

Who's failing?

Why MOOC non-completion rates may be the best thing to happen to education in 200 years

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This session is going to be concerned partly with MOOCs, but really using them as a lens through which we can examine our own practices. This is about questioning education, how it works, what it does, why it does it. This is less about reacting to MOOCs, more about reacting to complacency and technological momentum. It is an opportunity to reflect and to change.

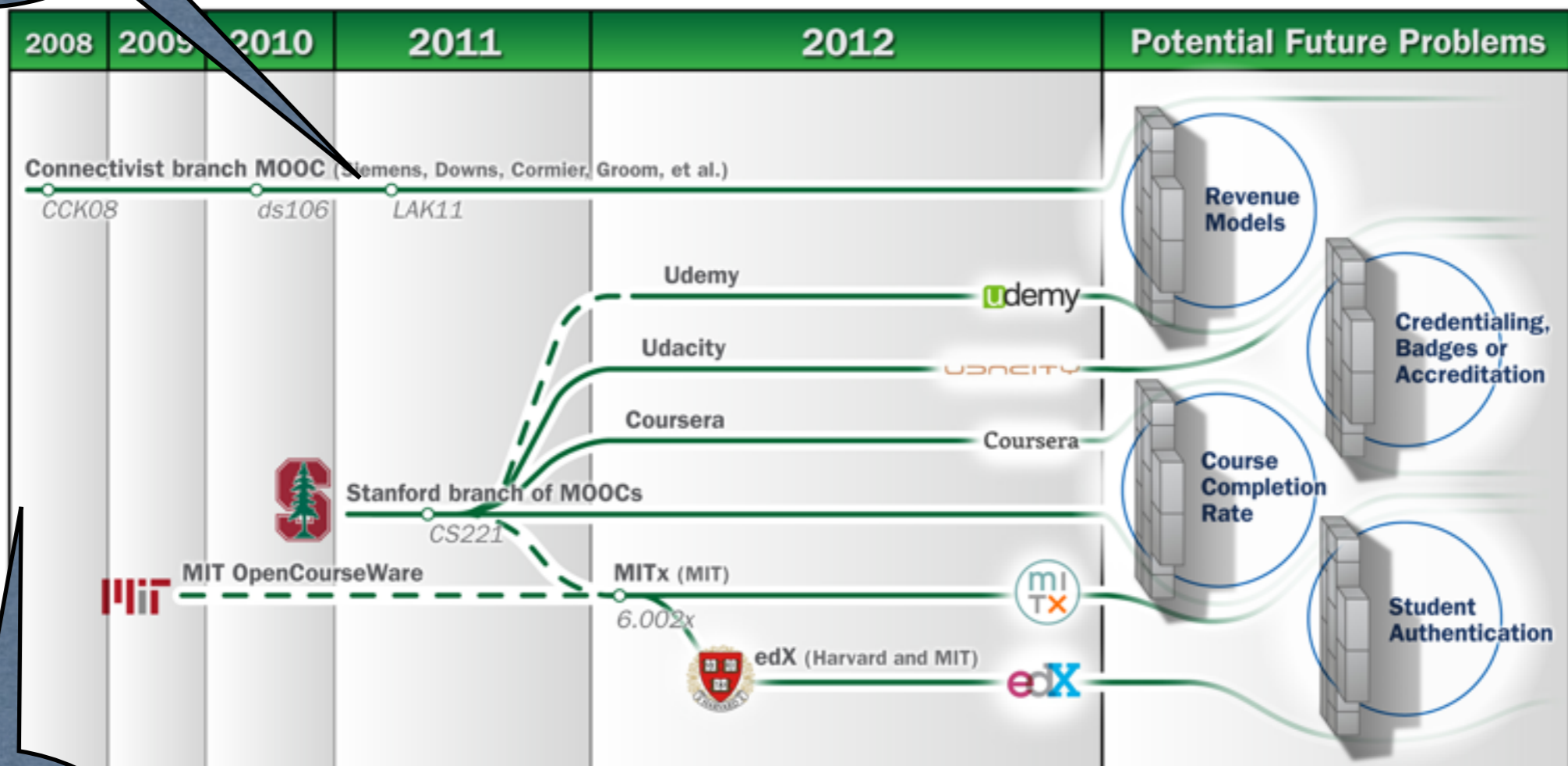
Note that most images are public domain unless otherwise noted.

Your experience

- tell us about MOOCs you have participated in
- tell us about your initial fears and hopes

I helped do this

MOOC history



<http://mfeldstein.com/four-barriers-that-moocs-must-overcome-to-become-sustainable-model/>

