

MOOCs

Massive Open Online Courses

Campus 2.0?

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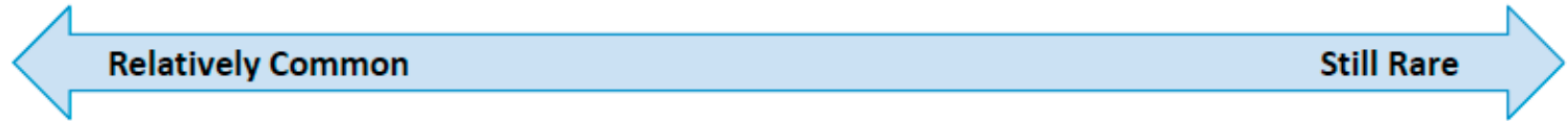


MOOCs: Übersicht

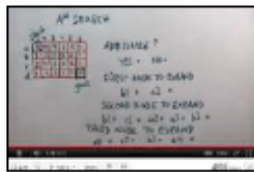
- 1) Was sind & wie funktionieren MOOCs?
- 2) Wer macht MOOCs?
- 3) Potential
- 4) Kontroverse
- 5) Nächste Schritte



MOOC Features

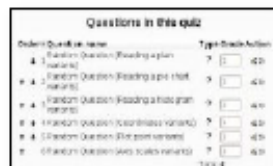


Instructional Videos



Instructors Thrun and Norvig record traditional lectures and post online

Automated Assessment



Students' homework, quizzes, and exams graded by computer

Peer-to-Peer Academic Support



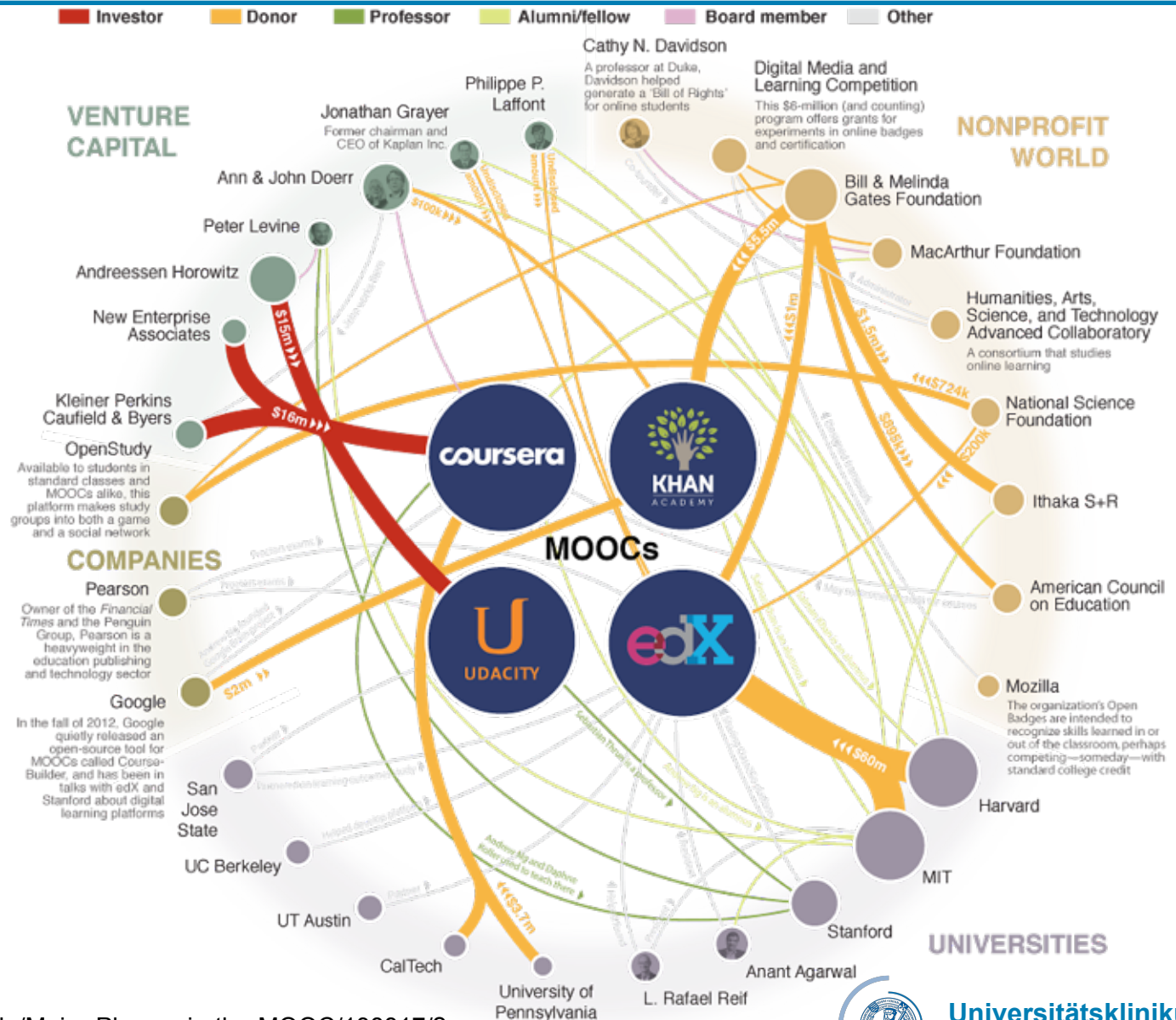
Students post and answer thousands of questions on various message boards

