The MOOC Learning Marathon

DAY 1: April 3, 2012 @ Room FA 43

11:00 AM - 11:50AM
Everything You Think You Know about MOOCs Could Be Wrong Speaker: Michael Feldstein, Phil Hill
There are four things that we think we know about MOOCs: They are "massive," they are "open," they are "online," and they are "courses." But what happens if we start playing with those "truths"? How massive do MOOCs need to be? How open? Do they need to be fully online? Do they even need to be courses? As institutions determine whether and how to incorporate new online models into their repertoire, Phil Hill and Michael Feldstein will explore the boundaries of the current definition of the MOOC and discuss how it is likely to evolve in the next 12-24 months.

11:50 AM – 1:10 PM
Faculty Perspective: Teaching the Humanities to Humanity Speaker: Peter T. Struck
In this session, the speaker will address the mix of excitement and caution that have characterized his experience teaching online, first in a small online class and then in a massive one. He will try to give some sense of what teaching has been like and articulate how he thinks this new medium, like all media, will likely shape the message it is carrying.

Designing and Implementing MOOCs That Maximize Student Learning Speaker: Seth Anderson, Amy Collier, Cassandra Volpe Horii
Institutions face new challenges in designing and implementing MOOCs while keeping the focus on student learning. The scale and scope of MOOCs raise the stakes for colleges and universities and offer the opportunity to support both student and organizational learning through the process. Effectively supporting learning in MOOCs requires institutional insight and action in three key areas: (1) understanding how learning works in MOOCs, (2) designing MOOCs to optimize learning, and (3) deploying coordinated support to MOOC instructors. The presenters will review lessons and data from MOOC processes in all three areas and invite participant discussion integrating the three areas into concrete campus plans. Learn what is unique about online learning in MOOCs (compared to more traditional face-to-face and online instruction), how to adapt sound principles of course design to MOOCs, and how to plan organizational, logistical, and faculty/TA support for MOOCs in a coordinated and effective way.

Next-Generation MOOCs with Open-Source PaaS Speaker: David Egts
MOOCs are popular, plentiful, and low cost, thanks to cloud computing. A current challenge with computer science–based MOOCs, however, is that computer science students need increased capabilities to do their homework. Currently, these students need to install, network, and patch their own virtual machines and software before their homework can begin. Cloud-based platform as a service (PaaS) is one way for students to spend less time installing software and more time doing their homework. In this session, David Egts of Red Hat will discuss how students can use open-source PaaS to do their homework today for free.
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1:00 PM – 3:00 PM

MOOCs for Credit: Current State of the Art Speaker: Cathy Sandeen
As enrollments in MOOCs expanded dramatically in the summer of 2012, students who completed these courses began asking how they might earn academic credit that could be applied toward a degree. As this educational innovation evolved, finding a viable means of providing credit for course completion entered the spotlight. The American Council on Education has a long-standing course review and credit recommendation service that normally applies to formal learning that does not take place on a university campus. Military education and training and corporate/workplace education are examples of courses that have received ACE credit recommendations. ACE is completing a pilot project to adapt its existing service to MOOCs and recently approved five MOOC courses for credit recommendations. This session will describe the credit recommendation service as it applies to the MOOC environment and address other issues relevant to the integration of MOOCs into traditional institutions and degree programs.

What’s In It for Us? The Benefits to Campus Courses of Running a MOOC Speaker: Jason Mock
The blogosphere likes to talk about what benefits MOOCs bring to the student, but what about to the institution offering them? Specifically, to the "traditional online" or face-to-face courses offered by the institution? When you bring tens of thousands of like-minded individuals together in a virtual space, amazing things are bound to happen! What are some unanticipated benefits to be gained from running a MOOC? How can universities leverage MOOCs, and what happens while offering them to benefit their campus classes and their course development processes? What greater potential might MOOCs hold for campus courses? We'll list several general ways that running a MOOC can directly benefit campus courses, identify how MOOCs can become quality drivers for an institution, and show how specific emerging practices we've learned from offering MOOCs at Illinois can be immediately applied to your campus courses.

Who Are Our Students? Bridging Local and Global Learning Communities Speaker: Derek Bruff
During the first week of March 2013, about 80,000 new students were added to the Vanderbilt University community, thanks to the launch of Vanderbilt’s first two MOOCs. MOOCs, our own as well as those hosted by other universities, are changing our conceptions of learning communities. In this talk, we will explore a few ways the Vanderbilt local learning community is interacting with, learning from, and contributing to the global learning communities provided by MOOCs, including “wrapping” courses around MOOCs, hosting MOOC meet-ups, and using MOOCs as professional development opportunities for undergraduate and graduate students. In this session, you’ll discover ways to integrate MOOCs and materials from MOOCs into learning experiences on campus (including credit-bearing courses and informal learning experiences), reexamine the educational mission of universities in light of new abilities to teach thousands of students around the world, view a MOOC initiative through an educational development lens, and consider ways such an initiative might enhance faculty instructional practices and help prepare graduate students for future faculty teaching roles.

