

MOOCs and BC Let's talk

A preliminary campus-wide conversation
At the Levan Center. On April 28, 2013. From 12:30 p.m. to 2:00 p.m.

Our Mission
Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world.

The New York Times

The Year of the MOOC

Clockwise from top left: an engineer works in circuits and electronics with an MIT professor (edX), statistics, Stanford (edX), machine learning, Stanford (Coursera), organic chemistry, University of Illinois, Illinois (Coursera)
By LAYLA FARHANI
Published November 2, 2012

What's the Matter with MOOCs?

by Christopher D. Forman, University of California, Berkeley

The MOOCs movement is a double-edged sword. On the one hand, it offers a way to democratize education and make it more accessible to a wider range of students. On the other hand, it raises questions about the quality of education and the role of traditional institutions. The MOOCs movement is a double-edged sword. On the one hand, it offers a way to democratize education and make it more accessible to a wider range of students. On the other hand, it raises questions about the quality of education and the role of traditional institutions.

**HOW TO
CREATE
A
MIND**
THE SECRET OF
HUMAN THOUGHT REVEALED
RAY KURZWEIL
Author of The Age of Spiritual Machines and The Singularity is Near

THE CHRONICLE of Higher Education

MARCH 14, 2013

California's Move Toward MOOCs Sends Shock Waves, but Key Questions Remain Unanswered

By Lee Gardner and Jeffrey R. Young

Supporters of newly proposed legislation in California hope to reduce the number of students shut out of key courses by forging an unprecedented partnership between traditional public colleges and online-education upstarts. But on Wednesday specific details of how the deal would work were hard to pin down.

Senate Bill 600, sponsored by State Sen. Darrell Steinberg, a Democrat who is president pro tem of the Senate, calls for establishing a statewide platform through which students who have trouble getting into certain low-level, high-demand classes could take approved online courses offered by providers outside the state's higher-education system. If the bill is passed by the Legislature and signed into law by Gov. Jerry Brown, a Democrat, state colleges and universities could be compelled to accept credit earned in massive open online courses, or MOOCs, bringing the controversial courses into the mainstream faster than even their proponents had predicted.

But right now SB 600 is just a two-page "spot bill," a legislative placeholder to be amended with details later. And for those concerned about the consequences of a sudden embrace of a relatively new enterprise such as MOOCs, the devil may be in these details. Who will approve the courses?

Features of a MOOC

- Short lectures
- Regular and frequent quizzes
- Social networking
- Big data as predictive analytics

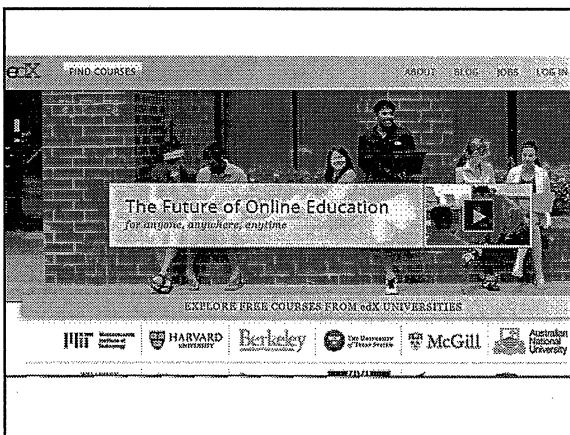


Gov. Pat Brown signs the Donahoe Act in 1960 implementing the Master Plan for Higher Education.

Source: <http://uclafacultyassociation.blogspot.com/2011/10/cal-state-westwood.html>

Udacity

Course at Beginner Level	
1.	Introduction to Computer Science <i>Building a Search Engine</i>
2.	Introduction to Physics <i>Landmarks in Physics</i>
3.	Introduction to Statistics <i>Making Decisions Based on Data</i>
4.	Visualizing Algebra <i>Patterns and Problems</i>
5.	College Algebra <i>Animals, Architecture, and Innovation</i>
6.	Introduction to Programming in Java <i>Learning Java</i>
7.	Introduction to Psychology <i>The Science of thought and Behavior</i>
8.	Statistics <i>The Science of Decisions</i>



Going Beyond Policy and Getting Our Reasons Right: Should Bakersfield College Heed the Call for Online Experimentation?