Student-Designed Tools



Students create software tools to support the course, including an AI "playground" for testing code

MOOCs: Wer sind die Anbieter?



chronicle.com/article/Major-Players-in-the-MOOC/138817/?cid=at&utm_source=at&utm_medium=en



Universitätsklinikum Jena
Institut für Immunologie

MOOCs: Wer sind die Anbieter?

List of MOOC Providers

<http://www.technoduet.com/a-comprehensive-list-of-mooc-massive-open-online-courses-providers/>



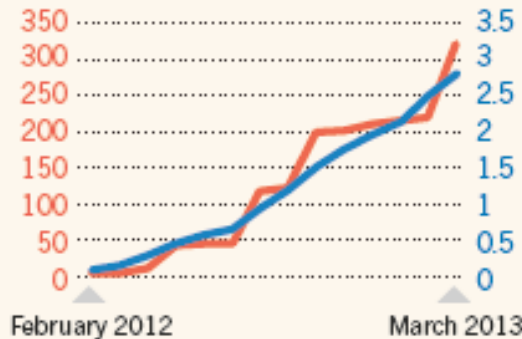
MOOCs: Nutzer

MOOCs rising

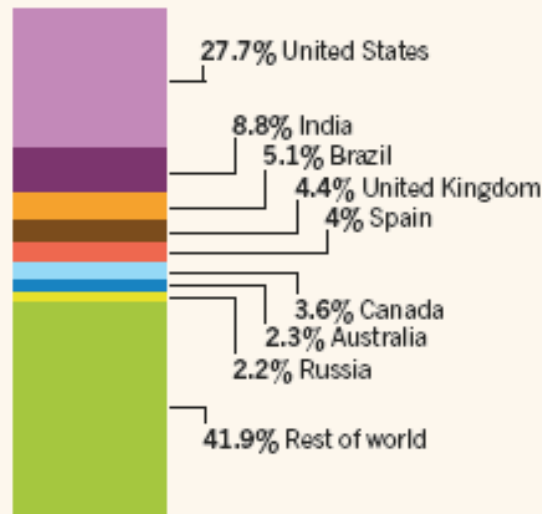
Over little more than a year, Coursera in Mountain View, California – the largest of three companies developing and hosting massive open online courses (MOOCs) – has introduced 328 different courses from 62 universities in 17 countries (left). The platform's 2.9 million registered users come from more than 220 countries (centre). And courses span subjects as diverse as pre-calculus, equine nutrition and introductory jazz improvisation (right).

