MOOCs: Status and Strategy

Chuck Tucker & Laurie Kramer
Co-Chairs, MOOC Strategy Advisory Committee

MSAC has been meeting regularly since mid-April

Jim Anderson	Education		Jeff Moore	Chemistry
Mike Andrechak	Provost's Office		Deanna Raineri	LAS
Nick Burbules	Education		Starla Carpenter	University Counsel
Bill Buttlar	Graduate College		Rob Rutenbar	Computer Science
Virginia Dominguez	Anthropology		Norma Scagnoli	Business
Adam Fein	CITL		Spencer Schaffner	English
Paul Hixson	CIO		Joseph Squier	Art and Design
Wen-Mei Hwu	Electr and Comp Engr		Joyce Tolliver	Spanish, Ital & Portugese
Jason Kosovski	Provost's Office		Jonathan Tomkin	SESE
Laurie Kramer	ACES		Chuck Tucker	Provost's Office
Gay Miller	Vet Med		Jose Vazquez	Economics

MSAC's interim report will discuss:

- Our relationship with Coursera
- Policy issues related to MOOCs
- Other potential uses for MOOCs

Our Coursera courses so far have been exploratory, high-quality, and popular

Completed	Enrollment
Intro to Sustainability*	62,641
Parallel Programming	27,064
Microeconomics*	73,477
Intro Organic Chemistry Part 1	20,344
VLSI CAD (chip design)	17,227
Intermed Organic Chemistry Part 1	13,613

Upcoming	Enrollment
Programming Android Apps	73,725
Intro Organic Chemistry Part 2	7,619
Intermed Organic Chemistry Part 2	6,015
Planet Earth	22,132