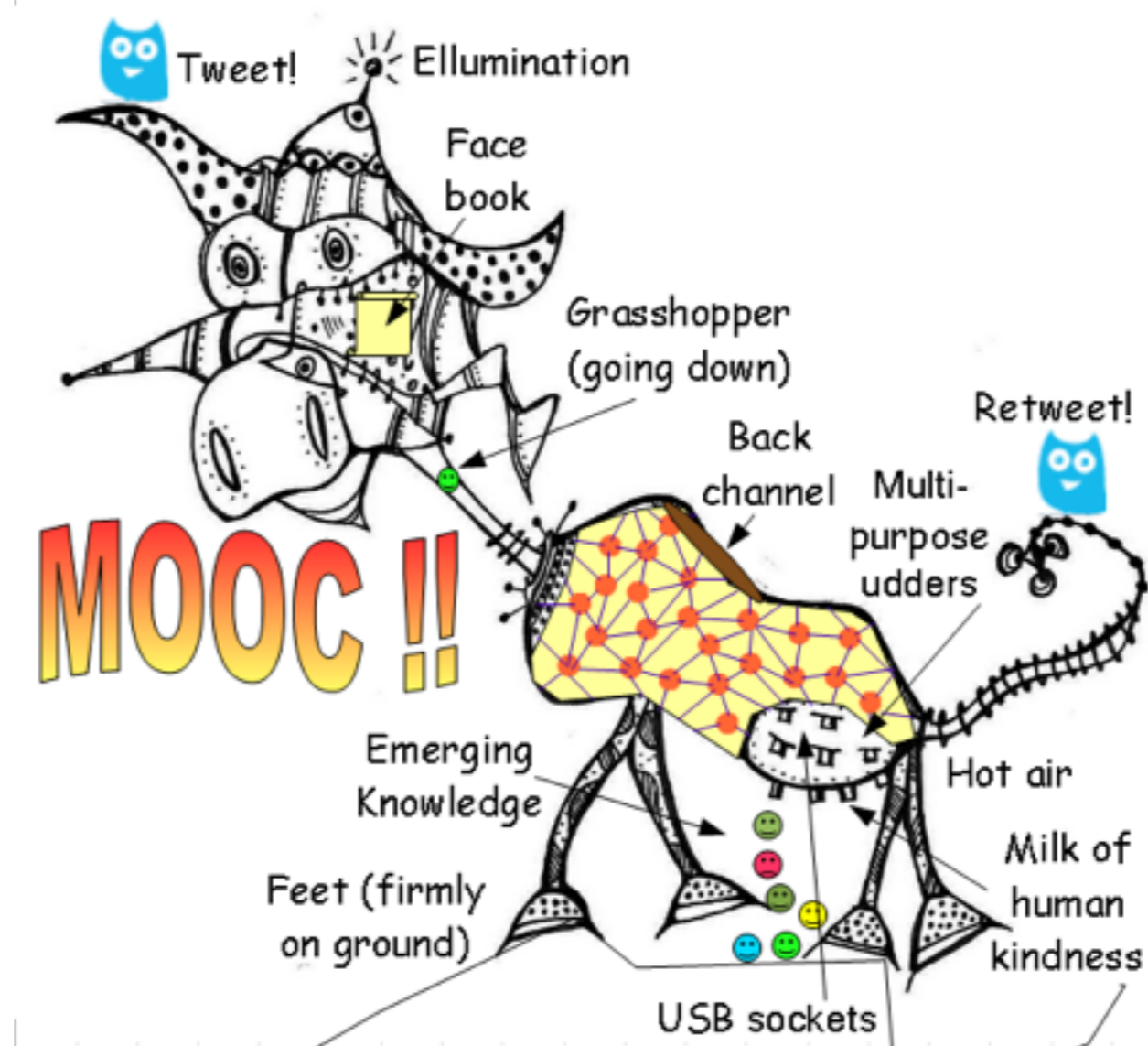
I was here

Why me? I enrolled on the first ever MOOC, and helped run one in early 2011. Note this was a cMOOC. I have enrolled on a couple of xMOOCs but never completed one!

My PhD was in how crowds can teach and how to teach crowds online. I work for one of the first open universities that teaches almost entirely online. I've built social learning technologies for over 15 years. Have one book on crowd teaching under review and another on the nature of learning technology just entered review.

cMOOCs

- CCK08 - about 6000 'students'



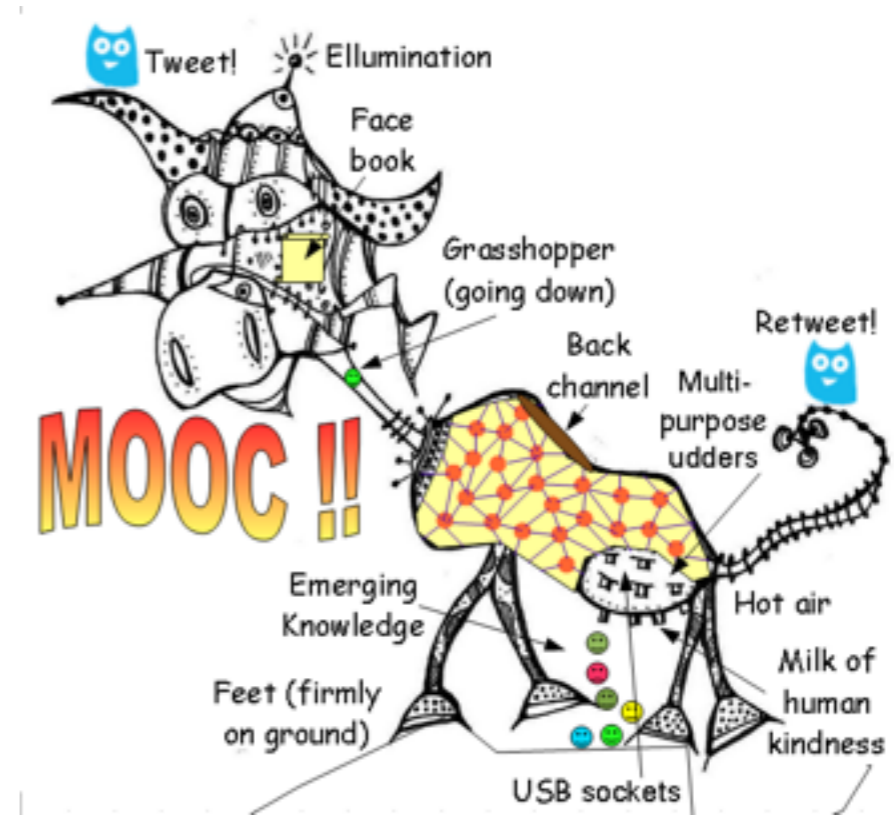
<http://gbl55.wordpress.com/2011/03/08/cck11-man-this-mooc-is-something-else/>

cMOOC methods

- participation
- aggregation
- relation
- creation/repurposing
- sharing

Note

- *no defined outcomes*
- *no formal assessment*



Sfard (1998), Kop 2011

cMOOCs = connectivist MOOCs, based on a connectivist pedagogy that is concerned with engaging in networks, creation as an act of sensemaking, distributed cognition - teaching and learning both embedded in networks that include non-human actors. Built on constructivism, constructionism and distributed cognition.

Very notably lacking in predefined outcomes or any form of formal or even informal assessment (though some have used them to feed into a formal process, typically project or portfolio based). Are they courses without assessment?

xMOOCs

- sometimes $> 100,000$ 'students'

The image shows a screenshot of the Coursera website. At the top, there is a banner that reads "Take the World's Best Courses, Online, For Free." and "Join 1,999,935 Courserians". Below the banner, there are three course cards under the heading "Beginning Courses". The first card is for "Introduction to Computer Science" taught by David Evans. The second card is for "Introduction to Physics: L" taught by Andy Brown and Jonathan. The third card is for "Introduction to Statistics:" taught by Sebastian Thrun and Adam. To the right of these cards, there is a section titled "COURSES (208)" with three more course cards: "Heterogeneous Parallel Programming" from the University of Illinois at Urbana-Champaign, "Algorithms: Design and Analysis, Part 2" from Stanford University, and "Introductio" from Duke University.

self-paced -> paced

xMOOC methods

- acquisition and replication
- mastery learning
- self-paced or (mostly) paced
- teacher control
- certification
(usually for a price)

