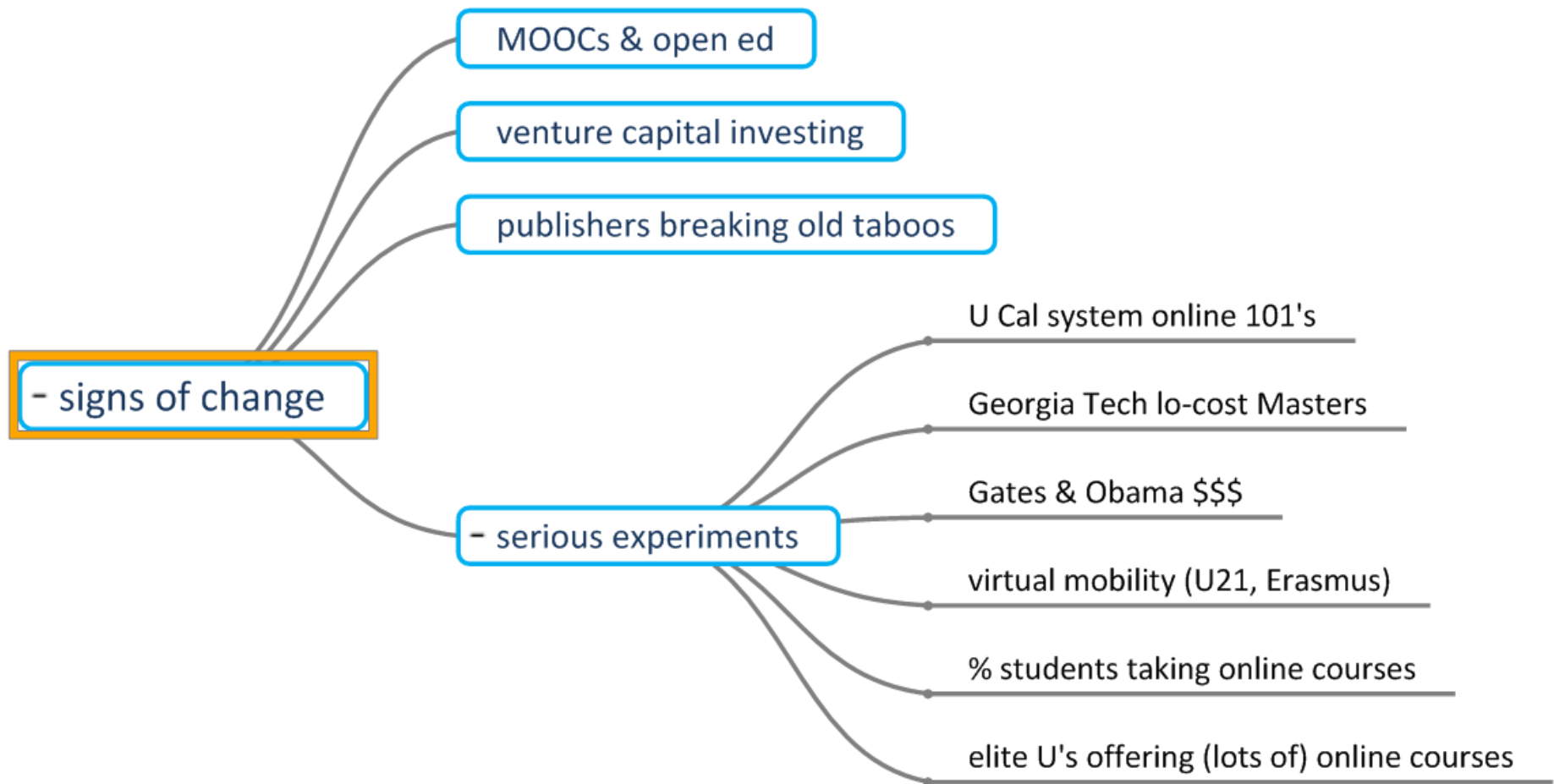
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MOOCs.....

