UNIVERSITY CONSORTIUM OF PORI

Global Higher Education and Blockbuster MOOCs: Risk or an Opportunity?

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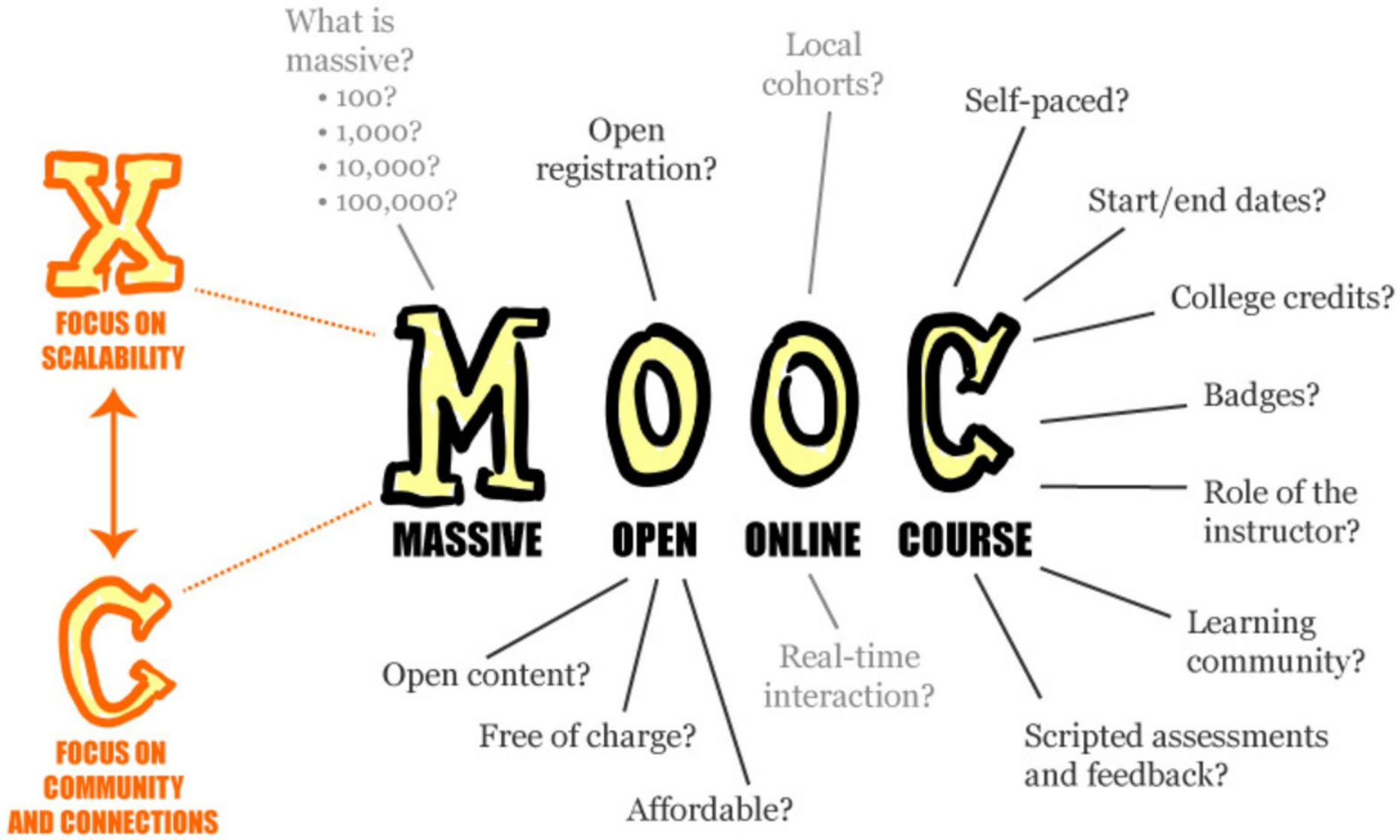