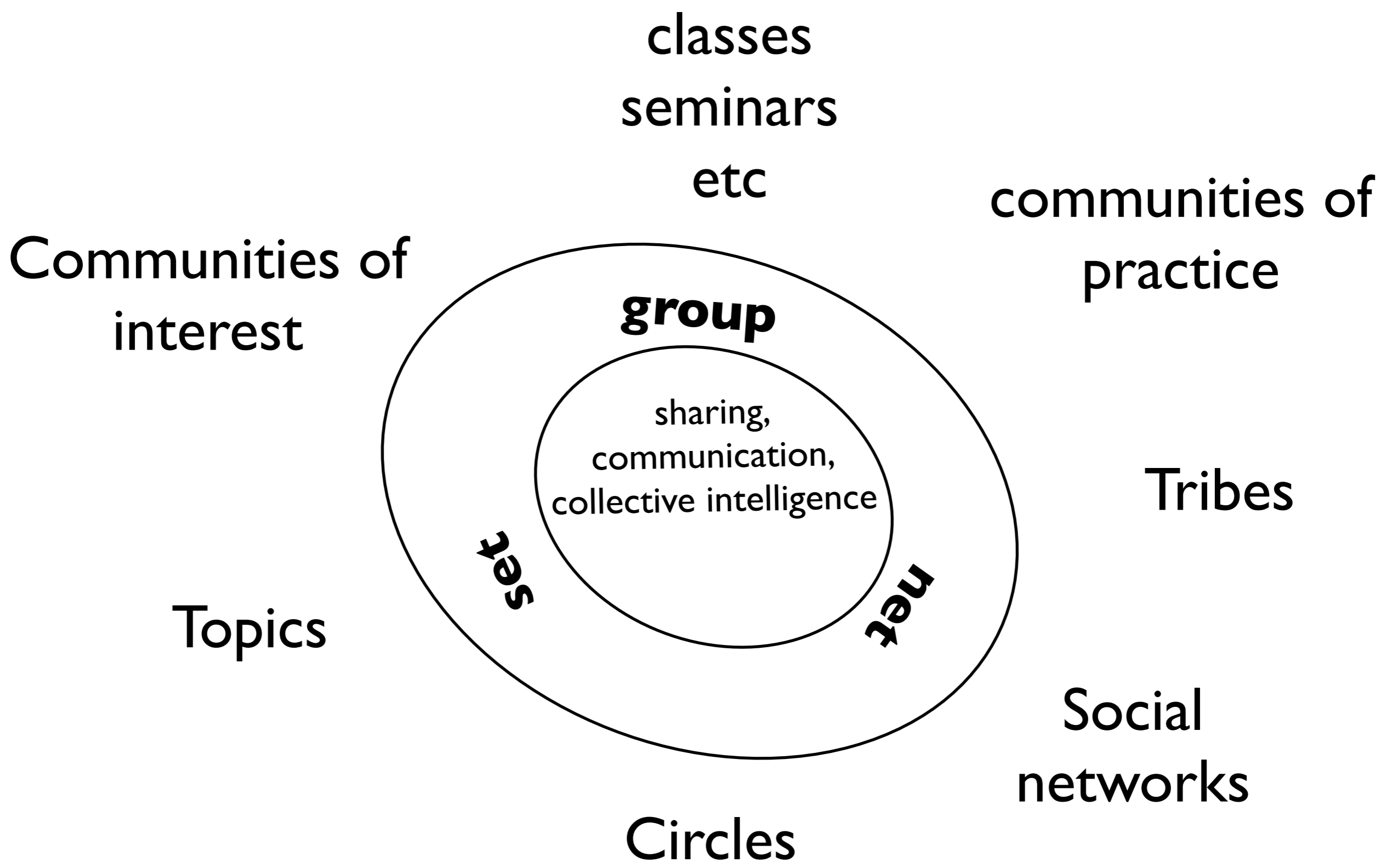


- Udacity, Coursera, EDx
- note there is some diversity in methods but these are notably becoming the norm (driven at least in part by Coursera's explicit pedagogical model)

not black and white...



actually, connectivist courses have structure and schedule that include instructivist methods, and instructivist MOOCs have social networks and are incorporated in connectivist learning activities and journeys



MOOCs situated in a context
 Trad teaching: groups
 cMOOCs: nets
 xMOOCs: sets

Players

xMOOCs

- Coursera
- Udacity
- edX
- FutureLearn
- Venturelabs
- Open2Learn
- ... and a cast of thousands

cMOOCs

- George Siemens
- Dave Cormier
- Stephen Downes
- and a coterie of friends

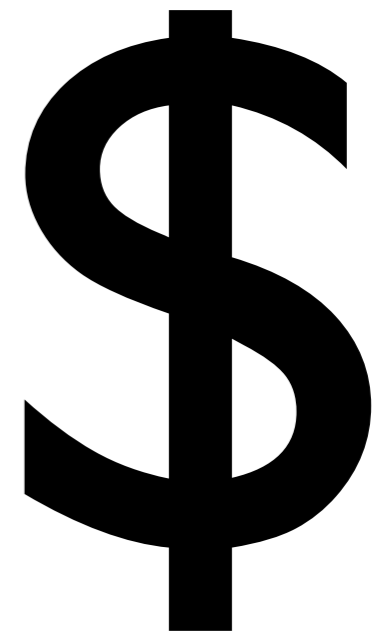
Assessment

- None \$
- Automated \$\$
- Peer \$\$\$
- Expert \$\$\$\$\$\$\$\$\$\$

note that even when there is no assessment, there is an investment of time in thinking about feedback and formative engagement. For automated and peer assessment, there is a technology cost and often a process cost (e.g. certification)

Monetization

- marketing
- selling student info
- selling certification
- spin-off benefits (eg. textbook sales)
- samplers (the shareware model)
- freemium models (pay for greater attention/
extra features)



Hype

- just a bunch of teachers checking out the competition?
- tired pedagogies?
- nothing new?
- drop-out rates?
- lack of credibility?



