INTEGRATING MOOC INTO HEI’s STRATEGY
EUNIS 2014: HIGHER EDUCATION IN THE DIGITAL ERA

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Overview

» General context
» MOOCs
  › In the UE
  › Coursera
  › UAB at Coursera
» UAB Model
» Experiences after our first year
» Models for sustainability
  › Internal
  › Looking for business models
» New challenges
» Conclusions
Coursera’s approach (1/2)
Help students learn better — and faster

Effectiveness of Online Learning

Mastery Learning
Coursera’s approach 2/2

Peer Assessments

Blended Learning
Coursera: what, who, how, where?

- Starts in April 2012 from an initiative of Stanford University to offer MOOCs
  – Princeton, Michigan and Pennsylvania joins in phase I

Our Student Numbers

Last updated: January 17th, 2014

We have
22,232,448 enrollments from students representing 190 countries and there are 240,000 students in our most popular class.

Students voiced themselves in 590,000 discussion threads for a total of 343,014,912 minutes of learning. across 571 courses.
European MOOCs scoreboard (Data 4/4/2014)

Source: Open Education Europe European Commission
UAB at Coursera environment

First contact Q4 2012. Agreement signature March 2013
» Coursera agreement is with the University
» Addicionally each course implies a CDA

Initial offer of 3 courses planned for Q1-2013/14
» Two of them completed (Pre-calculus and Egyptology)
» Student enrollment: 20,000-25,000 students/course

Structuration of ICT support model for the courses
» Centralized management support
» Autonomous recording with pot-production model

Creation of courses portfolio Committee
» Offer of 5 new courses in Q2-2013/14 (Corrección y estilo en Español, The Olympic Games and the Media, Representaciones culturales de las sexualidades, Digital Systems – Sistemas digitales: De las puertas lógicas al ordenador, Democracia y decisiones públicas. Introducción al análisis de políticas públicas)
» Proposal for course reedition in Q1-2014/15 (Sep 16, Pre-Calculus, Oct 6 Egyptology)

‘Signature Track’ model planning (and execution)

Planning our first course (professionalization) with official accreditation (ECDL) (scripting)
UAB in Coursera

- Corrección y Estilo en Español
  May 5th 2014
- The Olympic Games and the Media
  Jun 2nd 2014
- Representaciones Culturales de las Sexualidades
  Jun 30th 2014
- Digital Systems – Sistemas Digitales: De las puertas lógicas al procesador
  Feb 17th 2014
- Egiptología (Egyptology)
  Date to be announced.
- Pre-Calculus
  Date to be announced.
Decision Making and Delivery model

**Strategy**
- ISC
- Quality, Teaching and Employability Provost / Vice-rector

**Management**
- Technological Coordination (ICT Directorate)
- Academic Coordination

**Delivery**
- ‘MOOC’ Technicians
- Academics Interface
- Teachers
Considerations about strategy

The Economist

Free education

Learning new lessons

Online courses are transforming higher education, creating new opportunities for the best and huge problems for the rest

Dec 22nd 2012 | CHICAGO, LONDON AND NEW YORK | From the print edition
UAB Courses at Coursera

Courses are offered / belong to UAB (Coursera is the platform). Courses are offered always by one / several university teachers. Open and some with verified certification.
How can ICT help?

PLAN, MANAGE AND SUPPORT

And sometimes .... Much more!
Some figures

8 weeks + week 0: Starting 9.23.2013
Enrolled: 17,884
Initial survey: 2,904 (16%)
1st video seen by: 7,524 (42%)
1st assignment completed by: 4,097 (22.9%)
1st week assignment completed by: 2,147 (12%)
Completion certificate: 298

8 weeks: Starting 10.14.2013
Enrolled: 25.350
Initial survey: 9,248 (36%)
1st video seen by: 15.736 (62%)
1st assignment completed by: 7.650 (30.1%)
1st week assignment completed by: 7.297 (29%)
Completion certificate: 2.970

Table 1: Basic facts and figures
# Integrating MOOC into HEI's Strategy – EUNIS 2014: Higher Education in the Digital Era

<table>
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<tr>
<th>Overview</th>
<th>Reach</th>
<th>Engagement</th>
<th>Content</th>
<th>Classic Tools</th>
<th>Exports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21,149</td>
<td>160</td>
<td>12,226 (58%)</td>
<td>99</td>
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<tr>
<td>total learners joined</td>
<td>different countries</td>
<td>from emerging economies</td>
<td>on Signature Track</td>
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</table>
Most important for us ...

Course workload
- Low: 3%
- High: 17%
- Adequate: 80%

Course duration
- Short: 72%
- Long: 4%
- Adequate: 24%

Course difficulty
- Easy: 69%
- Difficult: 24%
- Adequate: 7%

Assignment/Assess.
- Good: 67%
- Bad: 4%
- Excellent: 17%
- NS / NC: 2%

Forums
- Good: 57%
- Bad: 4%
- Excellent: 3%

Hangouts
- Useful: 63%
- Useless: 2%
- Very useful: 3%
Most important for us ...

