

MOOC on MOOC



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Why do Institutions and
Teachers Offer MOOCs?

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