MOOCs - Emerging Trends

Michael Gaebel
European University Association
- 850 members in 47 European countries (universities, rectors’ conferences)
- development of institutional good practice
- European research & education policy making
- collaboration with partner organisations in Europe/internationally
What I learnt in 2013

1. European and MOOCs
2. Three things that MOOCs cannot do
3. Disruption or Transformation
4. Universities and learning innovation
5. What MOOCs are good for
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European on international Platforms

23 October 2013
Coursera hits 100 partner milestone

500 courses
5 Mill. students

<table>
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<tr>
<th>January 2013</th>
<th>June 2013</th>
<th>August 2013</th>
<th>Nov. 2013</th>
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<tbody>
<tr>
<td>33 partners</td>
<td>81 partners</td>
<td>75 global partners/ 10 US State Institutions</td>
<td>97 global partners/ 10 US State Institutions</td>
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<tr>
<td>2 European universities</td>
<td>24 non-US institutions (incl. 12 European institutions)</td>
<td>32 non-US institutions (incl. 15 European institutions)</td>
<td>50 non-US (incl. 28 European institutions)</td>
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<tr>
<td>214 courses - 20 fields</td>
<td>386 courses - 26 fields</td>
<td>435 courses (of which 2 by US State Institutions)</td>
<td>543</td>
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<tr>
<td>2 million students</td>
<td>3.7 Mill students (1.5 Mill. on campus)</td>
<td>4.5 Mill students</td>
<td>5.58 Mill students</td>
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<tr>
<td>English</td>
<td>English + 5 languages</td>
<td>English + 6 languages</td>
<td>English +11 languages</td>
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Where Coursera’s growth comes from (Autumn 2013)

- Bocconi University
- Copenhagen Business School,
- University of Lausanne
- University of Manchester
- University of Navarra's IESE Business School
- Eindhoven Institute of Technology,
- Koç University
- Moscow Institute of Physics and Technology
- Saint Petersburg State University,
- National Research University Higher School of Economics (Russia)
- Korea Advanced Institute of Science and Technology
- Shanghai Jiao Tong University
Autumn 2012: Have you heard about MOOCs?

2012/3 EUA membership consultation
Massive Open Online Courses (MOOCs)

67% have not discussed it

Autumn 2013: What are you doing on MOOCs?

2014 EUA E-learning survey (forthcoming)
Q23. Has your institution adopted a position towards MOOCs?

75% have a position on MOOCs, or are developing one
MOOCs in Europe

European Platforms

- Open-up Ed - European open universities (April 2013)
- Miriada X – Spain + Latin America
- FutureLearn UK (Sept. 2013)
- Iversity, Germany (mid 2013)
- France Université Numérique (Oct. 2013)

European style

- ‘National’ initiatives
- Language defines platforms
  - English + a bit diversity
- Investment:
  - Public money
  - Foundations
  - Private sector (telecommunication companies)
State 10 Jan. 2014

http://openeducationeuropa.eu/en/european_scoreboard_moocs
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What MOOCs cannot do (I) - replace teachers

Sebastian Thrun on Udacity remedial courses at San Jose State

“... when they launched this thing in the face of massive budget cuts to higher education, ... this was supposed to save money and provide more access. It hasn’t ... done either. I wish we could invest more time and money in students that are in face-to-face classes.”

Liz Taiz, President of the California Faculty Association

“I’d aspired to give people a profound education – to teach them something substantial. But the data was at odds with this idea. ... We have a lousy product.”

and: “the human element, surprise, surprise, makes a huge difference in the student experience and the learning outcomes”
What MOOCs cannot do (II): enable access

- ... for academics
- Majority of learners have a degree
  - University Edinburgh: 70%
  - UW-Madison: 74%
- MOOCs users are
  - Graduates, +/- 30 years old, usually in employment
  - students, or likely to enter university
  - Low to no participation of those, who cannot enter university
  - High dropout
What MOOCs cannot do (III): no panacea for mass high education

- MOOCs provide more learning opportunities
- but they do not solve the problems of mass higher education
- Iron triangle:
  - more higher education participation
  - better quality
  - at lower costs
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Great expectations - and concerns

- “Global learning revolution”
- “Tsunami”
- “Avalanche”
- “End of degrees”
- “End of universities”
- Free high-end education for all

... higher education sector
- behind in technology
- Not serving learners properly
- Not responsive to labour market
- Inefficient
- oldfashioned
Disruption - transformation

MOOC or perish

- Thrun (Udacity), Moody’s, Ernst & Young e.a.:
  - Many/some universities will disappear or change
  - Concentration - global brands
  - Industrialisation/rationalisation of higher education sector

Discussion driven by technical possibilities and economic revenue prospects
Patricia McGuire, President of Trinity College in Washington, D. C.

