Why do Institutions and Teachers Offer MOOCs?

Balaji V Commonwealth of Learning (COL)
Recap: History of MOOCs

MOOC pioneers are high in reputation, rich in endowments

Back in 1971, UK Open U was launched to increase reach of Higher Ed

What is the principal motive?
Multiple Factors

Fiona Hollands and Devayani Thirtali, Columbia Teachers College, May 2014

Six Factors are identified
The Really Big Factor

Extending Reach and Access

Two Thirds of Institutes consider this an important factor
Next Big Factor

Building and Maintaining the Brand
Key Other Factors

- Improving Economics
- Improving Educational Outcomes
- Innovation
- Research on Teaching and Learning
Extending Reach and Access

Providing flexibility to students

*Increasing opportunity for custom-made courses, programs*

Continuing education (e.g. the present course)

*Professional Development*
Extending Reach and Access

In developing countries:
MOOCs can be used to overcome physical infrastructure limitations

Easing pressure on popular courses
Branding and Positioning the Institution

Showcase faculty capabilities

Claim leadership in research in some areas

Attract more students to on-campus programs
Improving Economics

**Cost Savings**

- Reuse or share MOOC content
- Develop common courses across Institutions
- Saving costs in use of facilities

*MOOC as a source of Revenue*

- Licensing fees
- Credit and certification
Improving Educational Outcomes

Flipped Classrooms in on-campus instruction

Frequent or even instant feedback both ways

Improved course design
Innovations and Research

www.mooc-list.com

About 1700 MOOC courses now
Shows interest in teaching innovation

Research

Do participants actually gain skills?
Test pedagogical strategies
To Conclude…

- Extending reach and access to courses is a big factor in motivation
- Branding and positioning the institution is another key factor