La universitat es mou i allibera el coneixement

guia de lectura

Seminari de l'Aula Jordi Rubió i Balaguer

Facultat de Biblioteconomia i Documentació

Novembre de 2013

Universitat de Barcelona

CRAI Biblioteca
Biblioteconomia

Daphne Koller

What we're learning from online education

[Video file]. (2012, August).

Retrieved from

http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education.html

If we could offer a top quality education to everyone around the world for free, what would that do? Three things.

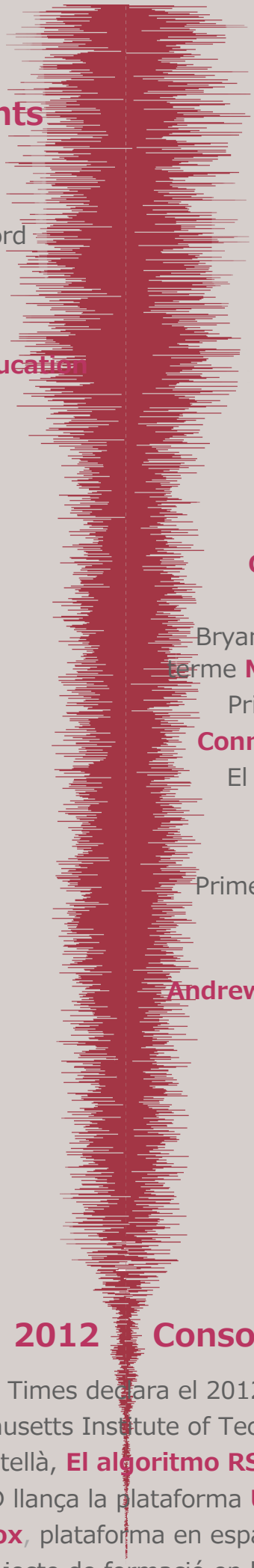
First it would establish education as a fundamental human right, where anyone around the world with the ability and the motivation could get the skills that they need to make a better life for themselves, their families and their communities.

Second, it would enable lifelong learning.

And finally, this would enable a wave of innovation, because amazing talent can be found anywhere.

2000 Antecedents

Fathom Project
Columbia University
All Learn Project Oxford, Stanford and Yale Universities
Curs From NAND to Tetris
Nand2Tetris.org
Curs Introduction to Open Education
Utah State University



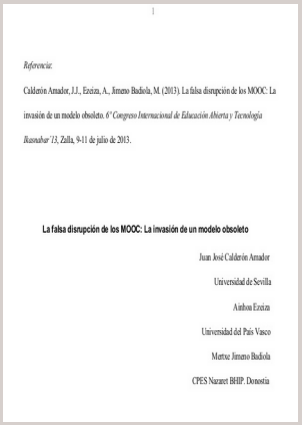
2008 Esclat

Curs EC&I 831: Social Media & Open Education University of Regina
Bryan Alexander i Dave Cornier encunyen el terme **Massive Open Online Course (MOOC)**
Primer curs MOOC University of Manitoba
Connectivism and connective knowledge
El Massachusetts Institute of Technology ofereix 1800 cursos en obert al **MIT OpenCourseWare (OCW)**
Primer MOOC d'èxit global, **Introduction to Artificial Intelligence,** origen de la plataforma **Udacity**
Andrew Ng i **Daphne Koller,** professors de la Stanford University, creen **Coursera**

2012 Consolidació

El New York Times declara el 2012 **Any dels MOOC**
Harvard University i Massachusetts Institute of Technology funden la plataforma **EdX**
Primer MOOC en castellà, **El algoritmo RSA** del projecte **Crypt4you**
La UNED llança la plataforma **UNED Abierta**
Neix **Wedubox**, plataforma en espanyol per a docents
Miríada X és el projecte de formació en línia de la xarxa Universia

Bibliografia



Referencia:

Calderón Amador, J.J., Eizeiza, A., Jimeno Badiola, M. (2013). La falsa disrupción de los MOOC: La invasión de un modelo obsoleto. *6º Congreso Internacional de Educación Abierta y Tecnología Ikasnabar '13*, Zalla, 9-11 de julio de 2013.

La falsa disrupción de los MOOC: La invasión de un modelo obsoleto

Juan José Calderón Amador
Universidad de Sevilla
Ainhoa Eizeiza
Universidad del País Vasco
Mertxe Jimeno Badiola
CPES Nazaret BHIP. Donostia

Calderón Amador, J.J.; Eizeiza, A.; Jimeno Badiola, M. "La falsa disrupción de los MOOCS". 6º Congreso Internacional de Educación Abierta y Tecnología Ikasnabar '13, Zalla, 9-11 de julio de 2013 .

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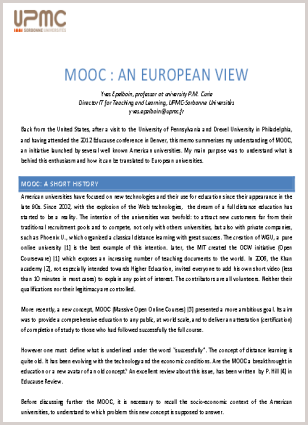

UPMC

MOOC : AN EUROPEAN VIEW

Yves Epelboin, professor at university P.M. Curie
Director VT for Teaching and Learning, UPMC Sorbonne Universités
yves.epelboin@upmc.fr

Back from the United States, after a visit to the University of Pennsylvania and Drexel University in Philadelphia, and having attended the 2012 Educause conference in Denver, this memo summarizes my understanding of MOOC, an initiative launched by several well known American universities. My main purpose was to understand what is behind this enthusiasm and how it can be translated to European universities.