- ☐ are open to anyone – no mandatory qualifications
- ☐ have no fees for study
- ☐ have enrolments at start >>> learners at end
- ☐ have learners (not students of offering universities)
- ☐ are fully online
- ☐ are very lightly tutored & supported
- ☐ are assessed (in various forms, formative & summative)
- ☐ have low study hours per week, on modules not degree programs
- ☐ offer 'statements of accomplishment' rather than credits (but...)
- ☐ are a different business model to trad HE



MOOCs in proportion @ Edinburgh

Growing slowly

On-campus

30,000 students
all degrees, all modules
since ~1990

Growing rapidly

Off-campus

2000 students
50 Masters / ~400 modules
since ~2005

open

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7 MOOCs
500k learners
since 2012



Search

Contact us

Studying at Edinburgh

[University Homepage](#) > [Studying](#)



Undergraduate

We have around 500 undergraduate degree programmes to choose from, in a wide range of subject areas.

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Postgraduate

Work at the highest academic level alongside some of the most influential people in your field.

[Postgraduate study](#)



International students

Our worldwide reputation for excellence in both teaching and research attracts students from all over the world.

[International students](#)



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Information, advice and courses to help you return to

education.

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Flexible, well supported, part-time programmes.

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Training for professionals.

[Professional development](#)



Students

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- [Student services](#)
- [Your studies](#)

Take the World's Best Courses

Join 1,046,860 Coursera learners

308,000 learners enrolled

6 MOOCs Jan 2013 Coursera

200 countries

wide age range

diverse intentions

FROM 16 UNIVERSITIES

Georgia Institute of Technology

UNIVERSITY OF TORONTO

ILLINOIS

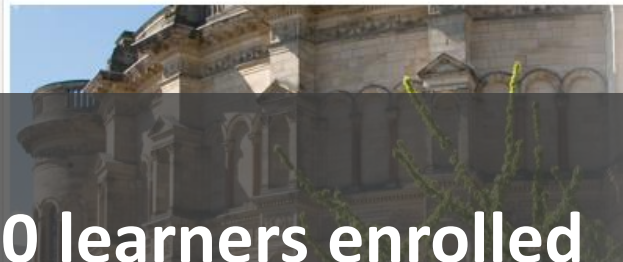
STANFORD UNIVERSITY

PRINCETON UNIVERSITY

UCSF
University of California
San Francisco

Caltech

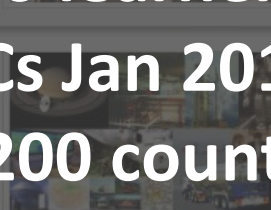
THE UNIVERSITY OF EDINBURGH



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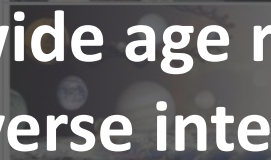


Learn with videos, quizzes and assignments



Artificial Intelligence
Gerhard Wicker, Austin Tate
The course aims to provide a basic grounding in artificial intelligence techniques for planning, with an overview of the wide spectrum of different problems and including their underlying theory and their applications.

Jan 28th 2013
5 weeks long



Astrobiology and the Search for Extraterrestrial Life
Learn about the origin and evolution of life and the search for life beyond the Earth.

Jan 28th 2013
5 weeks long



Critical Thinking in Global Challenges
Celine Caqueneau, Mayank Dutia
In this course you will develop and enhance your ability to think critically, assess information and develop reasoned arguments in the context of the global challenges facing society today.

Jan 28th 2013
5 weeks long



Introduction to Philosophy
Dave Ward, Duncan Pritchard, Michela Massimi, Suilin Lavelle, Matthew Chrisman, Allan Hazlett, Alasdair Richmond
This course will introduce you to some of the most important areas of research in


Jan 28th 2013
7 weeks long

now a Futurelearn partner too

further ~22 MOOCs under construction

Why did Edinburgh offer MOOCs?

- ❑ Reputation – early adopter of educational technology
- ❑ Exploration of a new pedagogical ‘space’ to inform practice
- ❑ Wish to reach as widely as we can with our courses
- ❑ Sharing experiences with peer universities
- ❑ Fun!
- ❑ **Not money.....**




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Critical Thinking in Global Challenges

Celine Caquineau, Mayank Dutia

In this course you will develop and enhance your ability to think critically, assess information and develop reasoned arguments in the context of the global challenges facing society today.