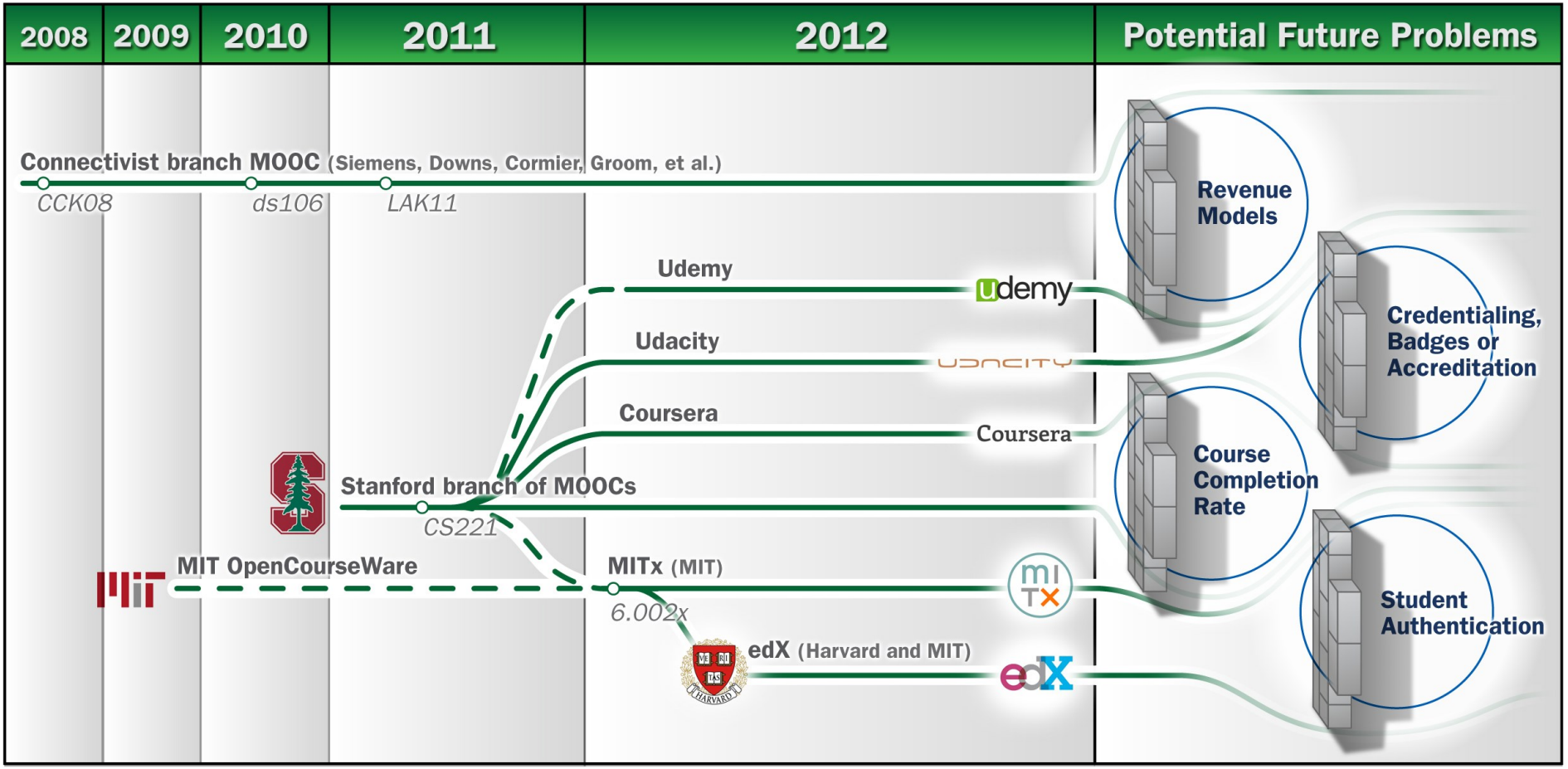
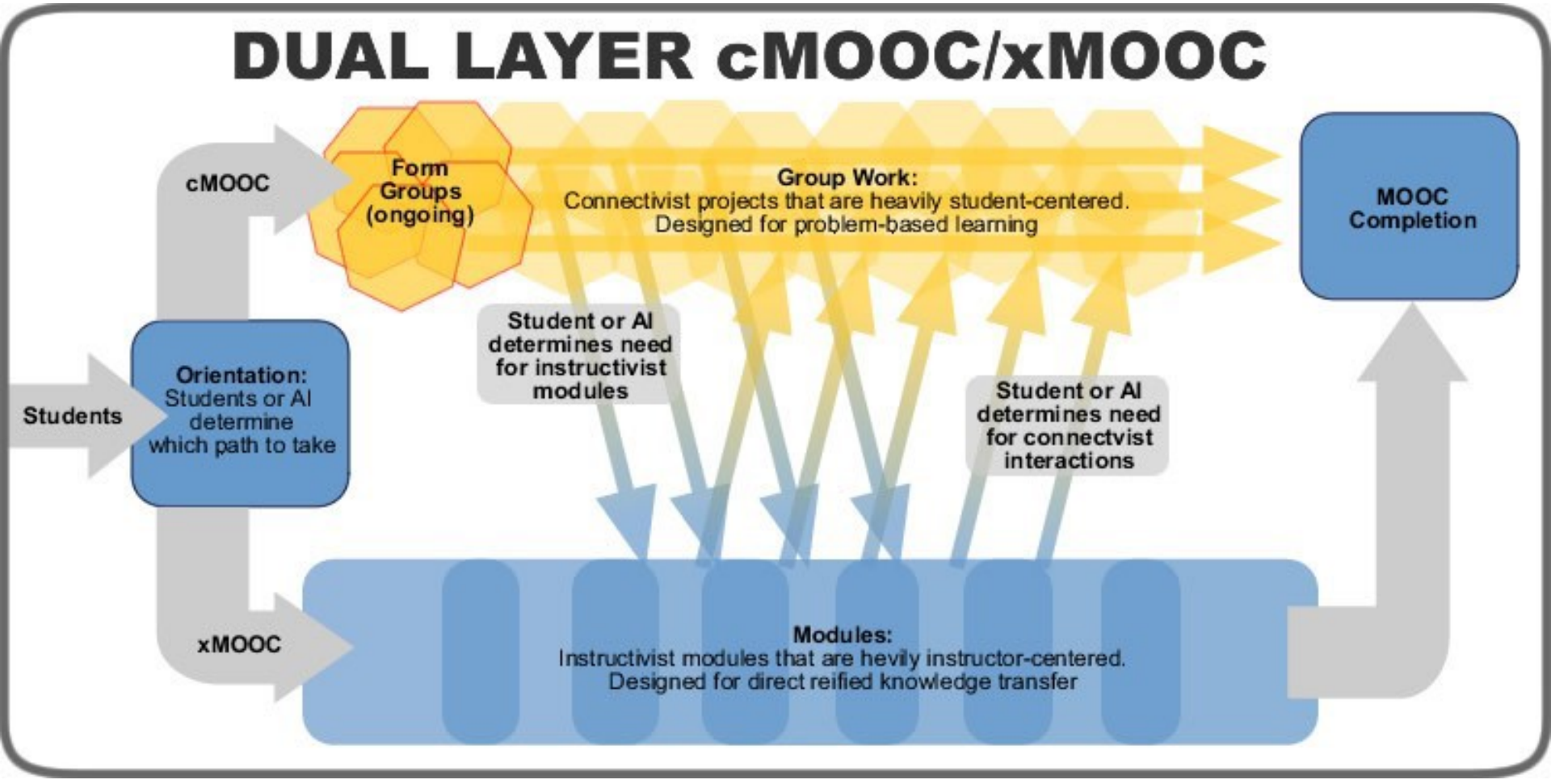