MOOC: A SHORT HISTORY

American universities have focused on new technologies and their use for education since their appearance in the late 60s. Since 2002, with the explosion of the Web technologies, the dream of a full distance education has started to be a reality. The intention of the universities was twofold: to attract new customers far from their traditional recruitment pools and to compete, not only with others universities, but also with private companies, such as Phoenix U., which organized a classical distance learning with great success. The creation of WGU, a pure online university [1] is the best example of this intention. Later, the MIT created the OCW initiative (Open Courseware) [1] which exposes a increasing number of teaching documents to the world. In 2006, the Khan academy [2], not especially intended towards higher Education, invited everyone to add his own short video (less than 10 minutes in most cases) to explain any point of interest. The contributors are all volunteers. Neither their qualifications nor their legitimacy are controlled.

More recently, a new concept, MOOC (Massive Open Online Course) [3] presented a more ambitious goal. Its aim was to provide a comprehensive education to any public, at world scale, and to deliver an attestation (certification) of completion of study to those who had followed successfully the full course.

However one must define what is understood under the word "successfully". The concept of distance learning is quite old. It has been evolving with the technology and the economic conditions. Are the MOOCs a breakthrough in education or a new avatar of a old concept? An excellent review about this issue, has been written by P. Hill [4] in Educause Review.

Before discussing further the MOOC, it is necessary to recall the socio-economic context of the American universities, to understand to which problem this new concept is supposed to answer.

Epelboin, Yves. "MOOC: an European view".*Les Technologies de l'Information à l'UPMC*, 2013.

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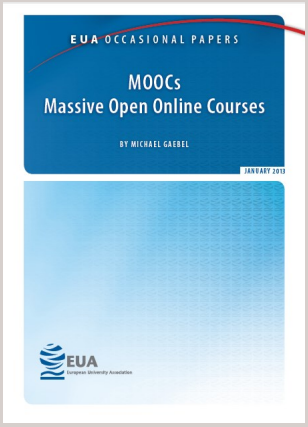


EUA OCCASIONAL PAPERS

MOOCs
Massive Open Online Courses

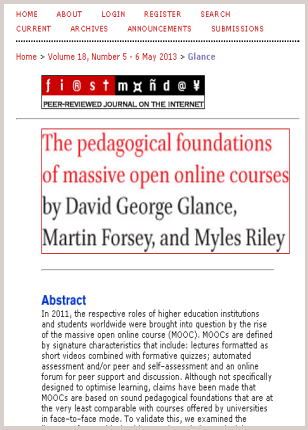
BY MICHAEL GAEBEL

JANUARY 2013

EUA
European University Association

Gaebel, Michael. *MOOCs: Massive Open Online Courses.* EUA Occasional Papers , 2013.

En línia



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Home > Volume 18, Number 5 - 6 May 2013 > Glance

fistmonday
PEER-REVIEWED JOURNAL ON THE INTERNET

The pedagogical foundations of massive open online courses

by David George Glance, Martin Forsey, and Myles Riley

Abstract

In 2011, the respective roles of higher education institutions and students worldwide were brought into question by the rise of the massive open online course (MOOC). MOOCs are defined by signature characteristics that include: lectures formatted as short videos combined with formative quizzes; automated assessment and/or peer and self-assessment and an online forum for peer support and discussion. Although not specifically designed to optimise learning, claims have been made that MOOCs are based on sound pedagogical foundations that are at the very least comparable with courses offered by universities in face-to-face mode. To validate this, we examined the

Glance, David George; Forsey, Martin; Riley, Myles . "The pedagogical foundations of massive open online courses". *First Monday*, v. 18, n. 5-6, 2013, p. 5-6.

En línia

Department for Business Innovation & Skills

BIS RESEARCH PAPER NUMBER 130

The Maturing of the MOOC

LITERATURE REVIEW OF MASSIVE OPEN ONLINE COURSES AND OTHER FORMS OF ONLINE DISTANCE LEARNING

SEPTEMBER 2013

RESEARCH

Haggard, S. *The maturing of the MOOC.* Department for Business, 2013. Innovation and Skills, Research paper number 130.

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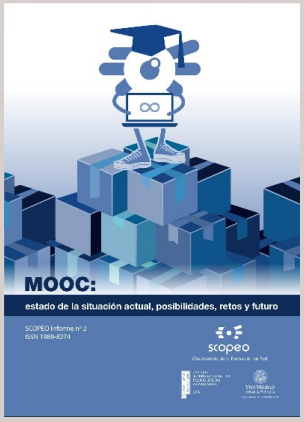

MOOC:
estado de la situación actual, posibilidades, retos y futuro

SCOPEO Informe nº 2
ISSN 1989-8274

scopeo

SCOPEO. MOOC: Estado de la situación actual, posibilidades, retos y futuro. *Scopeo Informe*, No. 2, 2013.

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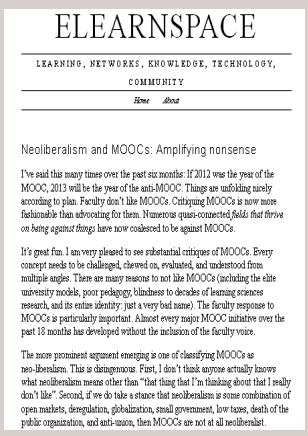

ELEARNSPACE

LEARNING, NETWORKS, KNOWLEDGE, TECHNOLOGY, COMMUNITY

Home About

Neoliberalism and MOOCs: Amplifying nonsense

I've said this many times over the past six months: If 2012 was the year of the MOOC, 2013 will be the year of the anti-MOOC. Things are unfolding nicely according to plan. Faculty don't like MOOCs. Critiquing MOOCs is now more fashionable than advocating for them. Numerous quasi-connected *fields that thrive on being against things* have now coalesced to be against MOOCs.

It's great fun. I am very pleased to see substantial critiques of MOOCs. Every concept needs to be challenged, chewed on, evaluated, and understood from multiple angles. There are many reasons to not like MOOCs (including the elite university models, poor pedagogy, blindness to decades of learning sciences research, and its entire identity: just a very bad name). The faculty response to MOOCs is particularly important. Almost every major MOOC initiative over the past 18 months has developed without the inclusion of the faculty voice.