Supply and demand

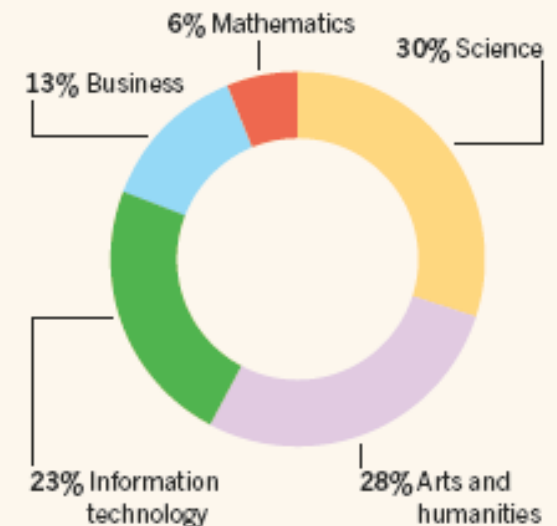
- Number of courses available on the platform
- Number of user accounts on the platform (millions)



Student origins



Courses offered



MOOCs: Teilnahme & Abschluss

According to her findings, which are based on local news articles, university documents, presentations and other information sources (including *Times Higher Education*), the **average Mooc completion rate across the 29 courses was just 6.8 per cent.**

The course with the **highest rate of completion** was Functional Programming Principles in Scala, from Switzerland's École Polytechnique Fédérale de Lausanne and offered on the US Mooc platform Coursera. According to Ms Jordan's research, some **19.2 per cent of the 50,000 students who enrolled** completed the course.

At the other end of the spectrum was **A History of the World since 1300** by Princeton University, also hosted by Coursera, which reportedly recruited **83,000 students with just 0.8 per cent reaching the end.**

Das sind 664 Absolventen!

<http://www.timeshighereducation.co.uk/news/mooc-completion-rates-below-7/2003710.article>



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MOOCs: Wem nützt's?

“[w]e really see this new online class not just as a means to offer free education, but also as a way for some our most talented students to find new, better jobs.”

Steven Leckart,

“The Stanford Education Experiment,” Wired Magazine, April 2012.



MOOCs: Ökonomische Aspekte

“When one professor
can teach 50,000 people
it alters the economics
of education.”

MOOCs: Mögliche Einnahmequellen

Kursgebühren

Prüfungsgebühren

Werbung

Studenten-Daten



MOOCs: Mögliche Einnahmequellen

Kursgebühren „Premium Tutoring“

Prüfungsgebühren

Werbung

Studenten-Daten



MOOCs: Mögliche Einnahmequellen

Kursgebühren

Prüfungsgebühren

<http://edf.stanford.edu/tags/mooc>

Werbung

Studenten-Daten

Students might pay a fee to access one-on-one tutoring services, for example. Udacity has already begun a [partnership with Pearson](#) to allow students interested in authenticated credentials the opportunity to take a proctored examination at one of Pearson's 4,500 testing facilities worldwide for a small fee.

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MOOCs: Mögliche Einnahmequellen

Kursgebühren

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Pharmakologie MOOC sponsored by Roche?