What is massive?
• 100?
• 1,000?
• 10,000?
• 100,000?
Open registration?
Local cohorts?
Self-paced?
Start/end dates?
College credits?
Badges?
Role of the instructor?
Learning community?
Scripted assessments and feedback?
Real-time interaction?
Affordable?
Free of charge?
Open content?
MASSIVE OPEN ONLINE COURSE
X
FOCUS ON SCALABILITY
C
FOCUS ON COMMUNITY AND CONNECTIONS



Lähde: http://www.sis.uta.fi/ipopp/ipopp2013/pasa/img/elearnspace.jpg

xMOOC vs. cMOOC

xMOOC		cMOOC
Scalability of provision.	M	Community and connections.
Open access – restricted license.	O	Open access & license.
Individual larning in a single platform.	O	Networked learning across multiple platforms and services.
Aquire a curriculum of knowledge and skills.	C	Develop shared practises, knowledge and understanding.


DUAL LAYER cMOOC/xMOOC
cMOOC
Form Groups (ongoing)
Group Work:
Connectivist projects that are heavily student-centered.
Designed for problem-based learning
MOOC Completion
Students
Orientation:
Students or AI determine which path to take
Student or AI determines need for instructivist modules
Student or AI determines need for connectvist interactions
xMOOC
Modules:
Instructivist modules that are hevily instructor-centered.
Designed for direct reified knowledge transfer

Course structure

- Video lectures
- Automated assesments
- Messaging
- Open resources
- Discussion forums

Learning Analytics

- Massiiviset, avoimet verkkokurssit (MOOC) luoneet pohjan massiiviselle datan keräämiselle verkkokurssien käyttäjiltä.
- Learning Analytics
- Aihetta tutkitaan esimerkiksi Stanfordin yliopiston LyticsLab:ssa.
  - http://lytics.stanford.edu

Typical Research Areas

- Individual learning
- Computer supported collaborative learning
- Testing
- Adaptive learning environments
- Factors associated with student failure or non-retention
- Student modeling (knowledge, motivation, meta-cognition, attitudes, boredom, self-efficacy)
- Knowledge domain modeling
- Pedagogical aspects of online learning (support)
- Educational theories for online learning

Learning Analytics

- Learning Analytics collect and analyze the traces the students leave to the learning environment (LMS, MOOC, game). Learning analytics is the big data for education.
- Aim: to find correlations between student activities and learning outcomes.
- Identify students who are likely to fail (or drop) the course.
- Identify those parts in the course that cause most difficulties to students.
- ”Learning analytics is the use of intelligent data, learner-produced data, and analysis models to discover information and social connections, and to predict and advise on learning.” (Siemens, 2010).

Data sources

- Learning environments designed for educational data collection for specific events.
- General data collection, such as web navigation data.
  - For example Google Analytics, Piwik (open source web analytics)
- As always, the quality of the data dictates the usefulness of the data - GIGO, Garbage in, Garbage out.

Degrees vs. nanodegrees

- A Nanodegree program is a compact online curriculum designed to get the skills that employers believe are key to get a job in technology.
  - It focuses on learning by doing
  - typically comprised of 5 to 8 projects with relevant courses to support the skills needed to complete those projects.
- A cohort of students start the program at the same time
- Interaction with the cohort, and the Udacity Coach team
- Webcasts and one on one appointments.
- Need to submit the projects by certain deadlines.
- When all the projects have met required specifications, you will graduate and earn your Nanodegree program certificate.