The more prominent argument emerging is one of classifying MOOCs as neo-liberalism. This is disingenuous. First, I don't think anyone actually knows what neoliberalism means other than "that thing that I'm thinking about that I really don't like". Second, if we do take a stance that neoliberalism is some combination of open markets, deregulation, globalization, small government, low taxes, death of the public organization, and anti-union, then MOOCs are not at all neoliberalist.

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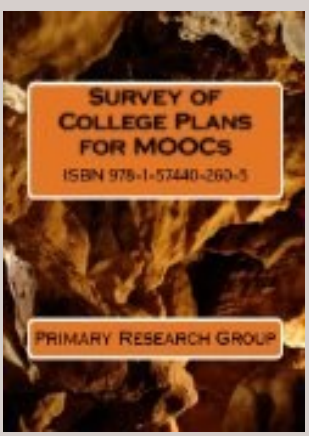

SURVEY OF COLLEGE PLANS FOR MOOCS

ISBN 978-1-57440-260-5

PRIMARY RESEARCH GROUP

Survey of college plans for MOOCs. [New York]: Primary Research Group, 2013

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Vázquez Cano, Esteban; López Meneses, Eloy; Sarasola Sánchez-Serrano, José Luis. *La Expansión del conocimiento abierto: los MOOC.* Barcelona: Octaedro: ICE-UB, 2013.

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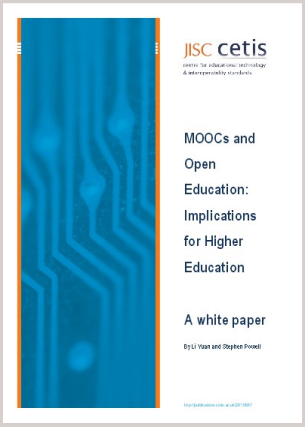

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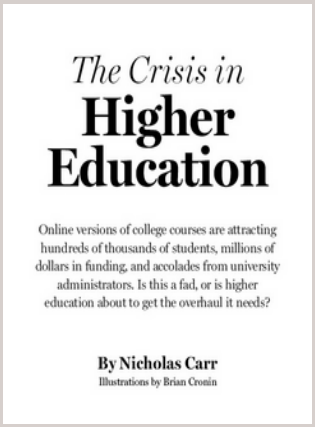

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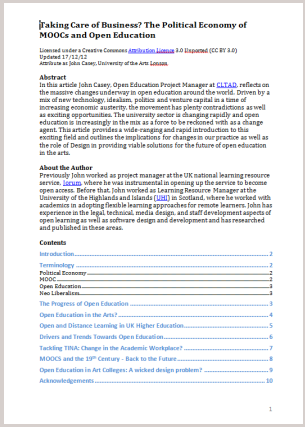

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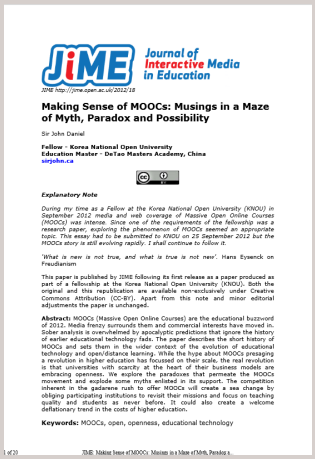

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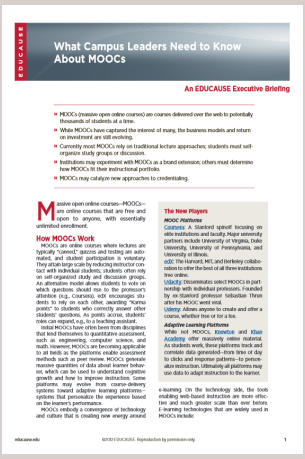

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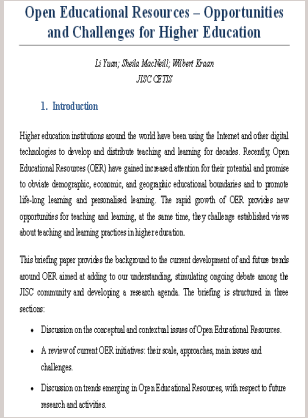

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Plataformes

coursera

edX

Future Learn

miríada

UDACITY

udemy

Alguns agregadors de cursos MOOC

MOOC List

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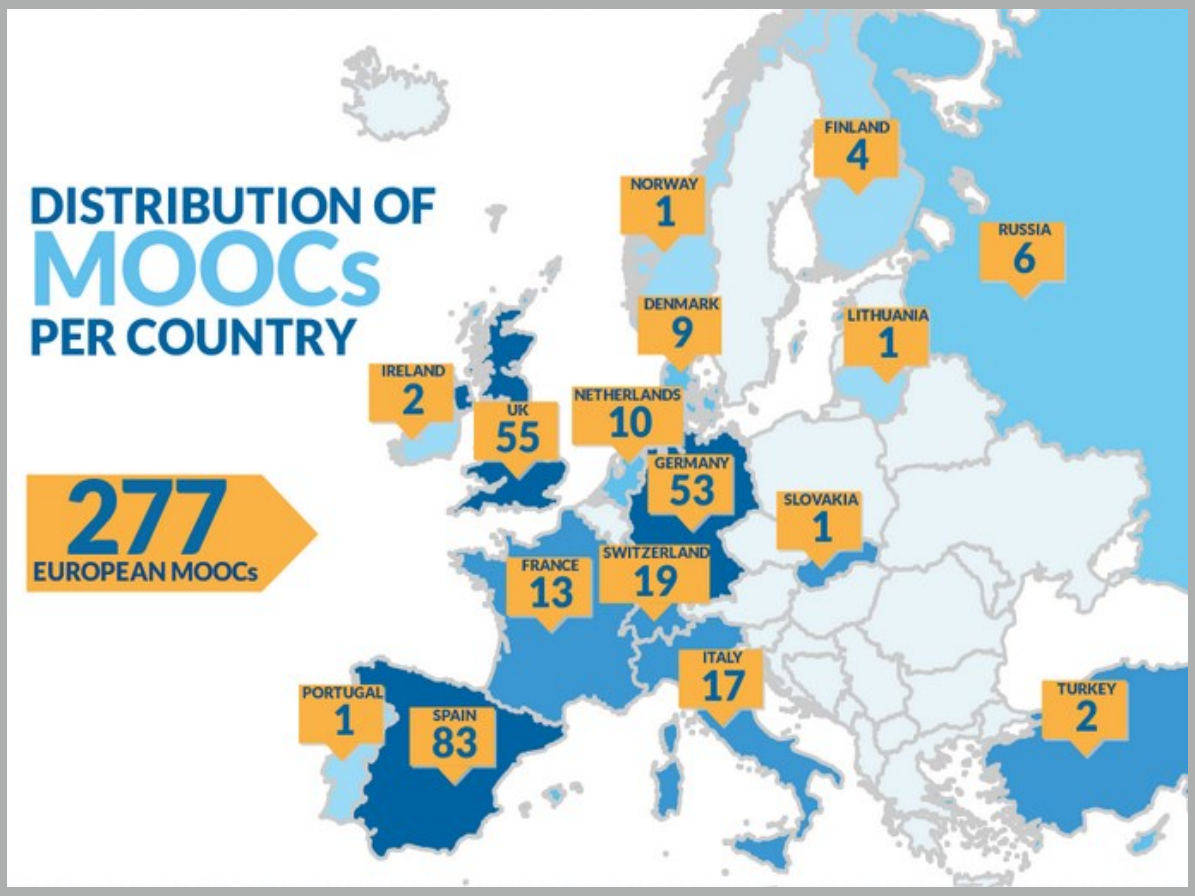