Total enrollment: 323,857

* Multiple offerings

Recommendations related to Coursera

- Continue our partnership with Coursera

- Issue a new RFP for Coursera MOOCs very soon

- Continue campus-level review process for MOOCs

- Re-use MOOC materials in multiple course formats

- Explore options for other software platforms

- Expand research efforts using our MOOC data

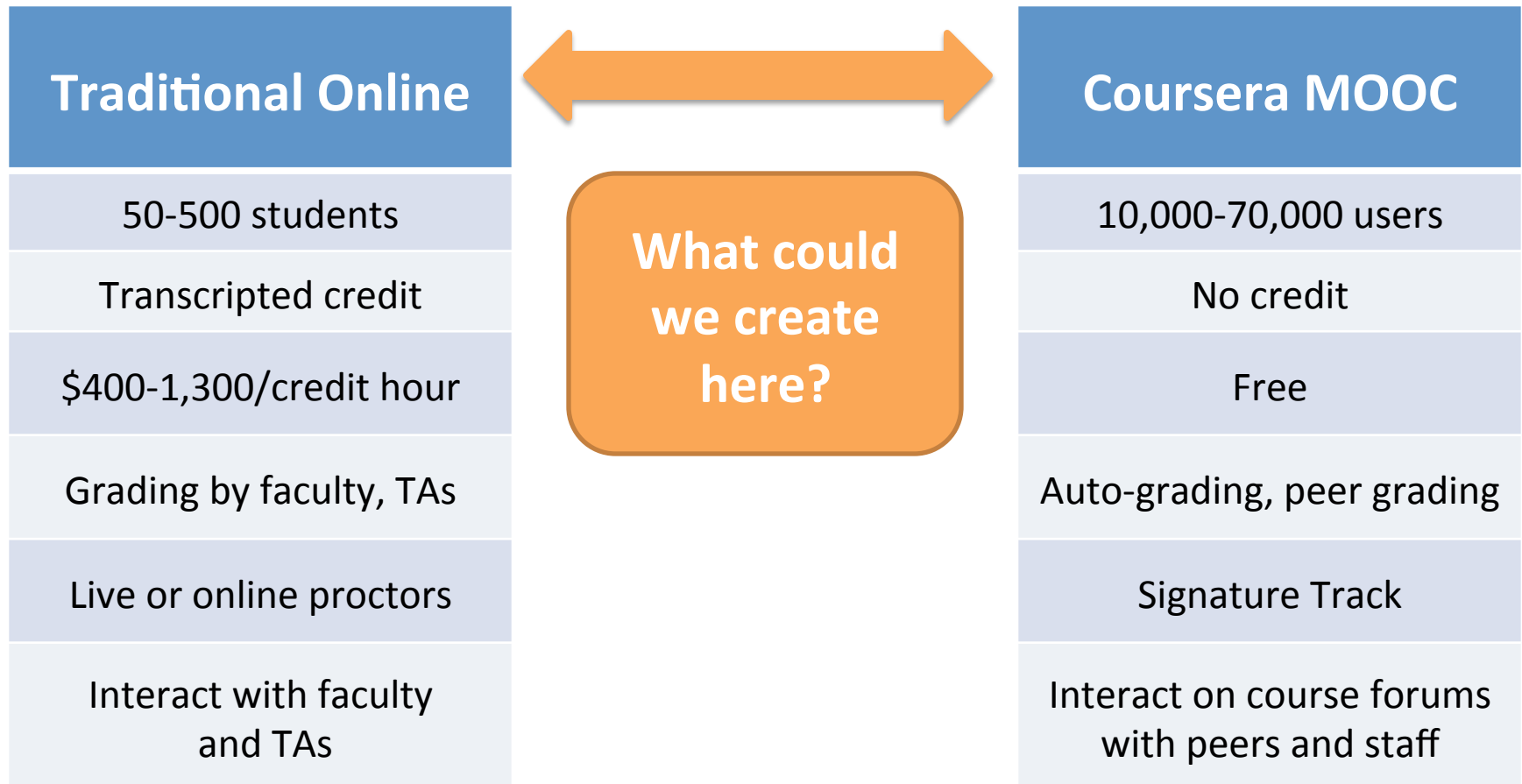- Increase staffing for MOOC and online course production

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Recommendations on policy issues

- Continue **not** to offer credit for Coursera MOOCs

- Be open to awarding credit for "MOOC-plus" experiences that meet our campus criteria

- Course and program proposals should follow regular review criteria

- *General Rules*: faculty own their course content

- Student privacy and FERPA need to be respected

- (Faculty compensation for Coursera MOOCs is still under discussion)

There are many options between a traditional online course and an open MOOC

Traditional Online

50-500 students

Transcripted credit

$400-1,300/credit hour

Grading by faculty, TAs

Live or online proctors

Interact with faculty and TAs

What could we create here?

Coursera MOOC

10,000-70,000 users

No credit

Free

Auto-grading, peer grading

Signature Track

Interact on course forums with peers and staff

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There are many potential audiences and options for MOOCs and online programs

- High school AP or dual-credit courses
- AP teacher preparation
- College readiness/bridge courses
- Low-cost general education courses
- Lower-cost baccalaureate degrees
- Low-cost graduate or professional degrees
- Professional development, certification, continuing ed
- Extension courses
- Lifelong learners (including Illinois alumni)
- . . .

Recommendation: any strategic option should be evaluated on . . .

- Alignment with our educational mission
- Investments required (including faculty & staff time)
- Income generated, and how it is distributed
- Impact on existing programs and courses
- Impact of **not** developing the new program
- What we would learn that would help us in other areas

Recommendations: other uses of MOOCs

- Encourage academic units to develop specific proposals for MOOCs and innovative large-scale course models
  - possibly for credit, possibly not free
  - programmatic goals beyond a single MOOC

- MSAC will also consider and promote ideas that would involve multiple academic units

Why should Illinois do any of this?

- Promote learning
- Expand access, with quality
- Help students control costs
- Improve student success and reduce time to degree
- Innovate in instruction (including data analysis and course improvement)
- Promote our campus brand and reputation
- Increase enrollment and revenues in sustainable ways