MOOCs: Mögliche Einnahmequellen

Kursgebühren

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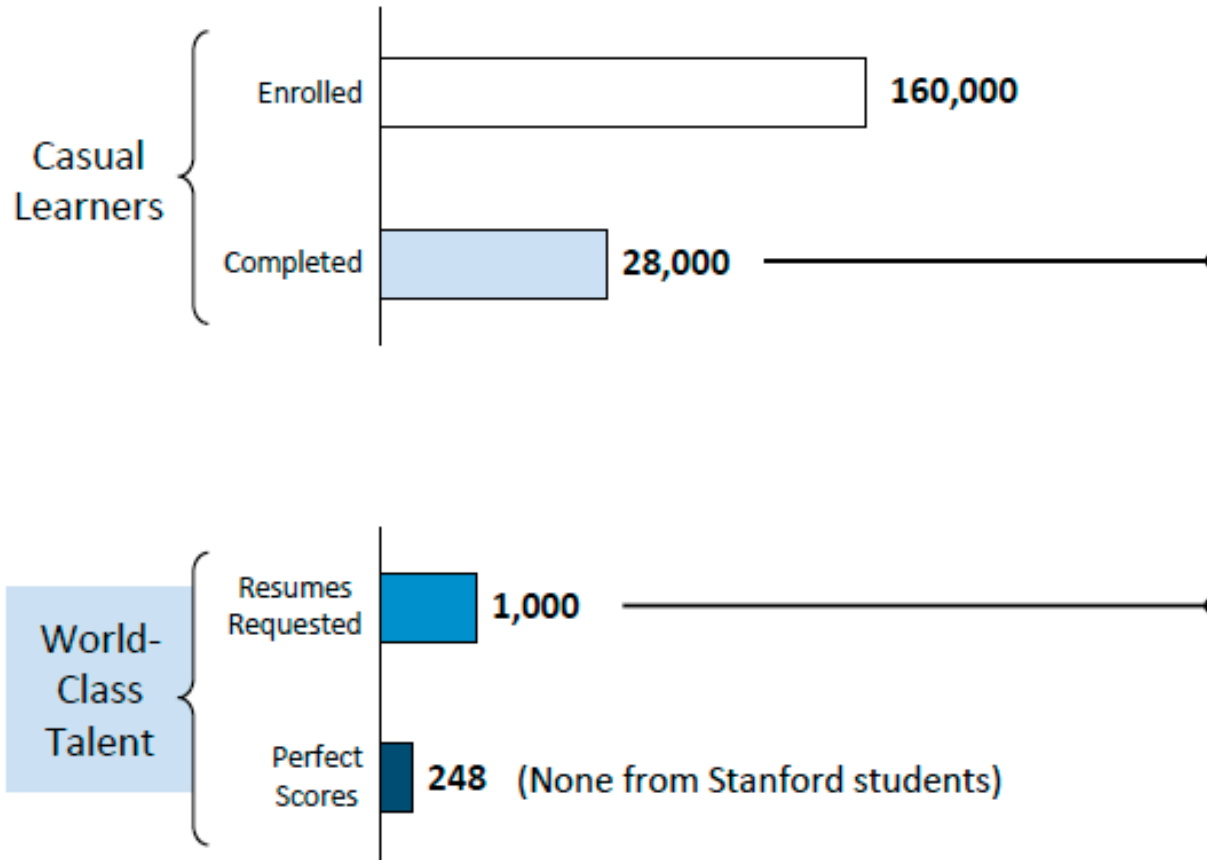
Werbung

Studenten-Daten



Studenten-Daten: Beispiel 1

Open to All, But Winnowing the Elite



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Connecting to Industry

Certificates of Completion



Students completing class can add certificate to CV

Employer Introductions



Top student resumes passed along to employers



MOOCs: Ökonomische Aspekte.