[Sign Up](#)



Watch intro video

Who studies on MOOCs, and why?

- ❑ Limited data – enrolling on a MOOC doesn't require ID!!
- ❑ For Edinburgh's 6 MOOCs (launched with 308,000 learners) we had:
 - Mainly 18-35 years old; female = male;
 - UG degree and many with PG degree; lots in education/training;
 - wanted 'to learn new things'; wanted 'to see what MOOCs are about'; few wanted certificate or career enhancement
 - US + UK dominate enrolments (~30-50%) but truly global too
 - % from disadvantaged backgrounds small BUT to them, an important opportunity
- ❑ Patterns from other MOOCs very similar, altho some courses are more career-oriented
- ❑ **These are data from 'first offerings' – may well change dramatically**
- ❑ **Data are at: <http://edin.ac/YWGDdK>**

Governance for online learning & for MOOCs

Agile when necessary (MOOCs), standard processes when not (taught online)

Educate the governance participants rather than create additional mechanisms

Quality management throughout

Explicit risk assessment & risk mitigation

Understanding & exposing
return on investment

Trust, trust, trust



Normal academic
course quality
processes
Quite slow, lacking
innovation,
conservative, low
risk

Press / Media

Court

Senatus
Vice Rector L&T

Curriculum
approval Senatus

QA Senatus

Curriculum
approval College

QA College

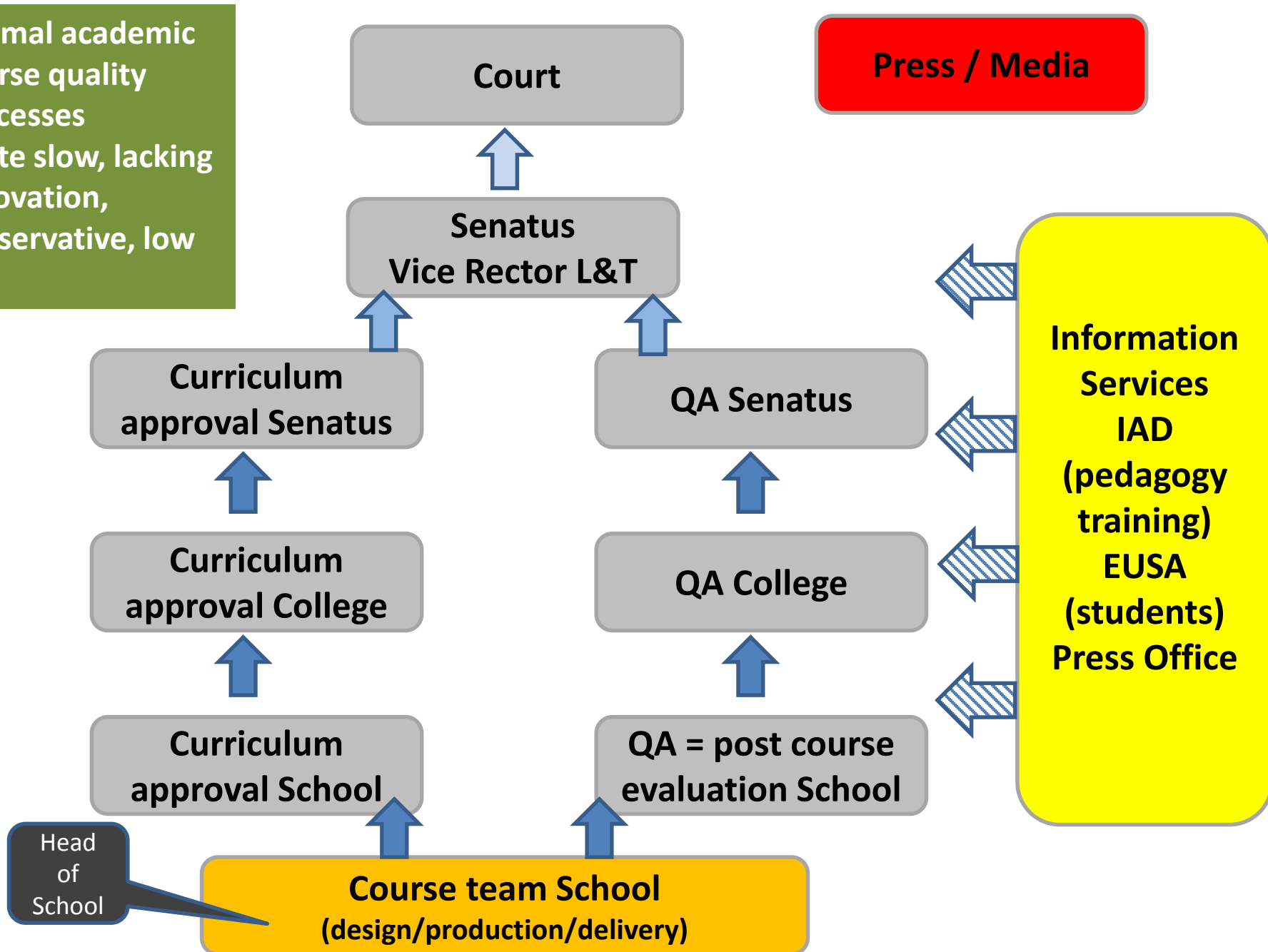
Curriculum
approval School

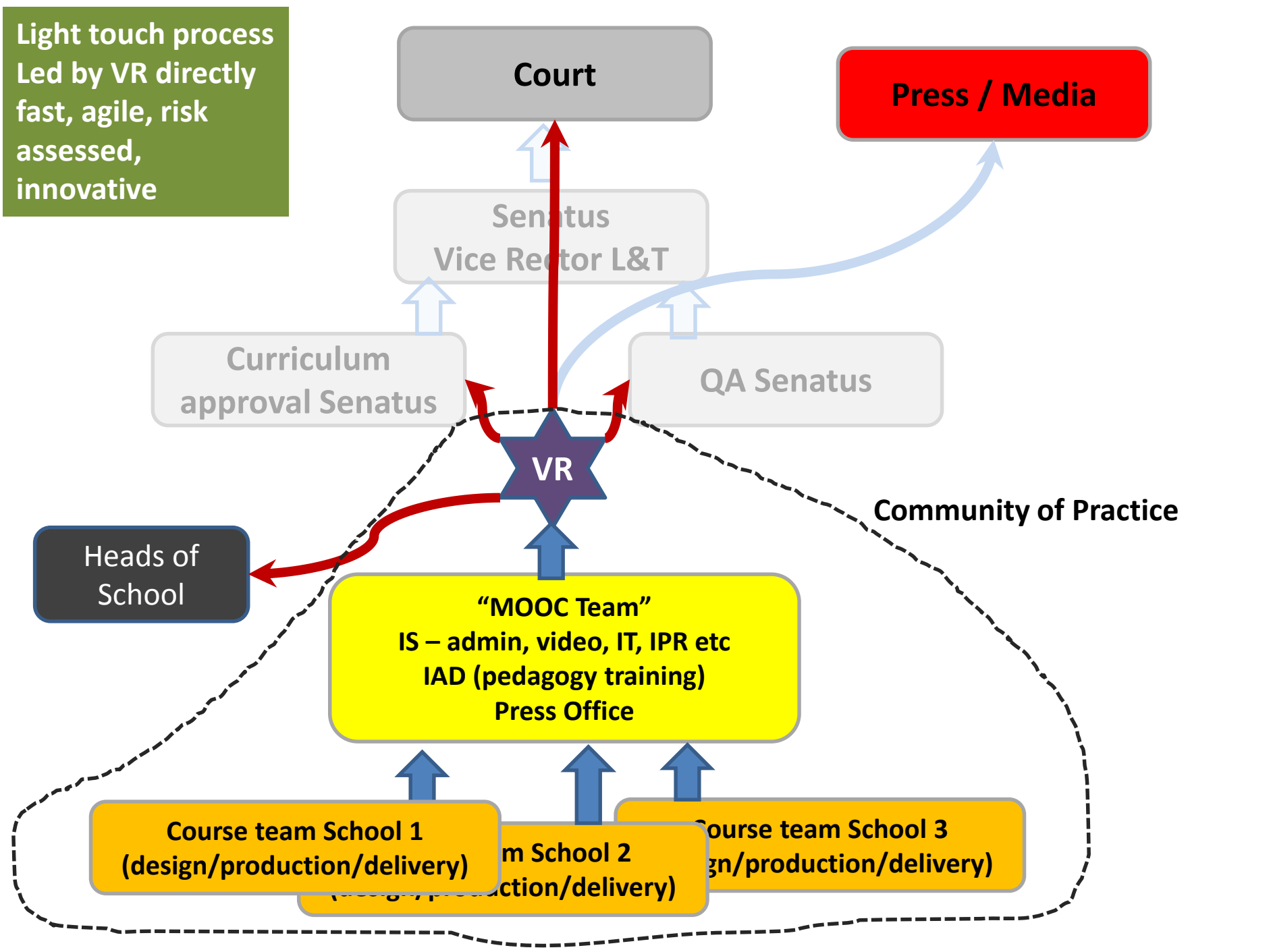
QA = post course
evaluation School

Head
of
School

Course team School
(design/production/delivery)

Information
Services
IAD
(pedagogy
training)
EUSA
(students)
Press Office





MOOC subjects & 'platforms'

Subject area	Coursera	edX	Udacity	Futurelearn	OpenUpEd	FUN?
Computer science	89	13	18	1	0	0	
Arts/humanities	105	18	0	7	23	3	
Social sciences (incl teacher ed)	228	16	2	12	31	6	
Science & engineering (excl CS)	228	87	8	8	9	8	
Clinical (M & V)	126	8	0	5	0	4	
Total MOOCs (active+planned)	493	62	28	33	65	21	
Partners/members	421	28	n/a	29	12	11	

As of Jan 2014