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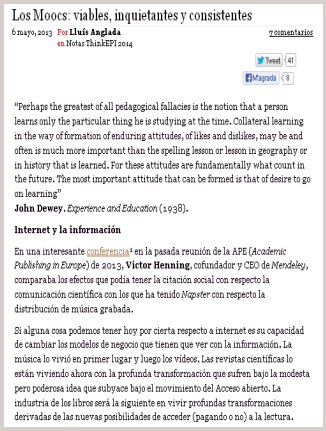
Los Moocs: viables, inquietantes y consistentes

6 maig, 2013 Per Lluís Anglada

en Notas ThinkEPI 2014

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Magrada 8

"Perhaps the greatest of all pedagogical fallacies is the notion that a person learns only the particular thing he is studying at the time. Collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or in history that is learned. For these attitudes are fundamentally what count in the future. The most important attitude that can be formed is that of desire to go on learning"

John Dewey. *Experience and Education* (1938).

Internet y la información

En una interesante conferencia[1] en la pasada reunión de la APE (*Academic Publishing in Europe*) de 2013, **Victor Henning**, cofundador y CEO de *Mendeley*, comparaba los efectos que podía tener la citación social con respecto la comunicación científica con los que ha tenido *Napster* con respecto la distribución de música grabada.

Si alguna cosa podemos tener hoy por cierta respecto a internet es su capacidad de cambiar los modelos de negocio que tienen que ver con la información. La música lo vivió en primer lugar y luego los vídeos. Las revistas científicas lo están viviendo ahora con la profunda transformación que sufren bajo la modesta pero poderosa idea que subyace bajo el movimiento del Acceso abierto. La industria de los libros será la siguiente en vivir profundas transformaciones derivadas de las nuevas posibilidades de acceder (pagando o no) a la lectura.

Anglada, Lluís. "Los Moocs: viables, inquietantes y consistentes". *Notas Think EPI 2014*

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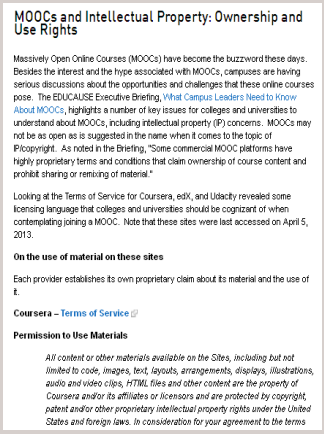
MOOCs and Intellectual Property: Ownership and Use Rights

Massively Open Online Courses (MOOCs) have become the buzzword these days. Besides the interest and the hype associated with MOOCs, campuses are having serious discussions about the opportunities and challenges that these online courses pose. The EDUCAUSE Executive Briefing, What Campus Leaders Need to Know About MOOCs, highlights a number of key issues for colleges and universities to understand about MOOCs, including intellectual property (IP) concerns. MOOCs may not be as open as is suggested in the name when it comes to the topic of IP/copyright. As noted in the Briefing, "Some commercial MOOC platforms have highly proprietary terms and conditions that claim ownership of course content and prohibit sharing or remixing of material."

Looking at the Terms of Service for Coursera, edX, and Udacity revealed some licensing language that colleges and universities should be cognizant of when contemplating joining a MOOC. Note that these sites were last accessed on April 5, 2013.

On the use of material on these sites

Each provider establishes its own proprietary claim about its material and the use of it.

Coursera – Terms of Service

Permission to Use Materials

All content or other materials available on the Sites, including but not limited to code, images, text, layouts, arrangements, displays, illustrations, audio and video clips, HTML files and other content are the property of Coursera and/or its affiliates or licensors and are protected by copyright, patent and/or other proprietary intellectual property rights under the United States and foreign laws. In consideration for your agreement to the terms

Cheverie, Joan. *MOOCs and Intellectual Property: Ownership and Use Rights.* Educause, 2013

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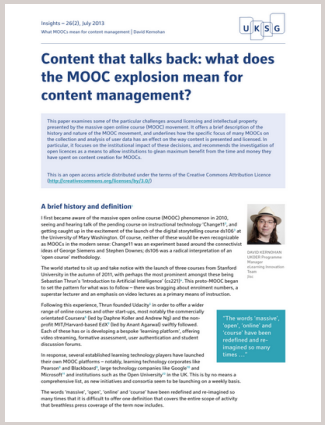
Insights – 26(2), July 2013

What MOOCs mean for content management | David Kernohan

UKSG

Content that talks back: what does the MOOC explosion mean for content management?