Imagining a Multi-Million-Dollar Human Capital Search Opportunity

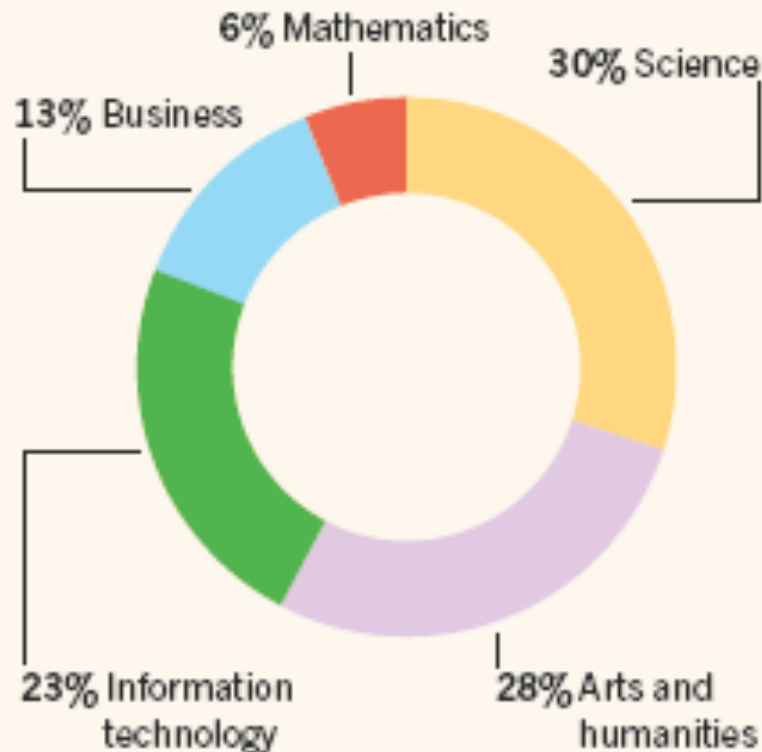
$$\begin{array}{l} 1,000 \\ \text{Students} \end{array} \times \begin{array}{l} \$100,000 \\ \text{AI Starting Salary} \end{array} \times \begin{array}{l} 10-30\% \\ \text{Recruiter Commission} \end{array} = \$10\text{M}-\$30\text{M}$$



MOOCs: Ökonomische Aspekte

“In 50 years, there will be only 10 institutions in the world delivering higher education and Udacity has a shot at being one of them.”

Courses offered



Sebastian Thrun



An Open Letter to Professor Michael Sandel from the Philosophy Department at San José State University

April 29, 2013

Dear Professor Sandel,

San José State University recently announced a contract with edX (a company associated with MIT and Harvard) to expand the use of online blended courses. The SJSU Philosophy Department was asked to pilot your JusticeX course, and we refused. We decided to express to you our reasons for refusing to be involved with

In addition, purchasing a series of lectures does not provide anything over and above assigning a book to read. We do, of course, respect your work in political philosophy; nevertheless, having our students read a variety of texts, perhaps including your own, is far superior to having them listen to your lectures. This is especially important for a digital generation that reads far too little. If we can do something as educators we would like to increase literacy, not decrease it.

Third, the thought of the exact same social justice course being taught in various philosophy departments across the country is downright scary – something out of a dystopian novel. Departments across the country possess unique specializations and character, and should stay that way. Universities tend not to hire their own graduates for a reason. They seek different influences. Diversity in schools of thought and plurality of points of view are at the heart of liberal education.



IT IS TIME TO CALL IT LIKE IT IS

contract with edX. At a press conference (April 10, 2013 at SJSU) announcing the signing of the contract with edX, California Lieutenant Governor Gavin Newsom acknowledged as much: “The old education financing model, frankly, is no longer sustainable.” This is the crux of the problem. It is time to stop masking the real issue of MOOCs and blended courses behind empty rhetoric about a new generation and a new world. The purchasing of MOOCs and blended courses from outside vendors is the first step toward restructuring the CSU.