What impact have MOOCs had?

☐ On presidents/SMTs of universities ★★

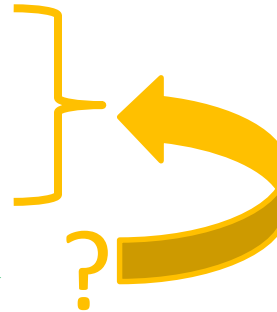
☐ On governments/agencies ★★

☐ On faculty

☐ On students

☐ On student funders, incl parents

☐ On the media ★★★★★



<http://star.arm.ac.uk/>

☐ Varied by region: **US·UK·Europe·Oz·NZ** / *SE Asia / China / Asia / S & C America*

NB: This is very subjective – there are 1000s of universities in the world!!

Where might MOOCs go next?

- ☐ Fade away – bubble bursts
- ☐ Hold steady – case for expansion not clear to universities
- ☐ Expand & diversify ✓
- ☐ Emergence of specialised MOOCs – unique areas ✓



<http://www.csmonitor.com>

Catalysts for change

- ☐ 'Light teaching' at large scale
- ☐ Mastery assessment
- ☐ Teaching with courses from other universities
- ☐ Really opening up the curriculum | virtual mobility
- ☐ Assessment of remote learners (esp for high stakes)
- ☐ Credit for open courses (=RPL?)
- ☐ Degrees at the learners' speed
- ☐ Fees | prices vs costs | financial transparency for teaching

