MOOC Overview
*Minitex Policy Advisory Council*
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MOOCs

• Massively Open Online Course
  – Open access, large-scale learners
• Coursera & Udacity (for-profit), edX (non-profit)
• Components:
  – Lectures (video)
  – Testing automated
  – Participation voluntary
Key Trends: MOOCs

“Massively open online courses are being widely explored as alternatives and supplements to traditional university courses.... As the ideas evolve, MOOCs are increasingly seen as a very intriguing alternative to credit-based instruction. The prospect of a single course achieving enrollments in the tens of thousands is bringing serious conversations on topics like micro-credit to the highest levels of instructional leadership.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2008</td>
<td>MIT OpenCourseWare (starting in 2002)</td>
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<td>2009</td>
<td>Connectivist branch MOOC (Siemens, Downes, Cormier, et al.)</td>
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<td>2010</td>
<td>CCK08</td>
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<tr>
<td>2011</td>
<td>Stanford branch of MOOC (xMOOC)</td>
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<tr>
<td>2012</td>
<td>Udacity, Coursera, MITx (MIT), edX (Harvard and MIT)</td>
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Potential Future Problems:
- Revenue Models
- Credentialing Badges or Accreditation
- Course Completion Rate
- Student Authentication

From: Beyond the MOOC Hype
http://www.educause.edu/library/resources/beyond-mooc-hype
Values/Business Models

- Affordability, access
- Brand extension
- Certificates, badges for completion
- Related services: Infrastructure for remote proctoring
- Data mining of student information – e.g., potential employers
- Advertising
- Universities accept credit
Issues

• Intellectual property
  – Copyright review and clearance
  – Copyright infringement liability

• Identity and credit (students)

• Evaluation of quality

• Institutional support: technical, instructional, library
MOOCs and Libraries

“MOOCs raise significant legal and policy questions for research libraries, which are often asked to support the development of MOOC courses. These questions involve information policy concerns...including the proper application of fair use, the transition to open access as the default mode of scholarly publishing, and the provision of equal access to learning materials for students with and without disabilities…”


Legal Issues

- Use of copyrighted works in online lectures
- Assignment of copyrighted works for outside reading
- Copyright status of materials generated by faculty for use in MOOCs
- Accessibility of MOOC courses for learners with disabilities
UMN & Coursera

• Coursera: started at Stanford, for-profit
  – Over 2.5 million registered users, 200+ classes
  – Scholar/researcher evaluation panel

• Contract: UMN provides production support, future revenue sharing
  – Currently no credit for MOOCs (for UMN or other students)
Social Epidemiology
May 2013

Sustainability of Food Systems: A Global Life Cycle Approach
May 2013

Canine Theriogenology for Dog Enthusiasts
May 3rd 2013

Interprofessional Healthcare Informatics
May 20th 2013

Statistical Molecular Thermodynamics
May 20th 2013

Christopher J. Cramer
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Jason Hill
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Bioproducts and Biosystems Engineering

Michael Oakes
Associate Professor
School of Public Health
University Libraries

• Collaborative Team (Office of eLearning, Office of Information Technology, Libraries)
  – OIT production support
• Team: Shane Nackerud, Kristi Jensen, Nancy Sims & discipline liaison librarians
• Partnering with faculty
  – Identification of content
  – Guidance on copyright
  – Assistance with quizzes, discussions, reading