The stampede to MOOCs
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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 or 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

• C21U - 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
- C21U “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?
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• 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!