curious demographics

MOOCs @ Edinburgh 2013 – Report #1

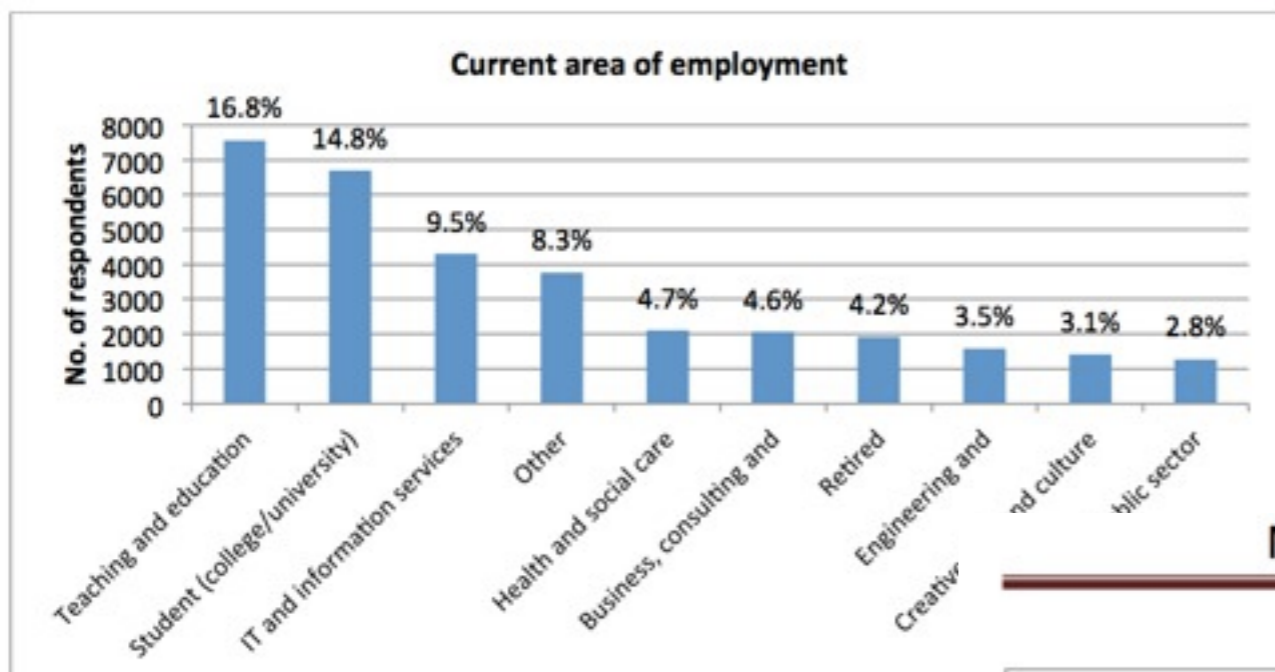


Figure 4 - The highest 10 responses to Q9 'What is your current area of employment'

MOOCs @ Edinburgh 2013 – Report #1

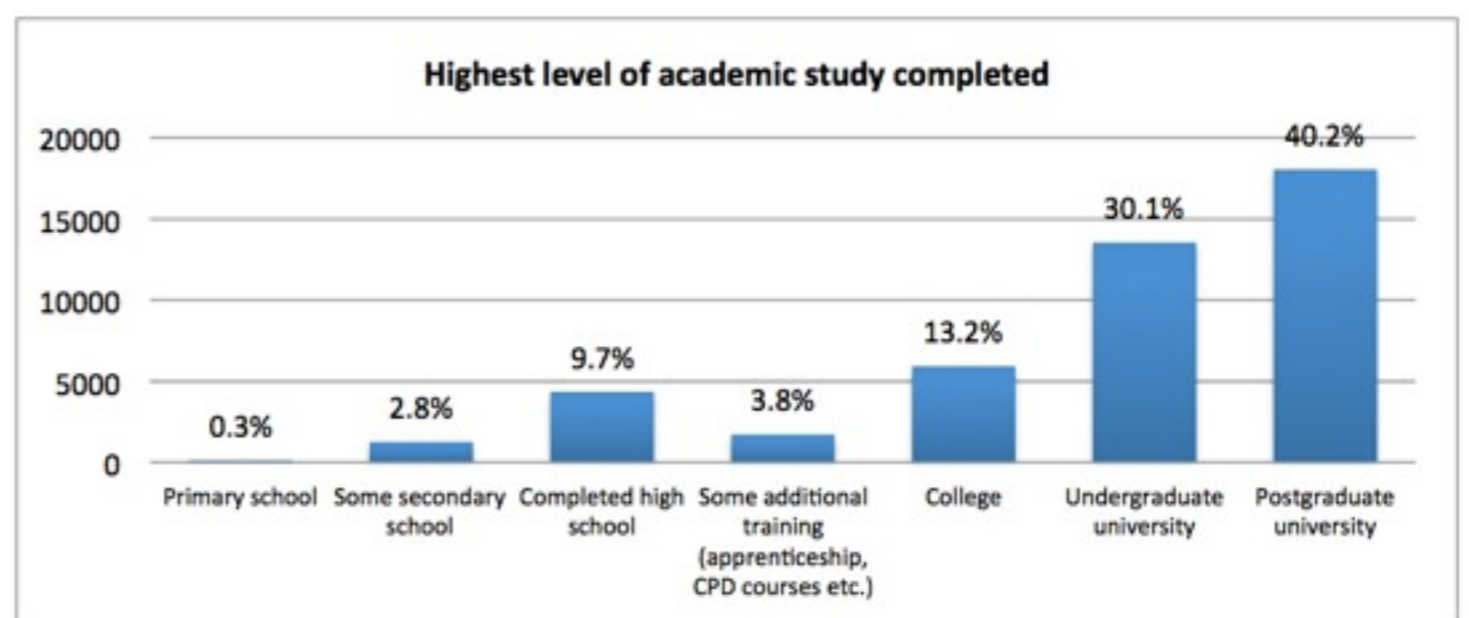


Figure 3 - The distribution of responses to Q10 'What is the highest level of academic study you have completed?' with percentage of total shown

<http://www.era.lib.ed.ac.uk/bitstream/1842/6683/1/Edinburgh%20MOOCs%20Report%202013%20%231.pdf> – vast majority of participants have at least one degree. and many are from the education sector