**Course quality**
- Good: 82%
- Bad: 17%
- Excellent: 1%

**Teachers quality**
- Good: 83%
- Bad: 1%
- Excellent: 1%
Student motivation

Figure 1 UAB MOOCs learner's motivation
Impact (Network)

Dinastía XVI de Egipto

La dinastía XVI del antiguo Egipto fue una dinastía de faraones egipcios que gobernó desde el Alto Egipto durante unos 60-70 años (ca. 1650-1590 a.C.) y forma parte del comienzo del periodo histórico caracterizado por la impresión, dirección y posterior expansión de los faraones conocido como Segundo Período Intermedio.

 índices (índice)
1. Introducción
   a. Historia
   b. Contexto histórico
   c. Cronología de la dinastía XVI
2. Fuentes de la dinastía XVI
   a. Referencias
   b. Bibliografía
3. Fuentes externas

Grupo de estudiantes de:
COURSERA EGIPTOLOGÍA 2013

Frank Sánchez
Para preparar al final del curso, ¿qué opción os parece mejor?

- Fotografía de cuerpo completo a modo de grupo
- Fotografía tamaño carnet para hacer una ORLA

Aprovechando es la ocurrencia para tomar mis apuntes.
Impact (Media)
Models for sustainability

Internal

» Promotion and marketing investment
» Change facilitator: organizational, methodological, pedagogical
  › Academical recognition: new models on teaching workload computation
  › Flipped classroom
  › New digital careers
» Involvement of all university actors – teachers, staff, students - in the MOOC wave
Looking for business models. A previous word

There is a clear gap between who covers the costs of MOOCs and who gets the benefits. In our opinion, business-HEI collaboration can help to reach equilibrium.
Looking for business models. Current paths of analysis

- Signature track model
- Accreditation models
- Business collaboration

Open to other options, such as donations (not to underestimate!)
Looking for business models. Signature track

- Experience shows there is people interested not only in knowledge but also in accreditation
  - Even for MOOCs

- First experiences in Digital Systems course (around 0.5% penetration)
  - Expected higher rates when offering itineraries

- Cost per certificate: around 50 USD

- Financial aid for developing countries

- Revenues to share
Looking for business models. Accreditation models

- ECDL is currently offered in around 140 countries
  - Accreditation with classic methodology

- Our approach is trying to:
  - Migrate from ‘classic’ model to virtual offer
  - Use a MOOC platform as a virtual learning environment
  - Transition from the MOOC concept to verified - SORC

- In this way, we could reduce current teaching costs and at the same time arrive to a higher number of interested students. Although we are consided even automatic validation, approach (in the short term)
Looking for business models. Business collaboration

- HEI can offer companies a ‘tailored learning portfolio’ providing ‘on-demand’ curriculum

- Benefits would be both for companies and for HEI:
  - For HEI it’s a way to make the MOOC model sustainable.
  - On the company side, it gains high quality courses and flexible learning

- The same concept can be applied to research environments, where MOOCs can be offered as a way to retain knowledge and link to the business world. As an example, we are analyzing the possibilities to offer such courses in the ‘Industrial Doctorates’ programmes currently offered by the Generalitat de Catalunya

  Let’s not focus on a particular example: the key point is that there are ways where individuals, companies and HEI can benefit from the MOOC model, either through cost reduction, accreditation or collaboration in common projects
Conclusions

- Don’t ask what MOOCs can do for you… till you know what do you want them to do
- If you can talk about business in HEI, there’s a place for MOOCs in business strategy
- Where/how to apply MOOC potential will be based on the HEI strategy
- There is a gap between who holds the cost and who gets the benefits in the current MOOC model
- HEIs should be interested in looking for ways to make the MOOC model sustainable. In this search we have focused till now in Signature track models and migrating some courses to open MOOCs + certified SORCs. Other initiatives are under analysis… and sure more will be coming
UAB Courses in Coursera: Future Challenges

“Specialities” or itineraries

Use of the platform as a basis for Blended Learning

» Methodological changes

» Organizational changes

Training with verified certification + official accreditation

Explore new courses application: inter-universitary collaborations, university-enterprise, university – social actors, trans-national.

MOOC: from classrooms to laboratories
Risks to prevent / controll

- Fuzzy strategic leadership
- Technification / Technologization
- Actor’s skills – Digital literacy
- Delayed adoption leads to missed opportunities
- Lack of “business model”
And in future ...?

Peter Drucker interview for Forbes (1997)

“Thirty years from now the big university campuses will be relics. Universities won't survive. It's as large a change as when we first got the printed book.”

But, for now:

See you on EUNIS 2015!