

The stampede to MOOCs



The stampede to MOOCs



denial,
dismissiveness

hyperbole,
euphoria

Outline

- Rationale
- Overview of national scene
- Local players
- Some questions

- GT has joined the national stampede to offer online courses (MOOCs)
- Decisions are being taken with potentially large effect on academics, faculty governance, resource allocation, ...
- We would be wise to pay attention, make our views known

Platforms



- EdX (MIT/Harvard/Berkeley) <https://www.edx.org/>



- Udacity (private, outgrowth of Stanford CS courses) <http://www.udacity.com/>



- Coursera (consortium of 16 schools, including GT) <http://www.coursera.org/>

Other initiatives

- Open Courseware (MIT)
- Academic Room (platform for sharing scholarly resources)
- Kahn Academy (short videos expounding specific topics)
- WizIQ (platform for offering courses)
- iTunesU, YouTube for Schools, Mathalicious, Brightstorm, ...

and some previous efforts ...

- Fathom (Columbia/Michael Crow, for profit, conceived in the late '90s, dead in 2003)
- AllLearn (Oxford, Princeton, Stanford, Yale, conceived late '90s, dead in 2006)

Local players

- C2IU - Center for 21st Century Universities, Rich DeMillo
- CETL - Donna Llewellyn
- GTPE - Nelson Baker
- Provost's Council for Educational Technology

Gates RFP for MOOCs

- Toward “Introductory courses with high failure rates” (Math up to Calc, English, basic science and social science, Spanish, ...). Should use “existing platform”
- \$50K per course to develop, offer, analyze
- Short timeline: proposal 10/1, course offered and analyzed by 6/2013
- C2IU “coordinated” Tech’s response before RFP was public

Coming decisions?

- Tech's response to Gates will be decided in < 2 weeks
- Other decisions, e.g., about accepting credit for MOOCs, may be imminent

Questions to begin a discussion

- Do we (as a School or individually) want to get involved in providing content, courses, ...
- Are there courses (parts of courses, resources) that we find:
 - useful for educating our students?
 - acceptable as part of our program of study or for credit?
 - threatening to our activities?

- Do we (as a School or individually) want to get involved in providing content, courses, ...
- Are there courses (parts of courses, resources) that we find:
 - useful for educating our students?
 - acceptable as part of our program of study or for credit?
 - threatening to our activities?
- Do existing or coming on-line resources have any implications for our work here **on campus?** (E.g., “flipped” courses, different paths to a degree, ...)

Output

- An ad-hoc committee to study issues?
- A middle ground between denial and hyperbole!