Massive Open Online Courses and the Future of Online Learning

Town Hall Meeting
February 2013
# MOOC TASK FORCE

**Co-Chairs**

<table>
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<th>Name</th>
<th>Department/Center</th>
<th>Position</th>
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<td>Eduardo Mendieta</td>
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<td>Associate Chair, Electrical &amp; Computer Engineering</td>
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<td>Patricia Aceves</td>
<td>Faculty Center, TLT</td>
<td>Dean Miller</td>
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<td>University Libraries</td>
<td>Harris Papadopoulos</td>
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<td>Paul Bingham</td>
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<td>David Paquette</td>
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<td>Paul Edelson</td>
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<td>Chuck Powell</td>
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<td>Ken Dill</td>
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<td>Mary Remmler</td>
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<td>Laura Fochtman</td>
<td>School of Medicine</td>
<td>Lori Scarlatos</td>
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<td>Iris Fineberg</td>
<td>School of Social Welfare</td>
<td>Margaret Schedel</td>
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<td>Keri Hollander</td>
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<td>Deborah Zelizer</td>
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Feb. 2013 Provostial-Senate MOOCs Task Force
• Background/Key Findings
• Branding/Quality Assurance
• Platform/Structure
• Finance/Legal
• Benefits/Challenges/Risks
• Summary/Questions
What is a MOOC?

• **Massive**
  - Supports a large number of participants

• **Open Online Access**
  - No campus registration required
  - Free – no fees required

• **Perceived as “Game Changing”**
  - Transforming access to education
  - Transforming methods of teaching
• Open Access Education

• Open SUNY Initiative

• Provostial-Senate MOOCs Task Force
  o Charged with investigating different aspects

• Town Hall Meetings
  o Share findings, seek input
  o Consultative and transparent
  o Together, we can go far!
• MOOCs Are Here to Stay

• SB Well-Positioned to Develop MOOCs
  o High-quality researchers and faculty
  o In-house expertise
  o International links
  o Multi-campus University

• MOOCs Can Enhance the SB Brand

• Permanent Committee Should be Created
  o To encourage participation, creativity, and ensure quality
SB Already Has …

• Quality scholarship
• Tradition of teaching rigor
• Strong “live” classroom pedagogy
• Unique reach, locally and globally
Plus …

• Elite video and digital asset production
• Outstanding online content and pedagogy
• State-of-the-art learning management systems
It’s a Positive Equation …

• High-quality online course content that can generate tuition dollars and serve as the foundation for globally-visible SB MOOCs

\[
\frac{d [X]}{dt} = \frac{\beta \cdot [X]^n}{(K + [X])^n} - (\delta_{dil} + \delta_{deg}) \cdot [X]
\]
Powerful Assets for Immediate Use

• “Hybrid” or flipped formats

• Remote delivery of main campus course content

• Supporting Chancellor Zimpher’s call to harness SUNY systemness
Setting Up a Permanent Task Force

• Encourage faculty and student participation in the generation of online content and courses

• Make sound, data-based decisions
  o Was an online project successful on diverse criteria?
  o What did the online project teach us about how to improve?
  o How well did students learn?

• Support other University groups, including curriculum committees, in assuring SB’s highly-public MOOCs and online efforts are of high quality
The New York Times

“2012: The Year of the MOOC”
MOOCs would be a subset of our online learning efforts and technical investment.

A new platform would require initial and ongoing investment to ramp up and sustain the network infrastructure to support MOOCs whether developed in-house or outsourced.
Attributes of an SB MOOC

• High-quality, affordable multi-media production
• Interactive, modular, and engaging content
• Use of assessment data for continuous course refinement
• Accessible and device agnostic
Attributes of an SB MOOC

• Utilizes current courses led by experienced faculty familiar with innovative pedagogies, research and best practices
• Collects, maintains and synthesizes usable data to support accreditation, different levels of access, and lifelong learning
• Provides assistive tools to effectively teach large groups of students
• Technically aligned with SUNY MOOC initiatives
Key Investments

• Expanded bandwidth and network capacity
  o To support anticipated load

• May require additional investment in:
  o Multimedia and classroom technologies
  o Instructional design, pedagogy, help desk
  o Software designers, programmers, technical administrators
  o Software licensing
  o Potential licensing costs for content we make available to larger audiences
    (e.g. library reference, e-text)
Recommendations

• Learn from our collective online experiences
• Recognize one size will not fit all
• Establish a MOOCs/online platform selection committee to identify stakeholders and establish selection criteria for a MOOC and online course platform(s)
  o Committee to offer advice and guidance
  o Evaluate proposals
  o Research and strategic planning
# Comparisons

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<tr>
<th>MOOC Vendor</th>
<th>Initial Funding</th>
<th>Scale</th>
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<tbody>
<tr>
<td>Coursera</td>
<td>$22m, Venture Capital</td>
<td>33 University Partners - 2.5million students</td>
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<tr>
<td>edX</td>
<td>$60m (Harvard, MIT)</td>
<td>6 University Partners - 600k+ students</td>
</tr>
<tr>
<td>Udacity</td>
<td>$21.5m, Venture Capital</td>
<td>Faculty Partners - 750k+ students</td>
</tr>
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## Comparisons

