



Massive Open Online Courses and the Future of Online Learning

Town Hall Meeting

February 2013



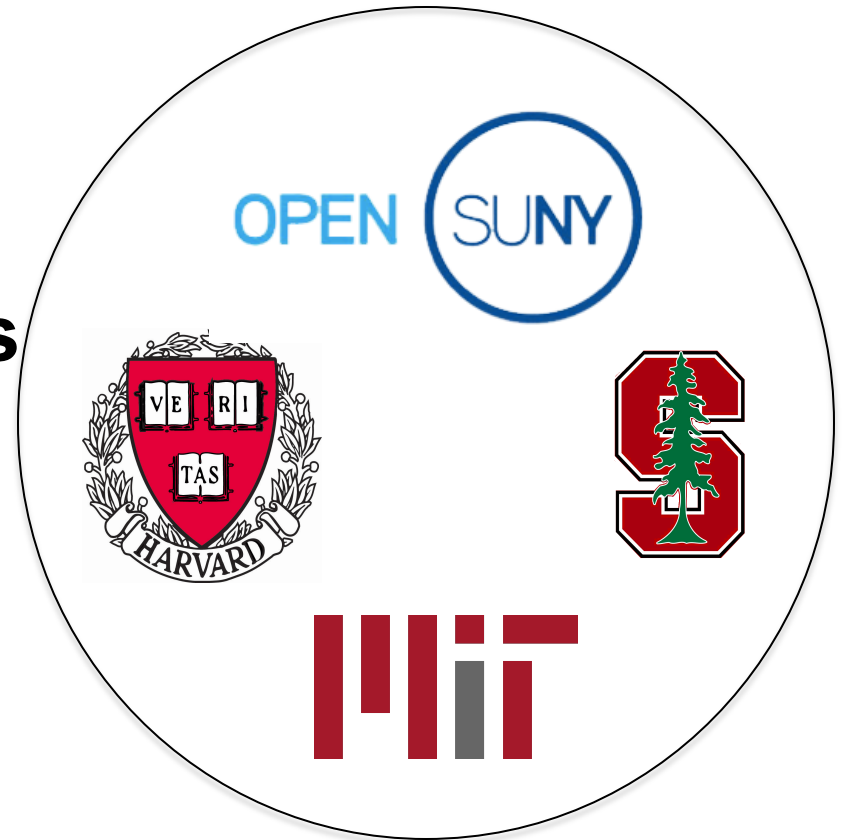
| Co-Chairs | | | |
|--------------------------|------------------------------------|----------------------------|--|
| Eduardo Mendieta | Chair, Philosophy Department | Wendy Tang | Associate Chair, Electrical & Computer Engineering |
| Patricia Aceves | Faculty Center, TLT | Dean Miller | Journalism |
| Nathan Baum | University Libraries | Harris Papadopoulos | PhD Student |
| Paul Bingham | Biochemistry | David Paquette | School of Dental Medicine |
| Henry Bokuniewicz | SoMAS | Marsha Pollard | Associate CAO |
| Paul Edelson | School of Professional Development | Chuck Powell | CIO |
| Ken Dill | Laufer Center | Mary Remmler | Budget & Finance |
| Laura Fochtmann | School of Medicine | Lori Scarlatos | Tech & Society |
| Iris Fineberg | School of Social Welfare | Margaret Schedel | cDACT |
| Barney Grubbs | Chemistry | Joanne Souza | Biochemistry |
| Tom Hemmick | Physics | Suzanne Shane | General Counsel |
| Keri Hollander | School of Nursing | Tim Vallier | PhD Student |
| Art Lekacos | College of Business | Erez Zadok | Computer Science |
| Luz Marina-Reyes | Undergraduate Student | Deborah Zelizer | School of Health Technology & Management |



- Background/Key Findings
- Branding/Quality Assurance
- Platform/Structure
- Finance/Legal
- Benefits/Challenges/Risks
- Summary/Questions



- **Open Access Education**
- **Open SUNY Initiative**
- **Provostial-Senate MOOCs Task Force**
 - Charged with investigating different aspects
- **Town Hall Meetings**
 - Share findings, seek input
 - Consultative and transparent
 - Together, we can go far!





- **MOOCs Are Here to Stay**
- **SB Well-Positioned to Develop MOOCs**
 - High-quality researchers and faculty
 - In-house expertise
 - International links
 - Multi-campus University
- **MOOCs Can Enhance the SB Brand**
- **Permanent Committee Should be Created**
 - To encourage participation, creativity, and ensure quality





SB Already Has ...

- Quality scholarship
- Tradition of teaching rigor
- Strong “live” classroom pedagogy
- Unique reach, locally and globally





Plus ...