This paper examines some of the particular challenges around licensing and intellectual property (IP) that have been encountered in the MOOC movement. It begins by briefly considering the history and nature of the MOOC movement, and underlines how the specific focus of many MOOCs on the collection and analysis of user data has an effect on the way content is presented and licensed. In particular, it focuses on the institutional impact of these decisions, and recommends the investigation of open licences as a means to allow institutions to glean maximum benefit from the time and money they have spent on content creation for MOOCs.

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DAVID KERNOHAN
UKSG Programme Manager
Learning Innovation Team
Jisc

A brief history and definition

I first became aware of the massive open online course (MOOC) phenomenon in 2010, seeing and hearing talk of the pending course on instructional technology 'Change11', and getting caught up in the excitement of the launch of the digital storytelling course ds106[1] at the University of Mary Washington. Of course, neither of these would be even recognizable as MOOCs in the modern sense. Change11 was an experiment based around the connectivist ideas of George Siemens and Stephen Downes; ds106 was a radical interpretation of an 'open course' methodology.

The world started to sit up and take notice with the launch of three courses from Stanford University in the autumn of 2011, with perhaps the most prominent amongst these being Sebastian Thrun's 'Introduction to Artificial Intelligence' (cs221)[2]. This pretty-MOOC began to set the pattern for what was to follow – there was bragging about enrolment numbers, a superstar lecturer and an emphasis on video lectures as a primary means of instruction.

Following this experience, Thrun founded Udacity[3] in order to offer a wider range of online courses and other start-ups, most notably the commercially orientated Coursera[4] led by Daphne Koller and Andrew Ng[5] and the non-profit MITx[6] branch-based EdX[7] led by Anant Agarwal[8] swiftly followed. Each of these has or is developing a bespoke 'learning platform', offering video streaming, formative assessment, user authentication and student discussion forums.

In response, several established learning technology players have launched their own MOOC platforms – notably, learning technology corporates like Pearson[9] and Blackboard[10], large technology companies like Google[11] and Microsoft[12] and institutions such as the Open University[13] in the UK. This is by no means a comprehensive list, as new initiatives and consortia seem to be launching on a weekly basis.

The words 'massive', 'open', 'online' and 'course' have been redefined and re-imagined so many times that it is difficult to offer one definition that covers the entire scope of activity that breathless press coverage of the term now includes.

"The words 'massive', 'open', 'online' and 'course' have been redefined and re-imagined so many times ..."

Kernohan, David. "Content that talks back: what does the MOOC explosion mean for content management?". The UKSG Journal, v. 26, n. 2, 2013, p. 198-203

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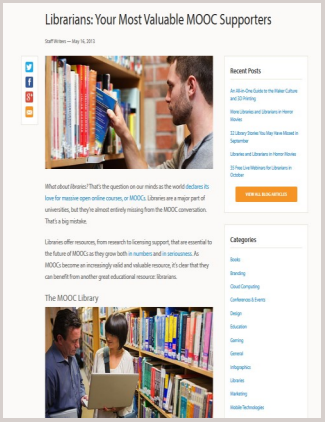
Librarians: Your Most Valuable MOOC Supporters

Staff Writer — May 14, 2013

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Librarians: Your Most Valuable MOOC Supporters. Open Education Database, 2013

En línia

The Journal of Academic Librarianship

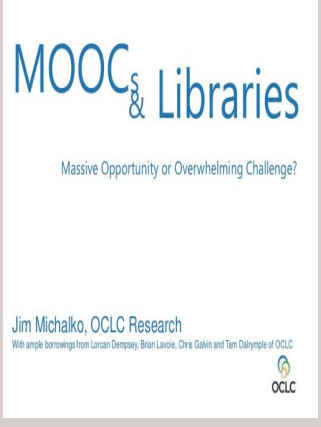
MANAGING TECHNOLOGY

Massively Open?

Geoffrey Little

Little, Geoffrey. "Massively open?". *The Journal of Academic Librarianship*, v. 39, n. 3, 2013, p. 308-309.

Xarxa UB


MOOCs & Libraries

Massive Opportunity or Overwhelming Challenge?

Jim Michalko, OCLC Research

With ample borrowings from Lorcan Dempsey, Brian Lavoie, Chris Galvin and Tom Dalrymple of OCLC

OCLC

Mlchalko, Jim. *MOOCs and Libraries: Massive Opportunity or Overwhelming Challenge.* OCLC Research, 2013

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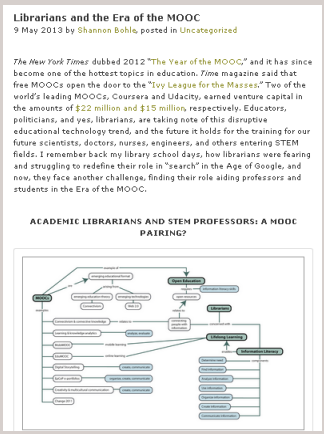
Librarians and the Era of the MOOC
9 May 2013 by Shannon Bohle, posted in Uncategorized

The New York Times dubbed 2012 "The Year of the MOOC," and it has since become one of the hottest topics in education. *Time* magazine said that free MOOCs open the door to the "Ivy League for the Masses." Two of the world's leading MOOCs, Coursera and Udacity, earned venture capital in the amounts of $22 million and $15 million, respectively. Educators, politicians, and yes, librarians, are taking note of this disruptive educational technology trend, and the future it holds for the training for our future scientists, doctors, nurses, engineers, and others entering STEM fields. I remember back my library school days, how librarians were fearing and struggling to redefine their role in "search" in the Age of Google, and now, they face another challenge, finding their role aiding professors and students in the Era of the MOOC.

ACADEMIC LIBRARIANS AND STEM PROFESSORS: A MOOC PAIRING?