3:00 PM – 4:00 PM

Using an Open-Source Platform to Meet Online Learning Goals: An Introduction to Class2Go Speaker: Amy Collier, Jane Manning
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As universities dive deeper into online learning and MOOCs, what role can a platform play in meeting online learning goals? At Stanford, we discovered that developing and using the Class2Go open-source platform opened up new possibilities for online learning and gave us the freedom to experiment with a variety of online learning models. Benefits included control over branding, the capability to add features in response to faculty design needs, and the ability to share content with other universities (e.g., for wrapped MOOCs) on our own terms. Join this session to learn about Class2Go and how your university may benefit from using this open-source platform (even if you are already using another platform). In this session, we'll review information about Class2Go and reflect on it uses meet online learning goals, including offering MOOCs, and identify the benefits of using an open-source platform for online learning, including for MOOCs.

DAY 2: April 4, 2012 @ Room FA 43

Backgrounds and Behaviors of MOOC Participants and Implications for Faculty Speaker:
In spring 2012, the first MIT/edX MOOC, "Circuits and Electronics" (6.002x), was open to students around the world. A team of researchers from MIT and Harvard has been analyzing data generated by the course, including scores on homework, labs, and exams; discussion board posts; and the results of a survey given to course completers. The goal of the study is to help both faculty and designers improve MOOCs, as well as to strengthen the use of online materials in residential courses. In this focus session, we will describe the study and encourage participant discussion of the implications of those findings for researchers and instructors. You'll learn about the diversity of MOOC participants, understand how research may be undertaken on MOOCs, and identify and discuss opportunities and challenges for MOOC faculty based on input from research.

Multiple Lessons Learned from Implementing MOOC Environments at San Jose State University Speaker:
Provost Ellen Junn will briefly describe how SJSU partnered with two MOOC providers (edX and Udacity) to offer four courses for college credit. She'll summarize a number of significant implications, insights, and challenges that arose from implementing MOOC-like learning environments for students including issues ranging from assessing student learning outcomes, shifting faculty workloads, and changing pedagogy to addressing legal issues such as intellectual property. Learn about the differences between various MOOC providers and their respective pedagogies and identify critical factors in determining if MOOC environments are appropriate for your campus. Explore the implementation and complex consequences of MOOC learning environments for students, faculty, and your institution and gain advice and insights from institutions considering adoption and implementation of MOOC environments.

Digging into MOOC Mania: One Investor’s Key Research Questions and Approach Speaker:
MOOCs have captured the attention of millions of learners, higher education stakeholders, and the public media. Is it all simply hype or might there be something to be learned or gained from the MOOC mania? It's still too early to
tell because little is truly known about the teaching and learning implications. For which learners and disciplines are MOOCs most effective? Are MOOCs affecting the cost models of higher education? Quality? We all need answers to these questions. This session will share the approach that Bill & Melinda Gates Foundation is taking to define and answer key research questions. What are some of the key research questions being asked about MOOCs? How might those questions be answered? What are the opportunities to become a part of the conversation?

**Assessing the Efficacy of Third-Party MOOCs in Hybrid Instruction** Speaker:
The California state legislation's recent move to mandate that public universities award credit for new forms of online instruction such as MOOCs raises questions about how to measure what students learn by taking these courses. How can we devise appropriate baselines for unaffiliated learners? We have set out to explore these questions using MOOCs in hybrid classes. Along the way we encountered numerous challenges: Does the material in MOOCs, even presumably standard courses such as introductory statistics, match up well against existing curricula? What do we really achieve by testing individual MOOCs when there's so much variation in quality and pedagogy? We'll review factors to consider in determining when and whether it makes sense to adopt a third-party MOOC in your course or institution, the implementation challenges of incorporating MOOCs into existing courses, and how to design MOOC assessments.

1:20 PM – 2:25 PM
**International Perspective: The MOOC and Campus-Based Learning** and **Preparing a MOOC Executive Brief** Activity Speaker:
MOOCs are primarily associated with the "M" in their acronym:"massive." For many of us, however, the MOOC is an opportunity to enhance the campus-based learning environment. There might be a hundred, a thousand, or even twenty-five hundred students in the MOOC from the campus offering the course, co-learning with tens of thousands of distributed fellow learners. The question for the place-based institution is how the redesign of course delivery for MOOCs opens up reconsideration of the campus physical learning environment. What opportunities exist from combining MOOCs with flipped classrooms? What learning design patterns apply when the MOOC is a module within a semester on-campus course? Do we need the same number and design of physical classrooms? We will address issues associated with restructuring course design for MOOCs where they are but a coherent portion of a semester course rather than the course as a whole, identify the potential space implications emerging from this pedagogical shift, consider a framework for the impact of MOOCs on physical space use, and reflect on the spillover effects this design change might have on other aspects of learning environment (e.g., instructor preparation, tutor training and support, and assessment).

2:40 PM – 4:00 PM
**MOOC Provider Panel: Coursera, Academic Partnerships, Instructure, edX** Speaker:
In the span of 24 months, the MOOC has had a major impact on higher education. It has enabled providers of all sorts to innovate and seek solutions to some significant challenges in higher education. In this session, we will interview representatives of several major providers of MOOCs and online educational services to get their take on what's happening now and how they think the MOOC may evolve in the future.