“**The idea that this is going to stay free and these companies have the best, most altruistic motives is just not believable.** … Somebody is going to make a lot of money off of this. … **Endorsing MOOCs is curious, since right now the costs for institutions to participate are relatively high and the net returns unclear at best.** Attrition in MOOCs is high and it's not yet clear how the monetization of MOOC credit will work in the long-run. **But a declaration like this from Moody's will repress more thoughtful consideration of the value of adopting MOOCs for any given institution --- and will encourage further avoidance of faculty participation in the decision --- in favor of rushing to embrace this unproven method —because Moody's said so”.

...17...
Vested interest of for-profit industry

Doug Becker, Laureate
- at least 1/3 reduction of higher education cost - 1% of that benefit would ‘still be a very nice business’

Don Kilburn, CEO of Pearson Learning Solutions:
- a very large market ... since at this point only a small percentage of colleges have entered such partnerships to offer online programs.

Randy Best, head of Academic Partnerships:
- ‘Public universities’ brands are the gold standard around the world.’
How it can become an avalanche

Policy level: Liberalise the higher education – tradable service – allow a market to develop
- International agreements, European internal market
- US experience with for-profit on-line providers – 2010 Harkins Report

Institutional level:
- Outsourcing of academic functions
- Staff: Casualization/ freelancing
- Unbundeling: universities lose award monopol for certification of learning (certificates, badges)

Change, disruption – yes, but not from the MOOCs (alone)
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Counter argument: Universities make MOOCs possible

- MOOCs are developed by universities, MOOC platforms by people who come from universities ...
- but not in the universities
- Universities can revolutionize learning
- But - is this actually happening?

Alleged learning innovation not specific for MOOCs – but e-learning and online learning

And who knows about it – in- and outside universities?

Open universities

universities involved in e-learning
Cathy Davidson, professor of interdisciplinary studies, Duke University

“So far, MOOCs have stolen the show, as if they are the only innovation in town and as if for-profit companies are the only place to go for educational innovation. That is flatly untrue.”

“However, it is true that those making change often feel solitary within their departments, disciplines, or institutions.”
“Traditional” universities and e-learning

- Forthcoming EUA publication: E-learning Survey
- 249 responses – 37 countries
- Practically all institutions embarked on e-learning
- 75% have a strategy, or plan to develop
- 75% have considered it in governance & management;
- Role of individual faculties – individual teachers as "innovator"
- Focus on blended learning
- Trends towards on-line provision?
- Positive: enhancement of learning and teaching
- No clear answer on benefits of ‘flipped classroom’
Institutional motivations for e-learning

Most common objectives for institutions to engage in e-learning:

- Flexible learning (27%)
- Increase effectiveness of classroom time (20%)
- Provide more learning opportunities for student off (20%) & on campus (17%)
- Not: Internationalisation (8.5%)
Institutional motivations for MOOCs

- Increasing international visibility and reputation of institution
- Student recruitment and pre-selection
- Developing innovative learning and teaching methods
- Reaching out to new learner groups
- Collaboration with other institutions and partners
- Supplement to or partial replacement of on-campus teaching
- Providing courses for professionals or companies
- Making use of funding opportunities that have been provided
- Providing more flexible learning opportunities for students

EUA E-learning survey – 2014 (forthcoming)
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Prospects for MOOCs in Europe

- High investment - multiple use/ added value
- Internationalisation
  - Brand a European learning offer
  - Joint provision with partners around the globe?
- MOOCs integrated in regular teaching? blended learning, flexibilisation of learning
- Additional learning rather than replacing HE
  - Lifelong learners
  - Continued professional education
  - Third mission: service to society – e.g. outreach to schools, communities etc.
- European Higher Education and Research Area
  - Bologna – no real consideration of e-learning
  - Inter-institutional collaboration
  - Supplement mobility
  - Open educational resources
  - MOOCs and research – open science, different ways of producing knowledge
Epilog: Emerging trends from the past

"Is radio to become a chief arm of education? Will the classroom be abolished and the child of the future be stuffed with facts as he sits at home or even as he walks about the streets with his portable receiving-set in his pocket?"

Journalist Bruce Bliven, The Century Illustrated Monthly Magazine (1924) Volume 108, Page 148 (quoted after the Wikipedia article on MOOCs)
To continue the debate

- EUA Annual Conference 2014: Changing Landscapes in Learning and Teaching - Université libre de Bruxelles (ULB), Brussels, Belgium, 3-4 April 2014

- MOOC summit - École polytechnique fédérale de Lausanne, 10-12 February 2014
  http://moocs.epfl.ch/emoocs2014

- EUA TRENDS 2015 Survey: focus on learning and teaching – including e-learning + MOOCs

- EUA MOOCs update (occasional paper)