<table>
<thead>
<tr>
<th>LMS Vendor</th>
<th>Users</th>
<th>Customers</th>
<th>MOOC Offering Status</th>
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<tbody>
<tr>
<td>moodle</td>
<td>60,039,749</td>
<td>67,513</td>
<td>Capable, unofficial</td>
</tr>
<tr>
<td>Bb</td>
<td>20,000,000</td>
<td>4,400</td>
<td>CourseSites by BB</td>
</tr>
<tr>
<td>INSTRUCTURE</td>
<td>4,500,000</td>
<td>300</td>
<td>Yes, Canvas platform</td>
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### Non-established open source platforms:

- Stanford Class2Go
- Google Coursebuilder
Long Term

- Develop SB learning management system/MOOC platform in partnership with a local software company
  - iTunes model - $1.99/course or $5 processing fee depending how MOOC product cycle evolves
  - Revenue-sharing model for physical and digital supplements for each course
  - Charge for certificates of completion for industry, or for an exam to receive a certificate, or as part of entrance into a degree program
- Evaluate strategy of pursuing SUNY online fee approval
Immediate Steps/Goals

- **Offer small number of courses through Coursera (no revenue)**
  - Some existing, popular online courses and some courses with “star power”
  - PR opportunity, quick market entry, lower cost/commitment

- **Create MOOCs for high re-take courses (reduced cost = revenue)**
  - Reduced time to graduation
  - General enough content could be housed in Coursera

- **Produce MOOCs for orientation or other function-based activities for SB students (fee revenue)**
Intellectual Property

- A standing committee can vet these and other threshold issues
- SUNY Policy and FAQs provide guidance on copyright ownership: http://www.suny.edu/provost/academic_affairs/FacultyOwnershipFAQ.cfm
- Copyright compliance issues can be managed by providing faculty resources, training and some creativity
Challenges/Risks

• Big investors can drive a race to the bottom

• MOOCs reduce student-to-faculty interaction

• Typically < 10% course completion rates for MOOCs

• Grading, evaluation and validation are problematic (“My bots will take your bots’ course.”)

• There is no business model yet

• How do we “scale” teaching assistance?
Benefits

- Global positive impact on pedagogy
- Reduced costs for students
- Greater flexibility for students and teachers (time and place)
- Students control the pace of their learning
- Better learning outcomes
- Online can supplement other forms of education
- Flipped classrooms can provide individualized attention
- Massive student data can drive education research
SB Opportunities

- Journalism’s Center for Communicating Science
- TLT: Some organizational structure already in place
- Unique: Simons, Laufer, CSH, BNL, Turkana Basin
- Commitment from campus leadership
- Already have an innovative learning management system
- Online could help us leverage our “best value” status
MOOCs Are a Rapidly-Growing Movement
• It’s important to engage

MOOCs Have Pros and Cons
• We must keep our eyes open

MOOCs Can Be Produced at SB
• We are ready to invest in our infrastructure, talent and expertise
MOOCs Can Change the Way We Teach and Learn

- We should enhance the learning experience
- We should utilize these as valuable pedagogical tools

MOOCs Can Increase Our Cyber Footprint

- We should use this open classroom opportunity to enhance the Stony Brook brand
MOOCs Can Help Position Us as an Innovation Leader in Online Education and Educational Research

- Faculty can practice and document innovative teaching strategies

MOOCs Are Free, But Priceless – An Investment in Healthy Chaos

- “A rising tide lifts all boats.” – John F. Kennedy
How Faculty Can Get Involved

• You should consider developing a MOOC if:
  o You teach a large enrollment course
  o You have unique expertise or special prominence
  o You’re a good teacher (or open to help)
  o You’re willing to invest effort now and in the future
  o You’re willing to work with a development and production team
What Interested Faculty Can Expect

• SB will develop a “How-To” for MOOCs and online education with information on:
  o Strategies for development
  o Available resources and incentives
  o Guidelines for how proposals will be evaluated
• What incentives would encourage you or your department to participate in MOOCs/online teaching?

• What barriers to participation do you currently see, financial or otherwise?

• What administrative support structures are needed?

• As a student, in what scenario will you consume/engage with MOOC content?
Visit Us Online
stonybrook.edu/onlinelearning

Send Us Email
online_learning@stonybrook.edu

Thank you!
Back-Up Information
Copyright Issues

COPYRIGHT OWNERSHIP

• SUNY COPYRIGHT POLICY DETERMINES WHO OWNS WORK THAT IS CREATED
• USE OF CREATED WORK MAY BE AGREED UPON BY FACULTY & UNIVERSITY
• AGREEMENTS BETWEEN UNIVERSITY AND PLATFORM PROVIDER CAN AFFECT USE

COPYRIGHT COMPLIANCE

• NEED FACULTY GUIDELINES TO DETERMINE FAIR USE IN TEACHING/CLASSROOM USE
• USING LICENSED E-BOOKS & JOURNALS FOR OUTSIDE READING MAY REQUIRE NEGOTIATION OF NEW AGREEMENTS
• WHEN FAIR USE IS NOT AN OPTION, WE SHOULD THINK CREATIVELY ABOUT OTHER OPTIONS (E.G. PUBLIC DOMAIN, CREATIVE COMMONS, TEACH ACT, ETC.)

OTHER LEGAL CONSIDERATIONS

• TRADEMARKS, EXPORT CONTROL, DISABLED STUDENT ACCESS, STUDENT SAFETY, FERPA, AND STATE AUTHORIZATION REQUIREMENTS
Challenges

• No consistent model of funding for online education at Stony Brook

• Current Technology Fee insufficient to cover costs (new online fee not imminent)

• Inter-SUNY cooperation still emerging