Considering the benefits and criticisms of creating partnerships between MOOC providers and Bakersfield College

Udacity

	Beginner	Intermediate	Advanced	Total
Business			1	1
Computer Science	2	10	5	17
Mathematics	4			4
Physics	1			1
Psychology	1			1
Total	8	11	5	24

A New Development

- edX (Harvard/MIT) and Coursera (Stanford) join efforts to advance development of edX's **non-profit open source online learning platform.**
 - edX is non-profit; Coursera and Udacity are for-profit
 - June 1st release of new platform code.
 - Accessible from the edX Platform Repository at <https://github.com/edX>.

The Call for Experimentation

- "This collaboration brings together two leaders in online education in a common effort to ensure that the world's universities have the strongest possible non-profit open-source platform available to them," said John C. Mitchell, Stanford's vice provost for online learning, in a statement.
- **Universities will be able to specify delivery methods, data collection, and branding through their access to the code.**

Claims Criticizing MOOCs

1. Quality of instruction is difficult to evaluate and ensure online. It's hard to replace traditional classroom interaction.
2. The course material covered in a MOOC needs to be equal to the material covered in a traditional classroom.
3. May lead to replacing traditional faculty over the long run.
4. Cheating is easier online. "The state of the art of MOOCs is to do *lecture delivery* well, *online interactive learning* adequately and *assessment* poorly (in that cheating is easy)".
5. Reliance on peer assessment for assignments is an unreliable assessment measure.

Claims supporting MOOCs

1. They provide more access to more students (adult learners, life-long learners, high school, etc.) than traditional classrooms
2. Create more flexible opportunities to embrace a variety of pedagogical strategies – (hybrid, flipped classrooms, interactive video, social interaction, etc.)
3. A potentially effective method by which to provide more immediate and consistent feedback to students using the power of machine automation
4. Opportunities for faculty to deepen college curricula
5. Increase student learning productivity overall
6. Increase student recruitment – offer weekend seminars introducing a faculty member