early purposes

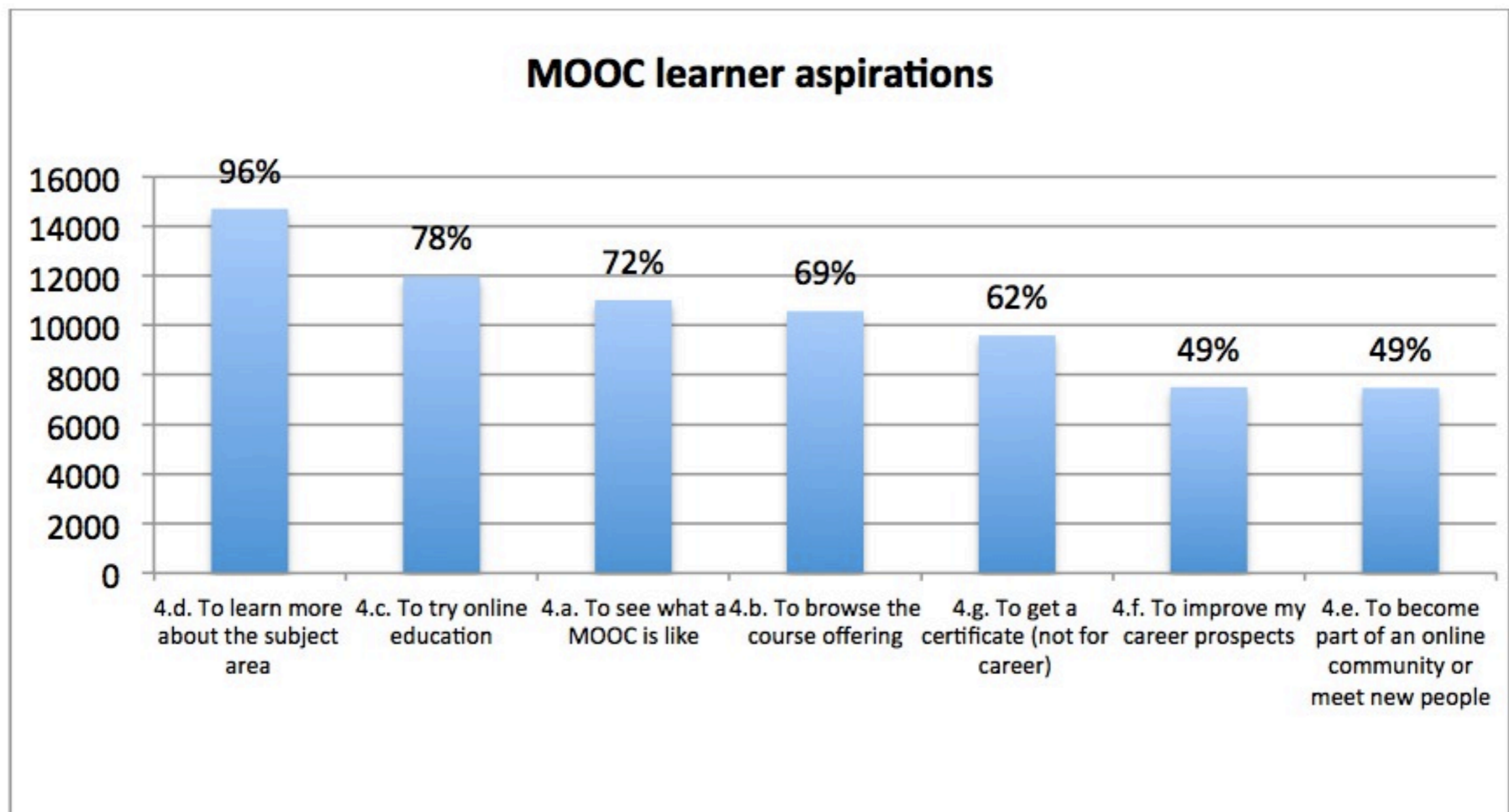


Figure 9 - Combined exit survey responses to Q4 'What did you hope to get out of the course and did it meet your expectations?' – calculated as a sum of *exceeded expectations*, *met expectations*, and *fell below expectations* responses – with percentage shown of total exit survey respondents

<http://www.era.lib.ed.ac.uk/bitstream/1842/6683/1/Edinburgh%20MOOCs%20Report%202013%20%231.pdf>

Reactions



Benefits?

- EdX goal to improve learning and teaching locally and globally
- Potential value of re-using resources in flipped classrooms
- useful stats
- free education
- opportunities to offer diverse topics
- good for rare courses
- good for people wanting to brush up as well as learn new skills

Fears?

- industrial model: reduction of variety
- cheating?
- competition - destruction of ed system?
- poor pedagogical models
- gives elearning a bad name
- profit-mongers
- privacy concerns - student as product, not consumer

disruption

coursera



Surviving Disruptive Technologies

by Hank C. Lucas



Video Lectures

Discussion Forums

Week 1 Assignments

Video Lectures

Having trouble viewing lectures? Try changi

Week 1 Class 1



[1.1 Survivor Model \(12:24\)](#)



[1.2 Innovators Dilemma \(8:22\)](#)

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TUESDAY, MAY 14, 2013

Sebastian Thrun: Announcing Online Masters Degree in Computer Science in Collaboration with Georgia Tech and AT&T



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<http://blog.udacity.com/2013/05/sebastian-thrun-announcing-online.html>

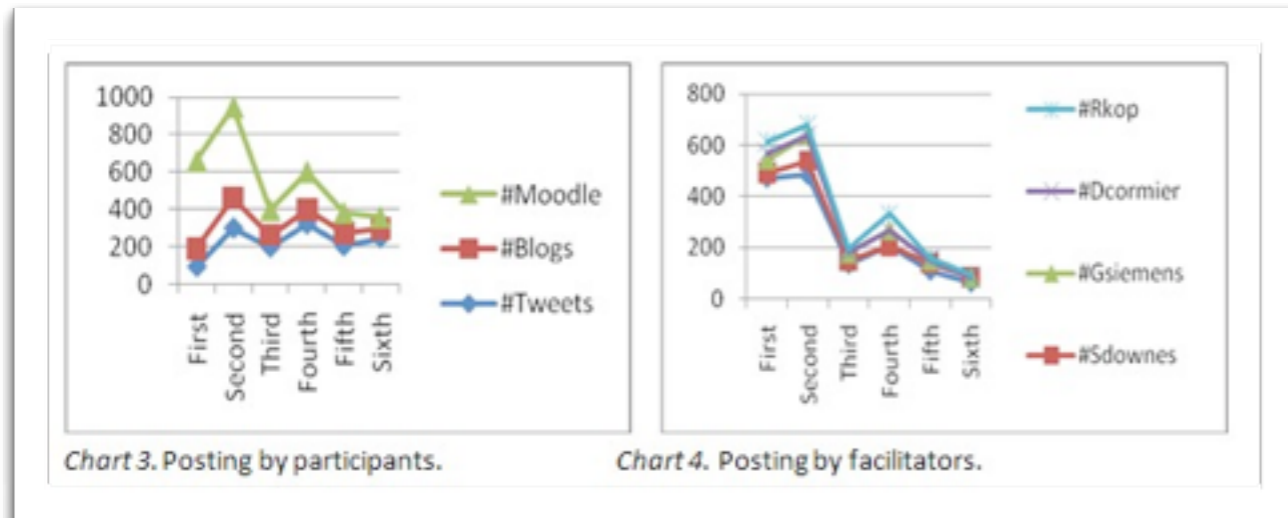
**but that is not the real
disruption**

Size is nothing special

- Massive, open and online: nothing new
 - Open University of China has over 85000 staff and 3.59 million students
 - IGNOU has 3.5 million students
 - Anadolu has nearly 2 million
- The course, however...

massive – wikipedia, google, dwarf the biggest MOOCs. they are not even a rounding error compared with the learning that goes on there. Likewise open. And we have been doing online learning for years, sometimes on a big scale (e.g. Indira Gandhi, Anadolu, Chinese Open Uni are dealing with millions of students. Chinese Open U alone has 85000 staff.

completion rates



PLENK MOOC (from Kop, 2011 - <http://www.irrodl.org/index.php/irrodl/article/view/882/1689>)

Openness in Education Daily Newsletter
December 4, 2012

Facilitator Posts
To view the entire blog post, click on the title of the post, and you'll be taken to the blog post itself.

