MOOCs: Status and Strategy

Chuck Tucker & Laurie Kramer
Co-Chairs, MOOC Strategy Advisory Committee
MSAC has been meeting regularly since mid-April

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

<table>
<thead>
<tr>
<th>Completed</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Intro to Sustainability*</td>
<td>62,641</td>
</tr>
<tr>
<td>Parallel Programming</td>
<td>27,064</td>
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<tr>
<td>Microeconomics*</td>
<td>73,477</td>
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<tr>
<td>Intro Organic Chemistry Part 1</td>
<td>20,344</td>
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<tr>
<td>VLSI CAD (chip design)</td>
<td>17,227</td>
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<tr>
<td>Intermed Organic Chemistry Part 1</td>
<td>13,613</td>
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<table>
<thead>
<tr>
<th>Upcoming</th>
<th>Enrollment</th>
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<tr>
<td>Programming Android Apps</td>
<td>73,725</td>
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<tr>
<td>Intro Organic Chemistry Part 2</td>
<td>7,619</td>
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<tr>
<td>Intermed Organic Chemistry Part 2</td>
<td>6,015</td>
</tr>
<tr>
<td>Planet Earth</td>
<td>22,132</td>
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</table>

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
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

<table>
<thead>
<tr>
<th>Traditional Online</th>
<th>Coursera MOOC</th>
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<tbody>
<tr>
<td>50-500 students</td>
<td>10,000-70,000 users</td>
</tr>
<tr>
<td>Transcripted credit</td>
<td>No credit</td>
</tr>
<tr>
<td>$400-1,300/credit hour</td>
<td>Free</td>
</tr>
<tr>
<td>Grading by faculty, TAs</td>
<td>Auto-grading, peer grading</td>
</tr>
<tr>
<td>Live or online proctors</td>
<td>Signature Track</td>
</tr>
<tr>
<td>Interact with faculty and TAs</td>
<td>Interact on course forums with peers and staff</td>
</tr>
</tbody>
</table>

What could we create here?
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 \textbf{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