More Claims Criticizing MOOCs

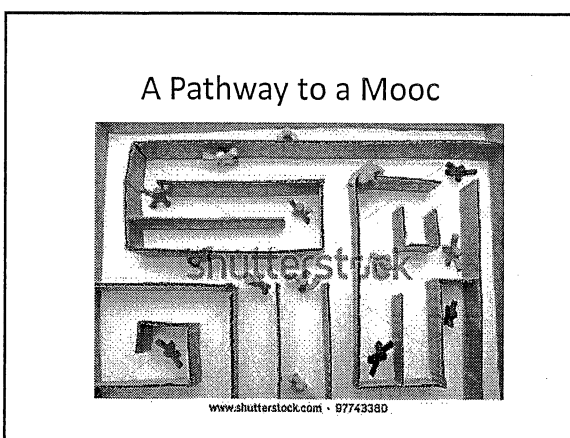
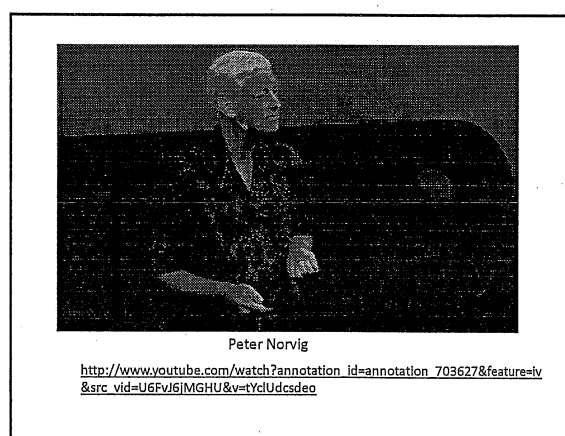
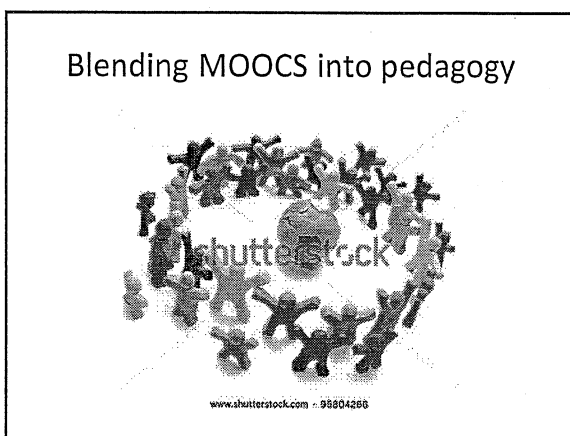
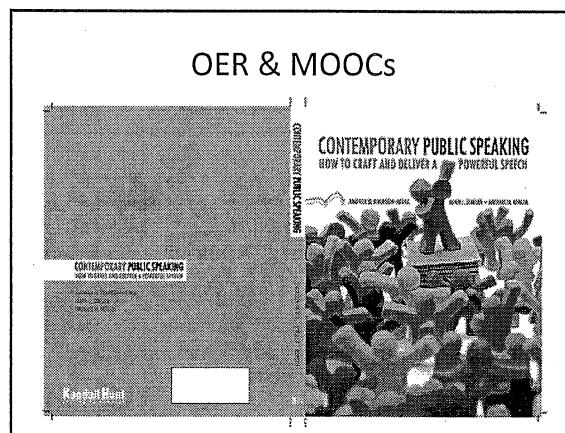
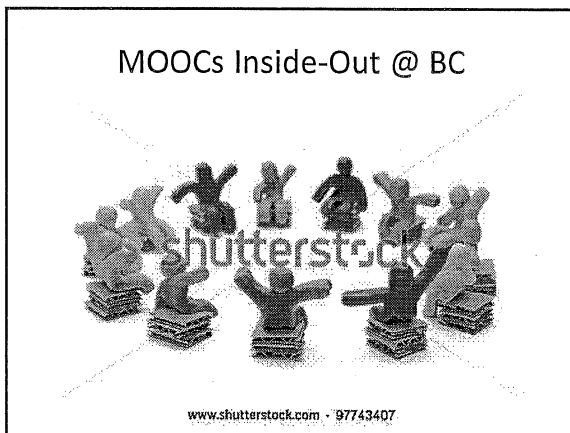
1. Credit is only accepted at some institutions but not at others:
 - No students at Irvine or Duke or Penn will be able to take any of these courses for credit, though. Matkin said UC-Irvine does not consider its Coursera courses, as currently constructed, to be worthy of its credit because "we do not control learning environment of these students..."
2. Use of machine automated grading tools are ineffective and not reliable.
3. The school gives its database away (content, function, students, connections, etc.) with no guarantees of privacy, control, or ownership.
4. MOOCs cannot provide both the technical and student services support required to ensure student success. Can BC provide this support?
5. Socio-critical perspective: "Would MOOCs provide access to the student population most in need at Bakersfield College?"

More Claims Supporting MOOCs

1. Several MOOCs have already earned credit recommendations by the American Council on Education (ACE) ([insidehighered](#), 2/7/2013).
2. Supports increasing interest in competency-based education.
3. They will raise degree completion (ACE's president, Molly Corbett Broad)
4. Supports American Association of Community Colleges Recommendation 3 in their Reclaiming the American Dream: Community Colleges and the Nation's Future:
5. Provides opportunities to collective data on student activities better.
6. More institutions are adding MOOCs to their curricula (Brown just created a free engineering MOOC course)

Final Thoughts

- MOOCs are not a panacea, but they provide some opportunities that traditional instruction does not.
- Should BC be mindful of the benefits and criticisms, MOOCs not only provide new faculty opportunities, but, more importantly, increase our chances of reaching and engaging our students in the learning process in new and exciting ways.



Infrastructure & Integration

	Current Online (Woodle framework)	*MOOC (using partial course content)	*MOOC (using complete course content)
Bandwidth implications	Currently a hosted solution	Increase traffic but probably not significant	Hosted solution, but partner is already doing large classes
Video	Primarily links to other sites	Recommend YouTube embedding	YouTube embedding
Student technical support	Basic support via help desk	Basic support via help desk	FAQ and forums
Faculty technical support	Help desk and faculty development lab	Help desk and faculty development lab	Help desk and faculty development lab
Banner integration	integrated	integrated for BC students	Not-integrated

*Udacity, edX or Coursera