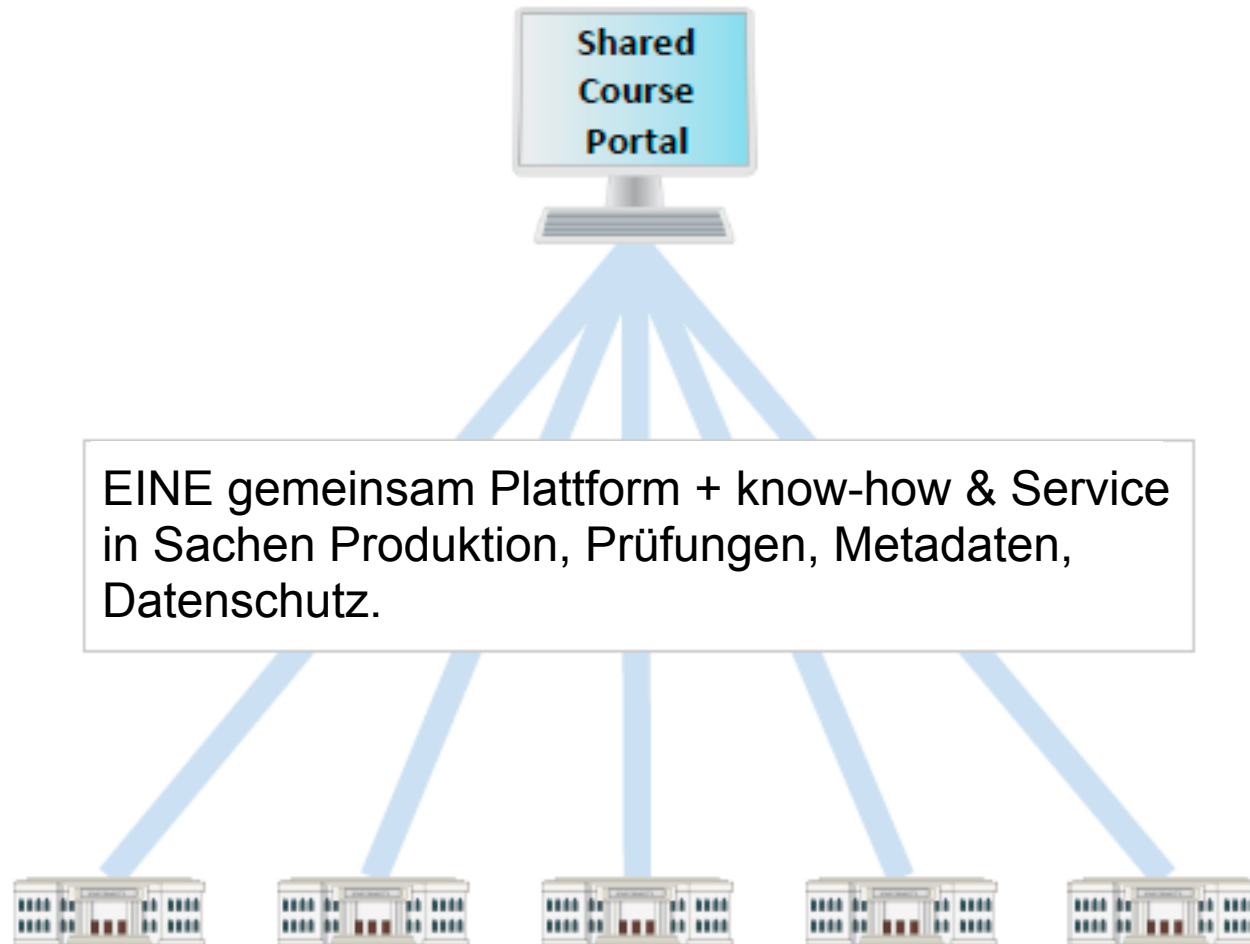
Industry is demanding that public universities devote their resources to providing ready-made employees, while at the same time they are resisting paying the taxes that support public education. (California is the ninth largest economy in the world,

education beyond mere jobs training. Professors who care about public education should not produce products that will replace professors, dismantle departments, and provide a diminished education for students in public universities.

Sincerely and in solidarity,
The Department of Philosophy
San José State University



Lösungsvorschlag: EINE öffentlich Plattform



Verschiedene Institute, Fakultäten, Universitäten, Forschungseinrichtungen



Zusammenfassung 1

Potentiell demokratisierter Zugang zu erstklassiger Bildung

Wettbewerb um beste Lehre

Vielfältige Angebote und Lehrformen

Befreiung der Lernenden von uninspirierten Lehrenden



Zusammenfassung 2



Vielfalt bewahren!
(v.a. in Geisteswissenschaften)

Bildung ist keine Geschäftsidee!

Studentendaten sind keine Ware!

Keine facebookisierung von
Bildung!

Die Universitäten müssen
schnell handeln, wenn sie nicht
überrollt werden wollen.