- Elite video and digital asset production
- Outstanding online content and pedagogy
- State-of-the-art learning management systems



Dr. Nicole Rouhana PhD, CNM, FNP-BC
 Clinical Assistant Professor
 Director, Advanced Practice Nursing Program in
 Midwifery and Perinatal Women's Health
 Programs
 Department of Parent Child Health



Capturing Key Lectures to Enhance Curriculum

School of Nursing

| SUPPORTING FILES | |
|---------------------|---|
| Supplemental Videos | 1 |
| Images | 2 |
| Documents | 1 |

Streaming Tutors



It's a Positive Equation ...

- High-quality online course content that can generate tuition dollars and serve as the foundation for globally-visible SB MOOCs

$$\frac{d[X]}{dt} = \frac{\beta \cdot [X]^n}{(K + [X])^n} - (\delta_{dil} + \delta_{deg}) \cdot [X]$$



Powerful Assets for Immediate Use

- “Hybrid” or flipped formats
- Remote delivery of main campus course content
- Supporting Chancellor Zimpher’s call to harness SUNY systemness



Setting Up a Permanent Task Force

- Encourage faculty and student participation in the generation of online content and courses
- Make sound, data-based decisions
 - Was an online project successful on diverse criteria?
 - What did the online project teach us about how to improve?
 - How well did students learn?
- Support other University groups, including curriculum committees, in assuring SB's highly-public MOOCs and online efforts are of high quality



The New York Times

“2012: The Year of the MOOC”



- MOOCs would be a subset of our online learning efforts and technical investment
- A new platform would require initial and ongoing investment to ramp up and sustain the network infrastructure to support MOOCs whether developed in-house or outsourced





Attributes of an SB MOOC

- High-quality, affordable multi-media production
- Interactive, modular, and engaging content
- Use of assessment data for continuous course refinement
- Accessible and device agnostic



Attributes of an SB MOOC

- Utilizes current courses led by experienced faculty familiar with innovative pedagogies, research and best practices
- Collects, maintains and synthesizes usable data to support accreditation, different levels of access, and lifelong learning
- Provides assistive tools to effectively teach large groups of students
- Technically aligned with SUNY MOOC initiatives



Key Investments

- **Expanded bandwidth and network capacity**
 - To support anticipated load
- **May require additional investment in:**
 - Multimedia and classroom technologies
 - Instructional design, pedagogy, help desk
 - Software designers, programmers, technical administrators
 - Software licensing
 - Potential licensing costs for content we make available to larger audiences (e.g. library reference, e-text)





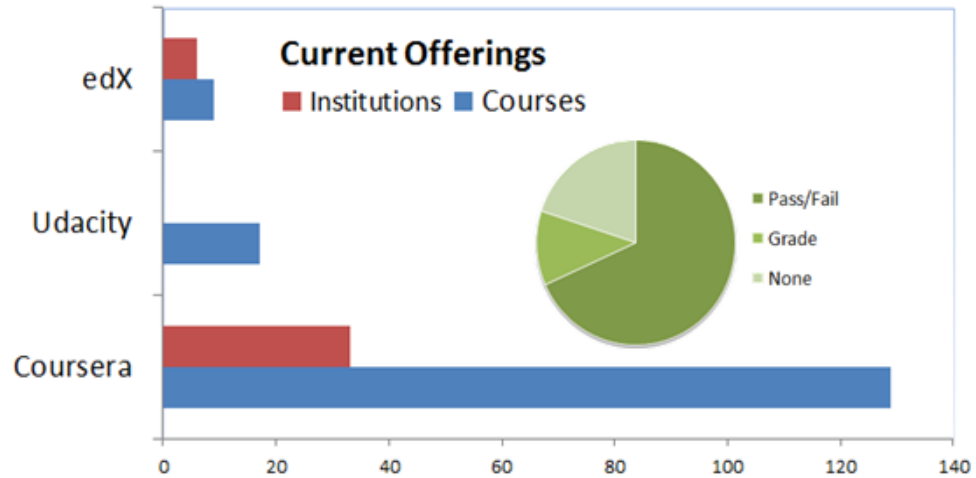
Recommendations

- Learn from our collective online experiences
- Recognize one size will not fit all
- Establish a MOOCs/online platform selection committee to identify stakeholders and establish selection criteria for a MOOC and online course platform(s)
 - Committee to offer advice and guidance
 - Evaluate proposals
 - Research and strategic planning








Comparisons



| MOOC Vendor | Initial Funding | Scale |
|-------------|--------------------------|--|
| | \$22m, Venture Capital | 33 University Partners - 2.5million students |
| | \$60m (Harvard, MIT) | 6 University Partners - 600k+ students |
| | \$21.5m, Venture Capital | Faculty Partners - 750k+ students |



Comparisons

| LMS Vendor | Users | Customers | MOOC Offering Status |
|---|------------|-----------|----------------------|
|  | 60,039,749 | 67,513 | Capable, unofficial |
|  | 20,000,000 | 4,400 | CourseSites by BB |
|  | 4,500,000 | 300 | Yes, Canvas platform |

Non-established open source platforms:

- Stanford Class2Go
- Google Coursebuilder



Long Term

- **Develop SB learning management system/MOOC platform in partnership with a local software company**
 - iTunes model - \$1.99/course or \$5 processing fee depending how MOOC product cycle evolves
 - Revenue-sharing model for physical and digital supplements for each course
 - Charge for certificates of completion for industry, or for an exam to receive a certificate, or as part of entrance into a degree program
- **Evaluate strategy of pursuing SUNY online fee approval**





Immediate Steps/Goals

- **Offer small number of courses through Coursera (no revenue)**
 - Some existing, popular online courses and some courses with “star power”
 - PR opportunity, quick market entry, lower cost/commitment
- **Create MOOCs for high re-take courses (reduced cost = revenue)**
 - Reduced time to graduation
 - General enough content could be housed in Coursera
- **Produce MOOCs for orientation or other function-based activities for SB students (fee revenue)**



Intellectual Property

- A standing committee can vet these and other threshold issues
- SUNY Policy and FAQs provide guidance on copyright ownership:
http://www.suny.edu/provost/academic_affairs/FacultyOwnershipFAQ.cfm
- Copyright compliance issues can be managed by providing faculty resources, training and some creativity





Challenges/Risks

- Big investors can drive a race to the bottom
- MOOCs reduce student-to-faculty interaction
- Typically < 10% course completion rates for MOOCs
- Grading, evaluation and validation are problematic (“My bots will take your bots’ course.”)
- There is no business model yet
- How do we “scale” teaching assistance?





Benefits

- Global positive impact on pedagogy
- Reduced costs for students
- Greater flexibility for students and teachers (time and place)
- Students control the pace of their learning
- Better learning outcomes
- Online can supplement other forms of education
- Flipped classrooms can provide individualized attention
- Massive student data can drive education research





SB Opportunities

- Journalism's Center for Communicating Science
- TLT: Some organizational structure already in place
- Unique: Simons, Laufer, CSH, BNL, Turkana Basin
- Commitment from campus leadership
- Already have an innovative learning management system
- Online could help us leverage our “best value” status





MOOCs Are a Rapidly-Growing Movement

- It's important to engage

MOOCs Have Pros and Cons

- We must keep our eyes open



MOOCs Can Be Produced at SB

- We are ready to invest in our infrastructure, talent and expertise



MOOCs Can Change the Way We Teach and Learn

- We should enhance the learning experience
- We should utilize these as valuable pedagogical tools

MOOCs Can Increase Our Cyber Footprint

- We should use this open classroom opportunity to enhance the Stony Brook brand



MOOCs Can Help Position Us as an Innovation Leader in Online Education and Educational Research

- Faculty can practice and document innovative teaching strategies

MOOCs Are Free, But Priceless – An Investment in Healthy Chaos

- “A rising tide lifts all boats.” – John F. Kennedy



How Faculty Can Get Involved

- You should consider developing a MOOC if:
 - You teach a large enrollment course
 - You have unique expertise or special prominence
 - You're a good teacher (or open to help)
 - You're willing to invest effort now and in the future
 - You're willing to work with a development and production team





What Interested Faculty Can Expect

- **SB will develop a “How-To” for MOOCs and online education with information on:**
 - Strategies for development
 - Available resources and incentives
 - Guidelines for how proposals will be evaluated



- What incentives would encourage you or your department to participate in MOOCs/online teaching?
- What barriers to participation do you currently see, financial or otherwise?
- What administrative support structures are needed?
- As a student, in what scenario will you consume/engage with MOOC content?



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online_learning@stonybrook.edu

Thank you!



Back-Up Information



Copyright Issues

COPYRIGHT OWNERSHIP

- SUNY COPYRIGHT POLICY DETERMINES WHO OWNS WORK THAT IS CREATED
- USE OF CREATED WORK MAY BE AGREED UPON BY FACULTY & UNIVERSITY
- AGREEMENTS BETWEEN UNIVERSITY AND PLATFORM PROVIDER CAN AFFECT USE

COPYRIGHT COMPLIANCE

- NEED FACULTY GUIDELINES TO DETERMINE FAIR USE IN TEACHING/CLASSROOM USE
- USING LICENSED E-BOOKS & JOURNALS FOR OUTSIDE READING MAY REQUIRE NEGOTIATION OF NEW AGREEMENTS
- WHEN FAIR USE IS NOT AN OPTION, WE SHOULD THINK CREATIVELY ABOUT OTHER OPTIONS (E.G. PUBLIC DOMAIN, CREATIVE COMMONS, TEACH ACT, ETC.)

OTHER LEGAL CONSIDERATIONS

- TRADEMARKS, EXPORT CONTROL, DISABLED STUDENT ACCESS, STUDENT SAFETY, FERPA, AND STATE AUTHORIZATION REQUIREMENTS



Challenges

- No consistent model of funding for online education at Stony Brook
- Current Technology Fee insufficient to cover costs (new online fee not imminent)
- Inter-SUNY cooperation still emerging