Bohle, Shannon. *Librarians and the Era of the MOOC.* SciLogs, 2013

En línia

D-Lib Magazine
The Magazine of Digital Library Research
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D-Lib Magazine

March/April 2013
Volume 19, Number 3/4
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What do Librarians Need to Know About MOOCs?

Forrest Wright
Thomson Reuters
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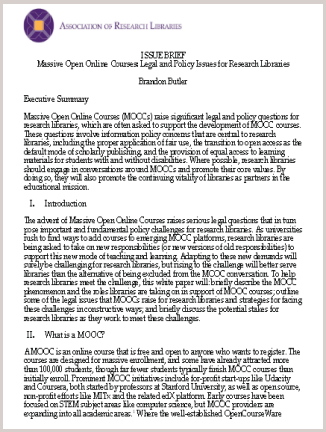
En línia


Association of Research Libraries

ISSUE BRIEF
Massive Open Online Courses Legal and Policy Issues for Research Libraries

Brandon Butler

Executive Summary

Massive Open Online Courses (MOOCs) raise significant legal and policy questions for research libraries, which are often asked to support the development of MOOC courses. These questions involve information policy concerns that are central to research libraries, including the proper application of fair use, the transition to open access as the default mode of scholarly publishing, and the provision of equal access to learning materials for students with and without disabilities. Where possible, research libraries should engage in conversations around MOOCs and promote their core values. By doing so, they will also promote the continuing vitality of libraries as partners in the educational mission.

I. Introduction

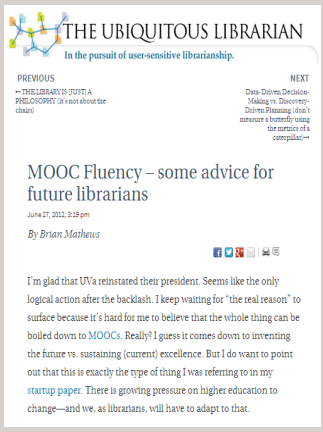
The advent of Massive Open Online Courses raises serious legal questions that in turn pose important and fundamental policy challenges for research libraries. As universities rush to find ways to add courses to emerging MOOC platforms, research libraries are being asked to take on new responsibilities for new versions of old responsibilities to support this new mode of teaching and learning. Adapting to these new demands will sure be challenging for research libraries, but rising to the challenge will better serve libraries than the alternative of being excluded from the MOOC conversation. To help research libraries meet the challenge, this white paper will briefly describe the MOOC phenomenon and the role libraries are taking on in support of MOOC courses; outline some of the legal issues that MOOCs raise for research libraries and strategies for facing these challenges in constructive ways; and briefly discuss the potential stakes for research libraries as they work to meet these challenges.

II. What is a MOOC?

A MOOC is an online course that is free and open to anyone who wants to register. The courses are designed for massive enrollment, and some have already attracted more than 100,000 students, though far fewer students typically finish MOOC courses than initially enroll. Prominent MOOC initiatives include for-profit start-ups like Udacity and Coursera, both started by professors at Stanford University, as well as open-source, non-profit efforts like MITx and the related edX platform. Early courses have been focused on STEM subject areas like computer science, but MOOC providers are expanding into all academic areas. Where the well-established OpenCourseWare

Butler, Brandon. *Massive Open Online Courses: Legal & Policy Issues for Research Libraries.* Association of Research Libraries, *2012*

En línia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PREVIOUS
←THELIBRARYIS (JUST) A PHILOSOPHY (it's not about the chairs)

NEXT
Data-Driven Decision-Making vs. Discovery-Driven Planning (don't measure a butterfly using the metrics of a caterpillar)→

MOOC Fluency – some advice for future librarians

June 27, 2012, 2:19 pm

By Brian Mathews

I'm glad that UVa reinstated their president. Seems like the only logical action after the backlash. I keep waiting for "the real reason" to surface because it's hard for me to believe that the whole thing can be boiled down to MOOCs. Really? I guess it comes down to inventing the future vs. sustaining (current) excellence. But I do want to point out that this is exactly the type of thing I was referring to in my startup paper. There is growing pressure on higher education to change—and we, as librarians, will have to adapt to that.

Mathews, Brian. *MOOC Fluency – some advice for future librarians".* The Ubiquitous librarian, 2012

En línia

Altres Recursos

MOOCs and Libraries

MOOCs and Libraries is devoted to documenting librarian and library involvement in Massive Open Online Courses

