Scenarios for the Future:
Reshaping the MOOC Landscape

Emerging Models of Learning and Teaching:
From Books to MOOCs?

Stockholm
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Scenarios for the Future:
Reshaping the MOOC Landscape

Professor Mark Brown

National Institute for Digital Learning
Dublin City University, Ireland
Quality models in online and open education around the globe: State of the art and recommendations

Authors: Ebba Ossiannilsson, Keith Williams, Anthony F. Camilleri, and Mark Brown

http://www.icde.org
Scenarios for the Future: Reshaping the MOOC Landscape

Outline...

1. Images of the present

2. Kaleidoscope of competing images

3. Refocusing on preferred images for the future
Central thesis…

“All education is political”
“An educational change is neither natural nor normal, constant nor common as it involves a deeper struggle over who will win control of the curriculum” (Evans, 1996, p.25).
1. Images of the present...
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Higher Education Quarterly, 0951-5224
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Massive Open Online Change?
Exploring the Discursive Construction of the ‘MOOC’ in Newspapers

Neil Selwyn, Monash University, neil.selwyn@monash.edu
Scott Bulfin, Monash University, scott.bulfin@monash.edu
and Luci Pangrazio, Monash University,
luciana.pangrazio@monash.edu
Abstract

Massive Open Online Courses (MOOCs) have been a prominent topic of recent educational discussion and debate. MOOCs are, in essence, university-affiliated courses offered to large groups of online learners for little or no cost and are seen by many as a bellwether for change and reform across higher education systems. This research examines how underpinning discourses about MOOCs in UK, US, and Australian newspaper articles to date point to a predominant framing, positioning MOOCs as a marketized threat to traditional higher education institutions. The article then considers the reasons underpinning this restricted framing of what many commentators have touted as a radical educational form—not least the apparently close association between MOOCs and the economics of higher education.

457 newspaper articles published between 2011 and 2013 in Australia, United Kingdom and United States.
<table>
<thead>
<tr>
<th>Issue</th>
<th>Dominant assertion</th>
<th>Counter-assertion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large class sizes</td>
<td>Students are motivated and excited by the crowded stadium-like experience.</td>
<td>Students are disconnected from the intimacies of learning.</td>
</tr>
<tr>
<td>Higher education ‘status quo’</td>
<td>MOOC circumvent traditional higher education systems.</td>
<td>The legitimacy of the MOOC as an educational form appears to derive primarily from their association with high status, elite universities.</td>
</tr>
<tr>
<td>The role of teachers</td>
<td>Courses are driven by renowned professors enjoying the cachet of celebrity and status.</td>
<td>MOOCs are prompting the mass of non-elite educators and institutions worry about their futures.</td>
</tr>
<tr>
<td>Pedagogy &amp; learning</td>
<td>Pedagogy and learning is heralded as innovative and ‘2.0’.</td>
<td>Pedagogy and learning is derided as replicating the passive instructionism of twentieth century higher education.</td>
</tr>
<tr>
<td>Revenue</td>
<td>MOOCs present a new and uncertain phase of the fee-paying structure of university tuition.</td>
<td>MOOCs are bolstering the stock of established university ‘brands’ and their revenue streams.</td>
</tr>
<tr>
<td>Alternate mode of provision</td>
<td>MOOCs offer an alternate means of studying at a university-level of education.</td>
<td>MOOCs are reinforcing the established status quo in higher education—offering an alternative ‘way in’ to later study for ‘proper’ courses at ‘proper’, ‘face to face’ universities.</td>
</tr>
<tr>
<td>Technology development</td>
<td>MOOCs have developed as part of a natural evolution of technology.</td>
<td>MOOCs have developed as part of a deliberate process of scientific innovation and Silicon Valley entrepreneurship.</td>
</tr>
</tbody>
</table>

Almost 4000 articles from 591 news sources from around the world, with close to 50% reduction in media stories in 2014 from peak of 2013.
Promising Full College Credit, Arizona State University Offers Online Freshman Program

By TAMAR LEWIN  APRIL 22, 2015

Arizona State University, one of the nation’s largest universities, is joining with edX, a nonprofit online venture founded by M.I.T. and Harvard, to offer an online freshman year that will be available worldwide with no admissions process and full university credit.

In the new Global Freshman Academy, each credit will cost $200, but students will not have to pay until they pass the courses, which will be offered on the edX platform as MOOCs, or Massive Open Online Courses.