Participants' Blog Posts
This is a list of the blog posts mentioning the 'oped12' keyword or tag harvested from the list of blogs submitted by participants.
[\[Browse all Blog Posts\]](#)

New Discussion Threads
Consider commenting on participant's blog post to create a new discussion here. To view the entire discussion thread, click on the title of the post, and you'll be taken to the blog post itself. Or view the list of [all discussion threads](#).

Comments
These are individual comments posted today to the discussion threads (for new discussion threads, see the list above).

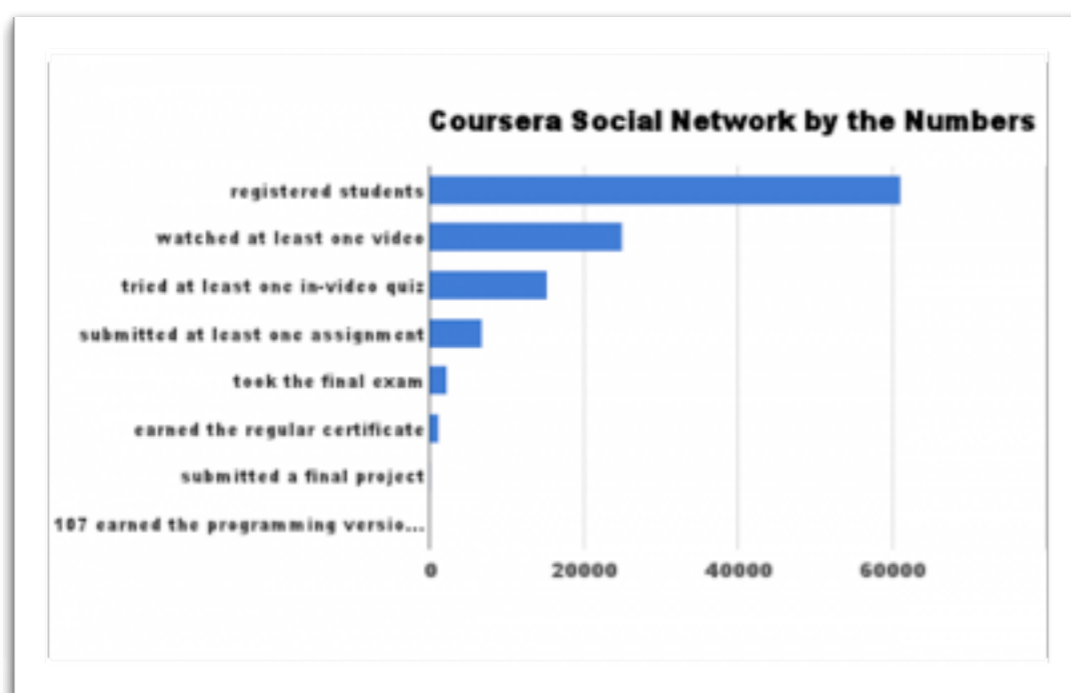
Diigo Posts
This section contains items posted in the last 24 hours to the [oped12_Diigo group](#).

Twitter Posts
If you use the 'oped12' tag on Twitter, your Twitter posts will be collected and listed here.
@AnCasper tweeted: #CFHE12 #Oped12 MOOCs emerging as Landscape of Change - Part 1 | @scoop1 <http://bit.ly/2h3pZ5J> Tue, 04 Dec 2012 10:29:11 +0000

@mooocad tweeted: #mooocad # CFHE12 Emergencia Oped12 de MOOCs Parte Final 5 xMOOCs satisficem o cMOOCs | Learner Weblog <http://bit.ly/2h3pZ5J> Mon, 03 Dec 2012 19:02:32 +0000

@paula_lapide tweeted: #CFHE12 #Oped12 Emergencia de MOOCs Final Part 5 xMOOCs meeting the cMOOCs via @scoop1 | @scoop1 <http://bit.ly/2h3pZ5J> Mon, 03 Dec 2012 16:07:38 +0000

@sued_ tweeted: RT @lapide: #CFHE12 #Oped12 Emergencia de MOOCs Final Part 5 xMOOCs meeting the cMOOCs | @scoop1 <http://bit.ly/2h3pZ5J> Mon, 03 Dec 2012 15:06:25 +0000



<http://cogdogblog.com/2012/11/27/owning-massive/>

Note – PLENK was Moodle based with aggregation by gRSShopper and widespread use of social media like twitter
 Coursera 'drop-out' around 98%, though highest <90%. Best I have seen is 44% completion (horse feeding).
 does it matter? not part of a broader system, no coercion, no commitment, easy to join, easier to leave. Is it better that more people have opportunity? what about motivation risks for those that 'fail'?
 Note that, for those persisting after 2-3 weeks, most persist to the end.

Who fails?

(a)students

OR

(b)teachers

-
- only a failure from the MOOC provider perspective
 - not (necessarily) a failure for students

The real disruption

- Why courses?



Sure, some things take
a while to learn



But really...

- why 13 weeks/15 weeks/10 weeks/etc?

NORTH BOUND				SOUTH BOUND			
No.	ARRIVE	DEPART	REMARKS	No.	ARRIVE	DEPART	REMARKS
16	6:15P	6:20P	PASSED 10:50	15	1148AM	1149AM	PASSE
			PASSED				PASSED
			DUE				DUE
			PASSED				PASSED
			DUE				DUE

Drivers

- religious holidays and summer harvests
- difficulties scheduling rare resources (books, teachers, rooms)
- management of crowds
- credentialing parity
- historical momentum