Examples of many of these exist, in practice or in exploration

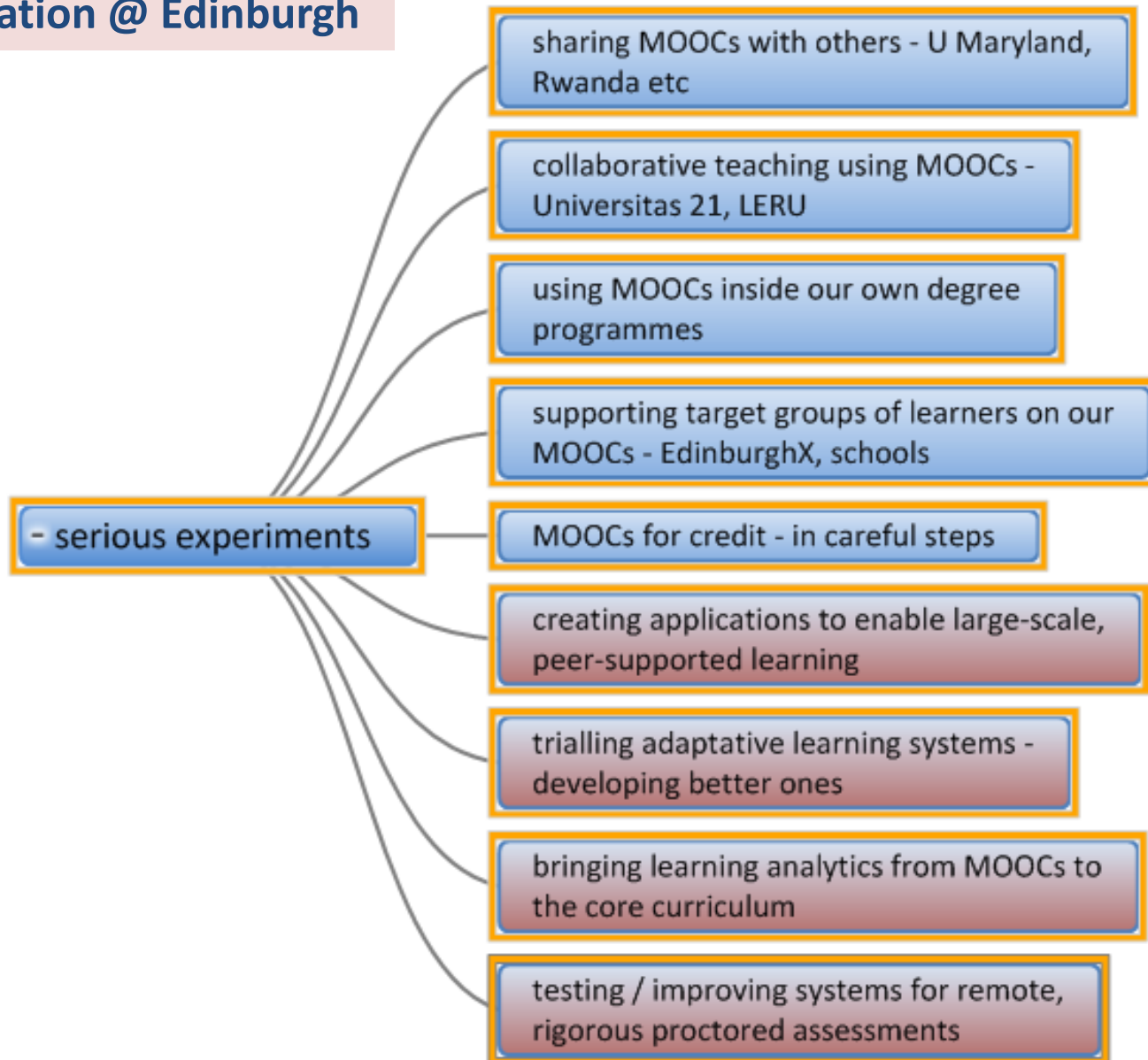
Challenges for us in the next 5 years

1. Strategic direction – ‘MOOCs as a passing phase’
2. \$\$\$ / £££ / €€€ - investing in hard times
3. Our faculty/academics – preparedness for change?
4. Lack of sufficient curriculum design support / digital infrastructure
5. Student receptiveness to deep educational innovation
6. Political will – the search for the painless silver bullet
7. Going the way of the music/newspaper etc sectors – not unaware, but not able to bite the tough bullets

Gates Foundation Gives \$9-Million in Grants to Support ‘Breakthrough’ Education Models

June 19, 2012, 11:00 am

MOOCs in the next phase of digital education @ Edinburgh



Online learning research @ Edinburgh 2013

Five research themes

- New pedagogies
- Virtual mobility
- Learner analytics
- Intelligent tutors / knowledge technologies
- Policy & strategy for online learning

UK Research
Councils

EC
FP
LLL

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Gov't
Foundations

Je vous remercie de votre attention
Thank you for listening



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University of Edinburgh

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