“Leave your G.P.A., your SATs, your recommendations at home,” said Anant Agarwal, the chief executive of edX. “If you have the will to learn, just bring your Internet connection and yourself, and you can get a year of college credit.”
DCU has a number of strategic partners. These partnerships provide a key point of difference to DCU Connected as they help to extend the range of study options. We expect to expand the number of these partnerships over the next year or so, although at DCU we are very particular about who we choose to partner with as we will not compromise on our reputation for academic excellence.

Connected Partners
Case Studies

DCU & ASU
Joint leadership & blended learning in delivering the next generation of biomedical diagnosticians.
More
QUESTION...

• When did the first MOOC-related story appear in the Irish media?
QUESTION...

• When did the first MOOC-related story appear in the Irish media?

Answer… 2011

THE IRISH TIMES

Free online course materials will revolutionise third-level education

Brian Mooney

Topics: News Education

Tue, Feb 1, 2011, 00:00

TALKBACK: Students are tapping into the vast amount of study resources available online.

BY NOW more than 70,000 adults and school leavers have applied to the CAO for a college place for the 2011-2012 academic year. They do so in the anticipation that by committing four to five years to undergraduate and postgraduate studies, they will increase their chances of developing a successful career into the future. At the end of their academic studies, the successful graduates will have acquired the knowledge and skills to enable them to secure a first step into the employment market in their chosen field of studies. They will also have incurred a debt of at least €30,000 in the process.
Join the new renaissance

It’s never been easier to jump-start your skills or develop your creativity at no cost other than your dedication and an internet connection, writes KEVIN CASEY.

WEALTHY, powerful people have a saying that they wheel out in times of trouble to make themselves sound resilient. “Never waste a good crisis,” they say. Meanwhile, college fees are on the rise, the euro is in decline, jobs are disappearing while training places are being snapped up fast. It’s easy to speak in cliches when you’re loaded.

On the other hand, it’s never been easier to jump-start your skills or develop your creativity at no cost other than your dedication and an internet connection. In case you’ve been overlooking one of your talents or want to bone-up on a new set of skills, right now there is a low-cost renaissance of education taking shape.

15th May 2012 – 1st mention of MOOC
### Preliminary Findings

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of stories</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total</th>
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</tr>
<tr>
<td></td>
<td><strong>Number of stories</strong></td>
<td>1</td>
<td>24</td>
<td>39</td>
<td>11</td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>

**Stance Adopted...**

- **Negative**: 1 (2%)
- **Neutral**: 39 (20%)
- **Positive**: 77 (78%)

Preliminary Findings
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#### Number of stories

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#### Institutional Status...

- **Elite**: 73%
- **Non Elite**: 27%
Ireland-based Alison takes MOOC revolution to Northern Iraq

April 15, 2015

On 6 April 2015, Ireland-based MOOC Alison launched the first ever free online skills training courses in the Kurdish language in Erbil, Northern Iraq.

Alison was established in Galway in 2007 by Harvard graduate and social entrepreneur Mike Feerick. The MOOC is a global provider of free online skills training courses, with the objective of enabling people to gain basic education and workplace competences.

In February 2014 Alison registered its 3 millionth learner, making it one of the biggest MOOCs outside the US. Most of its learners come from the developing world with the fastest growing numbers in India.

The current project in Northern Iraq is a joint effort between Alison, USAID/Foras, an economic development project in Iraq, and Silatech, a regional social initiative promoting employment opportunities for Arab youth. The translation was funded by the USAID/Foras, and completed by Cihan University’s translation centre, a private university in Erbil.
Indian giant Tata Group to sell Irish degrees worldwide
Ireland's richest family is behind massive deal

Tata, the Indian conglomerate owned by Ireland's richest man, is working on a deal to sell Irish university degrees online around the world.
The subject of this meeting is studying at university through online learning, including massive open online courses, MOOCs. I draw to the attention of the witnesses the fact that, by virtue of section 17(2)(f) of the Defamation Act 2009, witnesses are protected by absolute privilege in respect of their evidence to this committee. If they are directed by the committee to cease giving evidence on a particular matter and they continue to so do, they are entitled thereafter only to qualified privilege in respect of their evidence. Witnesses are directed that only evidence relevant to the subject matter of their evidence is to be given.

“... The subject of this meeting is studying at university through online learning, including massive open online courses, MOOCs...”
Executive Summary

TEACHING AND LEARNING IN IRISH HIGHER EDUCATION:
A ROADMAP FOR ENHANCEMENT IN A DIGITAL WORLD 2015-2017
“The National Strategy for Higher Education recommends that if Ireland is to raise levels of lifelong learning and higher education attainment, more is needed in terms of increased flexibility and innovation, broader routes of access and a model of funding that supports all students equally, regardless of mode or duration of study” (HEA, 2012, p.6).
Key paradox...