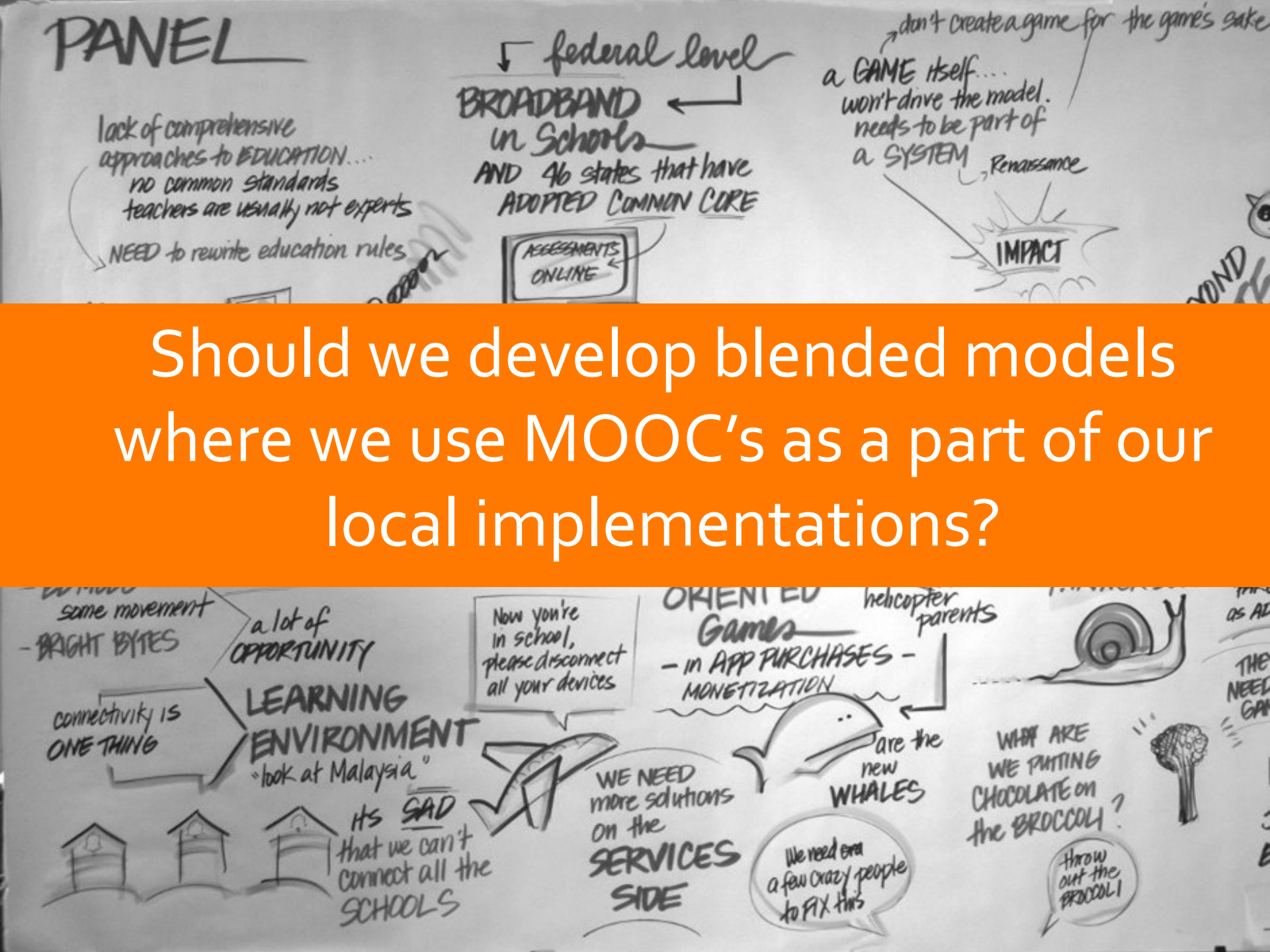
https://www.udacity.com/nanodegree

How do the universities respond to the growing number of students taking MOOC courses from world's top universities?

Quality, assesment, evaluation, trust?
Correspondence to our curricula?
Skills or diplomas?
Role?

ROCKSTAR
PROFESSORS

Can we compete/should we?


PANEL
federal level
BROADBAND in Schools
AND 46 states that have ADOPTED COMMON CORE
lack of comprehensive approaches to EDUCATION....
no common standards
teachers are usually not experts
NEED to rewrite education rules
ASSESSMENTS ONLINE
don't create a game for the game's sake
a GAME itself....
won't drive the model.
needs to be part of
a SYSTEM
Renaissance
IMPACT
Should we develop blended models where we use MOOC's as a part of our local implementations?
some movement
- BRIGHT BYTES
a lot of OPPORTUNITY
connectivity is ONE THING
LEARNING ENVIRONMENT
"look at Malaysia"
Now you're in school, please disconnect all your devices
ORIENTED Games
- in APP PURCHASES -
MONETIZATION
helicopter parents
are the new WHALES
WE NEED more solutions on the SERVICES SIDE
We need a few crazy people to FIX this
WHY ARE WE PUTTING CHOCOLATE on the BROCCOLI?
Throw out the BROCCOLI
its SAD that we can't connect all the SCHOOLS

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