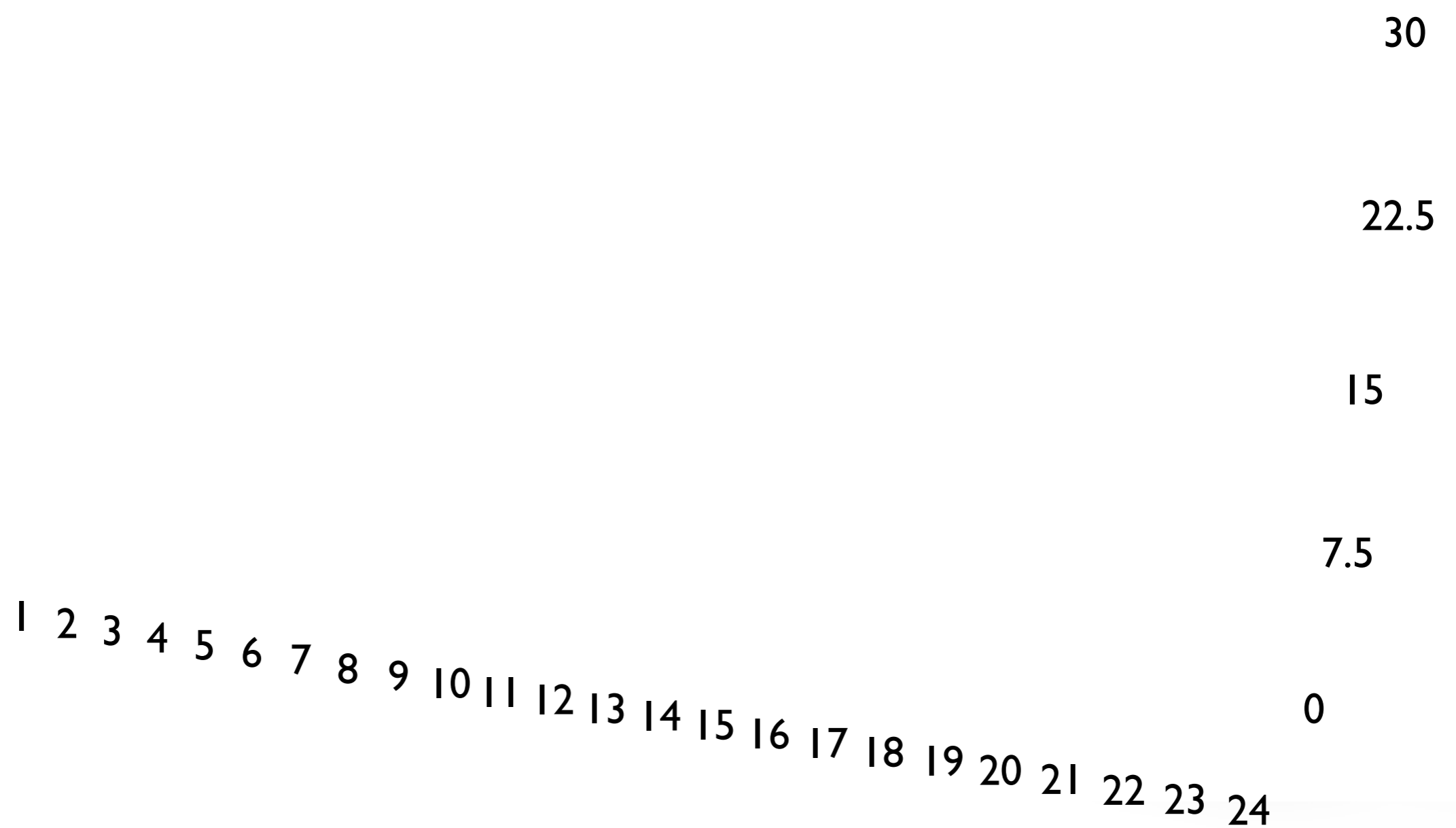
the term is of course the primary driver

not drivers

- pedagogies
- learners
- teachers



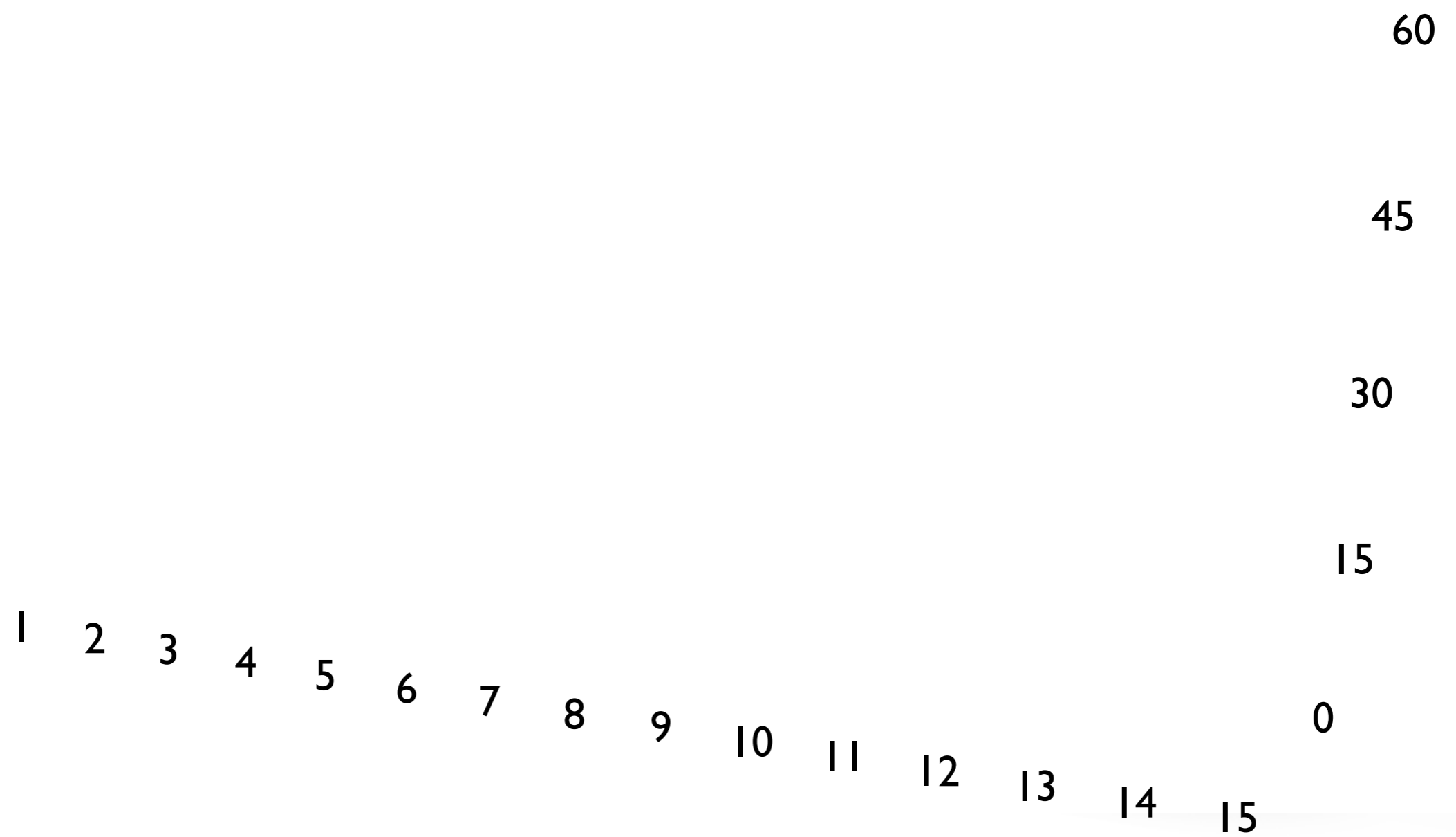
MOOC lengths (past)