“There is also almost no understanding of the private and social benefits of distance and online education in comparison with those of face-to-face education” (Rumble, 2014, p.208).
2. Kaleidoscope of competing images
2. Kaleidoscope of competing images

• Who is creating the image and why?

• What are we being told about the image?

• What is missing from the image?

• What images are not being created?
MOOCs are…

- a type of marketing
- an academic labor policy
- a kind of entertainment media
- an expression of Silicon Valley values
- a financial policy for higher education

Another colonialist tool?

http://www.parlorpress.com/invasion_of_the_moocs
[Updated] FutureLearn delivers the largest MOOC ever as more than 400,000 learners convene for English language learning

14 MAY 2015

The biggest single run of a free online course began on FutureLearn this week, with more than 400,000 (401,000, Tuesday 19th May) learners from over 150 counties enrolled.

FutureLearn, first UK-based provider of massive open online courses, began offering courses in October 2013. As a social learning platform – designed to enable learning through conversation – interaction between course participants is integral to the learning experience.

"UK MOOC snatches world record for sign-ups. UK quality beating US $$?"
“IT IS THE THEORY THAT DECIDES WHAT WE CAN OBSERVE.”
- ALBERT EINSTEIN
Major Competing Lenses

- Commoditization
- Knowledge Economy
- Globalization
- Trans Pacific Partnership (TTP)
- Transatlantic Trade & Investment Partnership (TTIP)
- Learning Society

Globalization
“...We risk being left behind as other parts of the world act more nimbly in garnering the benefits of technology” (p.6).
“This is a major opportunity for the Irish economy to become involved with a company that employs 300,000 people worldwide and has a turnover of $15bn.”

“As Chandra told the heads of the Universities and IOTs in Dublin this week, we are talking about building an entire economy based on Irish education. These are wise words from a man whose company's exports are worth more to the Indian economy than their total oil imports.”
Different interest groups and stakeholders borrow the same ‘language of persuasion’ to legitimize their own hegemonic agenda.
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The current emphasis on education in change needs to shift to the language of education for change.
RECONCEPTUALIST FRAMEWORK

Digital Capability
LEARNING TO BE

Digital Inclusion
LEARNING TO KNOW

Digital Citizenship
LEARNING TO DO

LEARNING TO LIVE TOGETHER

Fundamental Principles for Reshaping Education
Fundamental Principles for Reshaping Education

RECONCEPTUALIST FRAMEWORK

- Digital Capability
- Digital Inclusion
- Digital Citizenship

LEARNING TO CHANGE AND TRANSFORM

LEARNING TO BE
LEARNING TO KNOW
LEARNING TO DO
LEARNING TO LIVE TOGETHER
How well is Europe doing?

https://www.bertelsmann-stiftung.de/de/publikationen/publikation/did/making-lifelong-learning-tangible/
3. Refocusing on preferred images for the future
3. Refocusing on preferred images for the future

“All education springs from images of the future and all education creates images of the future. Thus all education, whether so intended or not, is a preparation for the future. Unless we understand the future for which we are preparing we may do tragic damage to those we teach.”

(Toffler, 1974).
What type of higher education system do we want emerging models of teaching and learning to serve in the future?
What are our preferred scenarios for the future?

Aims & Purpose of Higher Education

- Personal
- Knowledge
- Economic
- Social
Disruptive Business Models

Conventional Business Models

Scenario 1

Scenario 2

Scenario 3

Scenario 4

Standardised Courses

Customised Courses
Disruptive Business Models

Scenario 3

Scenario 4

DCU Connected

Scenario 1

Scenario 2

Conventional Business Models

Standardised Courses

Customised Courses
Whether you live in Sligo, Seville or Shanghai, DCU Connected provides access to world-class online education, international expertise and locally relevant courses designed to meet your learning needs and aspirations.
Conclusion…
Conclusion…

• Is political work

• Digital education is a gift

• Where do we want to end up?
Final point…

“MOOCs should be in the service of big ideas, not as a big idea in itself”

(Brown & Costello, 2015; adapted from Barnett, 2011).
Thank You!
Contact details…

mark.brown@dcu.ie

@mbrownz

www.dcu.ie/nidl

www.slideshare.net/mbrownz