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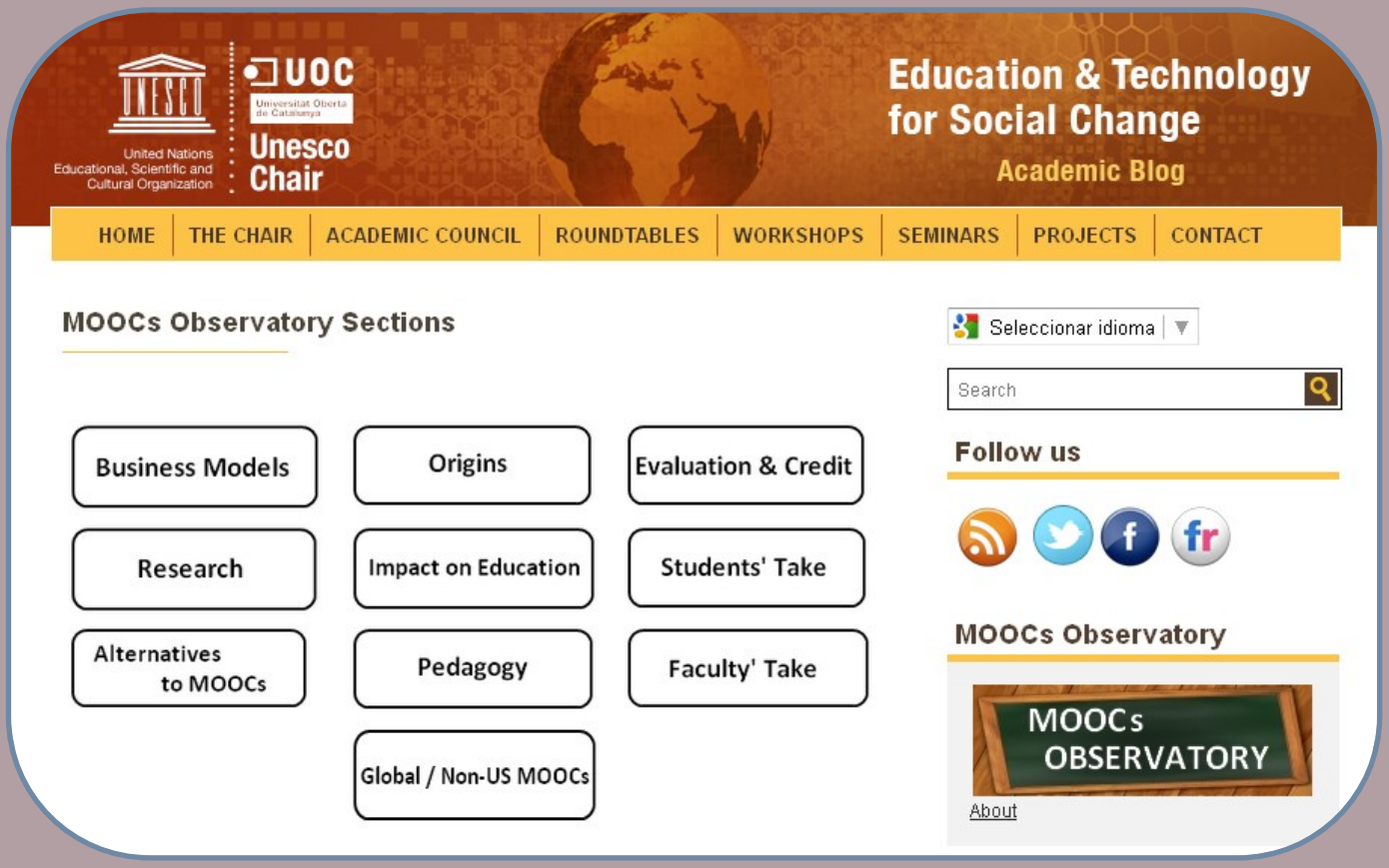
Observatoris MOOC

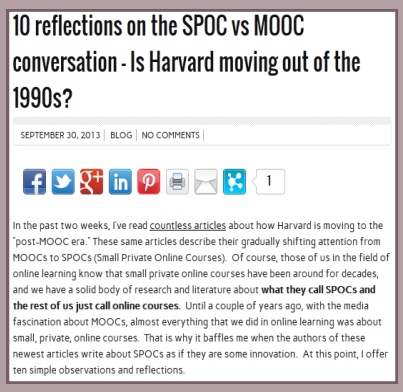


Tendències de futur
Post-MOOC Era

Small private online courses (Spocs) are a competing model to the Mooc (massive open online course). Despite much excitement about how Moocs might transform the education system, they have so far not been able to show how they will fund themselves. In addition, the "open" nature of the Mooc courses encourages large numbers of participants with very varied abilities because anyone with an internet connection can participate. This raises problems with assessment and therefore how much a Mooc can be worth on someone's curriculum vitae as they go on to jobs or further study. Spocs offer some solution in that students are selected, which limits numbers of participants, and ensures they satisfy some entry requirements for the course. Spocs allow educational establishments to use them in a "blended learning" approach that combines classroom teaching wit online learning.

Financial Times Lexicon

10 reflections on the SPOC vs MOOC conversation – Is Harvard moving out of the 1990s?

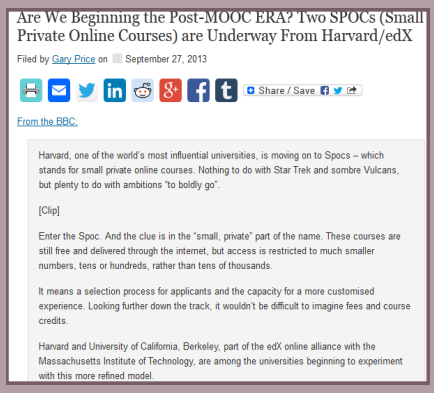


10 reflections on the SPOC vs MOOC conversation - Is Harvard moving out of the 1990s?

SEPTEMBER 30, 2013 | BLOG | NO COMMENTS |

In the past two weeks, I've read countless articles about how Harvard is moving to the "post-MOOC era." These same articles describe their gradually shifting attention from MOOCs to SPOCs (Small Private Online Courses). Of course, those of us in the field of online learning know that small private online courses have been around for decades, and we have a solid body of research and literature about **what they call SPOCs and the rest of us just call online courses.** Until a couple of years ago, with the media fascination about MOOCs, almost everything that we did in online learning was about small, private, online courses. That is why it baffles me when the authors of these newest articles write about SPOCs as if they are some innovation. At this point, I offer ten simple observations and reflections.

Are We Beginning the Post-MOOC ERA? Two SPOCs (Small Private Online Courses) are Underway From Harvard/



Are We Beginning the Post-MOOC ERA? Two SPOCs (Small Private Online Courses) are Underway From Harvard/edX

Filed by Gary Price on September 27, 2013

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From the BBC:

Harvard, one of the world's most influential universities, is moving on to Spocs – which stands for small private online courses. Nothing to do with Star Trek and sombre Vulcans, but plenty to do with ambitions "to boldly go".

[Clip]

Enter the Spoc. And the clue is in the "small, private" part of the name. These courses are still free and delivered through the internet, but access is restricted to much smaller numbers, tens or hundreds, rather than tens of thousands.

It means a selection process for applicants and the capacity for a more customised experience. Looking further down the track, it wouldn't be difficult to imagine fees and course credits.

Harvard and University of California, Berkeley, part of the edX online alliance with the Massachusetts Institute of Technology, are among the universities beginning to experiment with this more refined model.