note somewhat shorter lengths but still many at 10 weeks or more

figures extracted from <http://www.class-central.com>

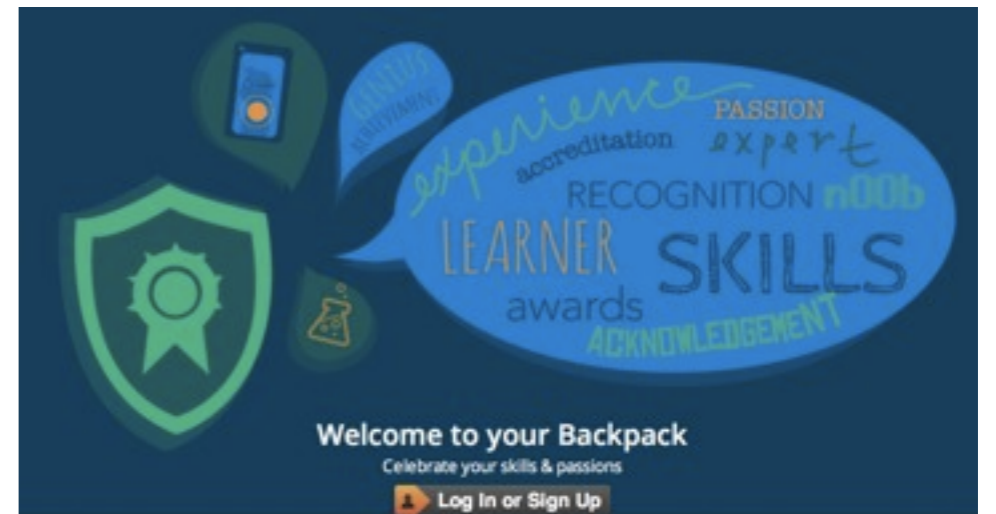
MOOC lengths (starting soon)



note pattern of change, with 6 week and 4 week courses starting to dominate, and soem less than 4 weeks.

Disaggregation of Accreditation

- challenge assessments
- badges
- portfolios
- reputation management (e.g LinkedIn endorsements)
- created networked artefacts



so, why courses?

over to you! How might you go about things if you could start with a clean slate?

So, why not a MOOPhD?

If a course is such a good idea then why not a program? Why is Georgia/Udacity charging \$6600 for an MSc? What is the value we add?

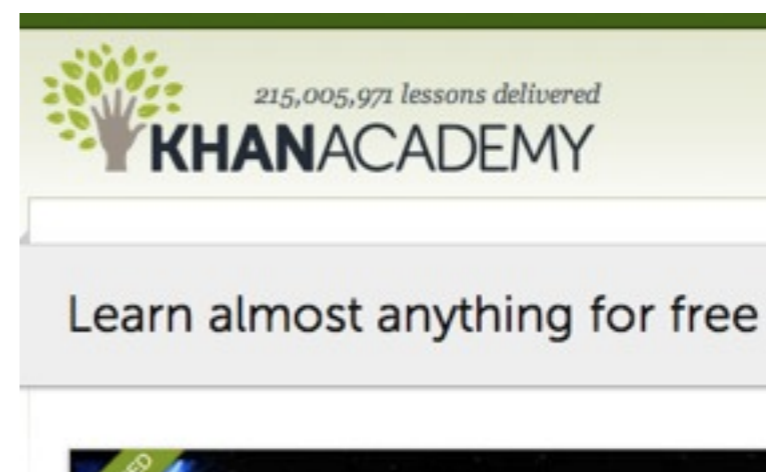
Other large-scale learning stuff

- Khan Academy (kMOOCs?)
- Q&A sites - SlashDot, StackOverflow, etc
- Wikipedia
- Google Search
- OERs



kMOOC methods

- digestible chunks split by formative quizzes
- ad hoc help
- cognitivist methods
- just in time



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Very cheap online

The screenshot shows the homepage of the University of the People. At the top left is the UoPeople logo and the text "UNIVERSITY OF THE PEOPLE Tuition-Free Online University". The date "May / 17 / 2013" and a "Login" link are in the top right. A navigation menu on the left lists: ABOUT US, ACADEMICS, ADMISSIONS, PROCESSING FEES, SCHOLARSHIPS, THE METHOD, and OUR STUDENTS. A pink "SUPPORT US" button is also present. The main banner features a man's portrait and the text: "THE WORLD'S FIRST TUITION-FREE ONLINE UNIVERSITY DEDICATED TO THE DEMOCRATIZATION OF HIGHER EDUCATION." Below this is a "Tuition-Free Degree Programs Apply! >" button. A "DONATE NOW" button with a right arrow is in the top right. A video player titled "DISCOVER UOPEOPLE!" shows a man speaking. The "PRESIDENTS COUNCIL" section lists Sir Colin Lucas, Vice-Chancellor of the University of Oxford, and Rector Emeritus Mrs. Michèle Gendreau. At the bottom, there are "SUPPORT US" and "BECOME A STUDENT" buttons. Logos for the United Nations and Academic Impact Member are also visible.

All that is asked is for students to pay a one-time application processing fee (\$50) and subsequent modest examination processing fees (\$100) levied per course. There are no other fees whatsoever.

Your practice

- where next?
- what would you like to do/see/happen?

main takeaways

- MOOCs are evolving fast
- MOOCs will (probably) not supplant traditional teaching: but they challenge us to change it

Thank you

- jond@athabascau.ca
- <http://jondron.athabascau.ca>
- <https://landing.athabascau.ca/profile/jond>

Some useful resources

- <http://www.youtube.com/watch?v=eW3gMGqcZQc> - great video from Dave Cormier (who coined the acronym 'MOOC') about cMOOC ideas and methods.
- <http://www.class-central.com> - MOOC aggregator - great place to find out what courses are running as well as historical information
- <http://www.katyjordan.com/MOOCproject.html> - great MOOC data collection and aggregation project
- <http://edtechfrontier.com/2013/05/11/the-pedagogy-of-moocs/> - thoughtful article on the evolution of MOOC pedagogy from cMOOCs to xMOOCs and beyond. Lots of good links and resources.
- <http://www.youtube.com/watch?v=r8avYQ5ZqM0> - another fine video from Dave Cormier on how to engage with a cMOOC.
- <http://www.mooc.ca> - site maintained mainly by Stephen Downes aggregating news and scholarly articles about MOOCs. A stronger emphasis on cMOOCs than most but still a very useful site.
- <http://www.era.lib.ed.ac.uk/bitstream/1842/6683/1/Edinburgh%20MOOCs%20Report%202013%20%231.pdf> - great report from Edinburgh on their pilot MOOCs conducted with Coursera. Many fact and figures as well as experience reports and reflections on the process