Del MOOC al SPOC

Del MOOC al SPOC

INICIO | MOOCs | Sobre UniMOOC | Universidad | Educación | Coursera

Publicado por M Jesús 09:00 #MOOC, #SPOC Leave a Comment

NBCNEWS.com

Todos conocemos que las siglas MOOC responden a Massive Open Online Courses, los cursos masivos online, abiertos, en la mayoría de los casos gratuitos, que en los últimos tiempos han dado a organizaciones e instituciones educativas en todo el mundo millones de usuarios registrados para seguir sus aprendizajes en línea.

Es de todos conocido el éxito de organizaciones como edX o Coursera, que ofrecen aprender de forma gratuita, desde cualquier parte del mundo y en cualquier momento, sobre temas tan diversos como cálculo, guitarra, arquitectura china, o cocina, por citar algunos.

Sin embargo, parece que este matrimonio perfecto empieza a perder fuerza. Algunos estudios demuestran que el número de abandonos en este tipo de cursos es bastante mayor que los abandonos en la enseñanza-aprendizaje convencional. Los defensores de la educación tradicional, que cuando el fenómeno MOOC aparecía, no sabían muy bien como reaccionar, ahora ya se atreven a cuestionarlo públicamente, y eso incluye a prominentes catedráticos que se refieren a los MOOC como una moda pasajera más que una revolución.

Incluso algún que otro pionero y firme defensor de los MOOC, como Anant Agarwal, en la presidencia de edX, habla de que los MOOC necesitan un margen de tiempo y confianza. Pero no se queda ahí, va un paso más allá, y anuncia que en edX llevan un tiempo queriendo aplicar ese aprendizaje a gran escala al campus, a un nivel más pequeño, a la enseñanza presencial.

Aunque aún en pañales, pero con una investigación a gran escala en marcha, y algunos facilitadores de MOOC ya importando la tecnología necesaria para llevarlo a cabo, como por ejemplo charlas archivadas, que los estudiantes presenciales puedan volver a ver tantas veces como quieran, es esta combinación del estilo MOOC con la enseñanza tradicional la que da lugar al nuevo acrónimo, SPOC, equivalente a "small private online courses" en inglés, es decir, pequeños cursos particulares en línea, como las clases particulares de toda la vida, pero ahora en línea y al estilo MOOC.

Harvard plans to boldly go with 'Spocs'

Harvard plans to boldly go with 'Spocs'

By Sean Coughlan
BBC News education correspondent

Online courses have attracted millions. Now they are experimenting with limiting numbers

Keep up, keep up. If you've only just caught on to the concept of online university courses called Moocs, then you're in danger of falling behind again.

Harvard, one of the world's most influential universities, is moving on to Spocs - which stands for small private online courses. Nothing to do with Star Trek and sombre Vulcans, but plenty to do with ambitions "to boldly go".

And could these be the real deal? The academic chairing Harvard's online experiments says we are already "post-Mooc".

Moocs - massive open online courses - have been something of a hurricane in universities, making a lot of noise and promising to rip everything up.

Pioneered by some of the most prestigious US universities, they have been re-packaging course units into online lessons and making them

Knowledge economy

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SPOCs Are MOOC Game Changers

SPOCs Are MOOC Game Changers

Posted on September 26, 2013 by JimS

By Jim Shimabukuro
Editor

They're billed as SPOCs, or small private online courses, and they're being led by Harvard and UC-Berkeley. According to Rob Lue[1], Harvard's edX director, "We're already in a post-Mooc era,"[2] and SPOCs are the next generation. Considering the specs on SPOCs, however, SOOC[3] — for selective open online course — may be a better fit for what appears to be a strong candidate for nextgen status. The problem with the moniker is that SPOCs aren't always private.

Rob Lue, Harvard's edX director

SPOCs may provide what MOOCs can't

SPOCs may provide what MOOCs can't

The acronym may be new, but the SPOC concept isn't

By Tim Gore
University Business, July 2013

It's hard to follow higher education news these days without seeing a reference to MOOCs. The online learning platforms from edX, Coursera, Udacity, and others were launched to great fanfare over the last two years. Proponents praise them for their potential to change education, while critics chalk them up as more hype than hope.

To be sure, for all their promise, MOOCs also have their share of problems. For one thing, as has been documented in each of the popular platforms, the attrition rate is high. For the thousands of students that enroll in a MOOC, only a fraction will fulfill the requirements of the course.

Then there is the question of accreditation. Coursera, edX, and Udacity typically provide certificates of achievement rather than college credit, although that will likely change as more courses seek accreditation. Coursera, currently partnered with 70 institutions, announced last fall that it would work with the American Council on Education (ACE) to evaluate credit equivalency for its courses. Georgia Tech announced in May that it would offer the first accredited MOOC-based masters degree in computer science via a partnership with Udacity and AT&T.

Perhaps the biggest issues, however, are revenue and sustainability. MIT and Harvard each pumped $30 million into launching edX. Coursera began with $16 million in venture capital. But, with courses and materials typically provided free to students, the question of how these programs will sustain themselves is a big one.

Anant Agarwal, president of edX, says he anticipates the program will ultimately be self-sustaining. "There are a number of ways you can do this that aren't rocket science. For example, you can have executive education programs that corporations pay for. Or, you can offer various kinds of placement services to employers," he says. "Today, employers spend a lot of money with recruiters to find the best candidates. It's not unusual to see a recruiter earning 20 to 25 percent of the first month's income for placing an engineer. So, if we can help identify those top-notch learners around the world, there is incredible value in that."

Agarwal also discussed an offshoot of the MOOC model that may have revenue potential. "It's a business-to-business concept that Armando Fox at University of California, Berkeley has dubbed SPOC, for small, private online courses. You create a course and license it to a university or an organization or corporation."

Amb motiu de la celebració del primer seminari de l'Aula Jordi Rubió i Balaguer 2013-2014, "Els MOOC: una oportunitat per a les universitats?", la Biblioteca us ofereix aquesta guia de lectura.

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