EDUCAUSE SPRINT Participant Chat and Questions for Speakers: Links and Abbreviated Transcript

**EDUCAUSE SPRINT: IT as a Force of Change**

July 30, 2013: 1:00 p.m. ET (UTC-4; 12:00 p.m. CT, 11:00 a.m. MT, 10:00 a.m. PT)

*\*Note timestamps are in Mountain Time*

**Abbreviated Participant Chat (MT)**

tatiana bourlova ubc: (11:00) Hello all from vancouver

Tracy Petrillo - EDUCAUSE: (11:03) Tweet #EDUsprint

Luis Coronado: (11:03) Luis Coronado: From Universidad Mariano Galvez de Guatemala

Angelo State - Patrick D: (11:03) <http://chronicle.com/blogs/wiredcampus/3-universities-will-grant-credit-for-2us-online-courses/45143>

Jim Mello, Univ of Hartford: (11:03) Greetings from Hartford, CT!

Kelvin Bentley: (11:04) Hello everyone.

Theresa: (11:04) Lots of answers around "inspiration"!

Colleen Keller, EDUCAUSE: (11:05) 7 Things You Should Know About MOOCs II, <http://net.educause.edu/ir/library/pdf/ELI7097.pdf>

Colleen Keller, EDUCAUSE: (11:07) What Campus Leaders Need to Know About MOOCsEDUCAUSE, 2012, <http://net.educause.edu/ir/library/pdf/PUB4005.pdf>

Dr. Jim Dvorak: (11:11) "B[ig]OOC" - <http://newsinfo.iu.edu/news/page/normal/24014.html>

Angelo State - Patrick D: (11:12) Who here has completed a MOOC? I completed one on Gamification through Coursera. Great course, engaging instructor.

SMCVT: (11:12) I took the same one--Gamification.Good course, learned a lot!

C.D. Walter: (11:12) I'm taking my first right now--a Sci Fi/Fantasy course on Coursera

Deb Coates--ISUEO: (11:13) Yes, I have.A course on Canine Theriogenology.I thought it was really well done and I got a lot out of it

MJ Pilgrim: (11:13) I started a MOOC on academic integrity but didn't finish!

Kyle Johnson (Chaminade Univ): (11:13) I'm not convinced MOOCs are really going to be significant in their current form, but they may spawn some interesting new ways to teach \*and\* provide a personal learning experience.

Tom Evans - Ohio State: (11:13) Every letter is negotiable...

Massachusetts College of Liberal Arts: (11:13) Just completed a course on gamification via Canvas Network.

Robin Heyden: (11:13) I've completed two MOOCs - the CCK08 experience (Stephen Downes and George Seimens) and a Coursera course in Modern American Poetry

Jim Dorris: (11:13) To get started in trying out some MOOCs, what are some sites to look at?

Donnie Sendelbach, DePauw: (11:13) Angelo, i'm currently taking one on the geospatial revolution on coursera

Linda Gilbert: (11:13) Took one on Learning Analytics.... didn't finish. But used a lot of resources from it.

Linda Gilbert: (11:14) @Kyle- agree

Greg Ketcham: (11:14) I was in the learning analytics as well @Linda. Started far more than I've finished :-)

Melanie Hoag: (11:14) Coursera - Design: Creation of Artifacts in Society [University of Pennsylvania]

S. Dierk: (11:15) I don't believer that "Massive" means lower quality- not by definition- but there are many different methods of delivery and administering MOOCS. Some are higher quality than others

Robin Heyden: (11:15) @linda and @Greg, what were the strengths of the Learning Analytics MOOC?

Kathy Saville, Saint Mary's College, Notre Dame: (11:15) I think we need to look at the results of MOOCs.Is there really quality education being accomplished?How many really finish?

Suzanne Aurilio, San Diego State: (11:15) @archana my question as well M=compromised quantity?

Greg Ketcham: (11:15) @Robin -exposure to other practitioners and their applied research in LA.

Colleen Keller, EDUCAUSE: (11:15) list of courses from Coursera <https://www.coursera.org/courses>

Robin Heyden: (11:15) That sounds useful, @Greg.

Colleen Keller, EDUCAUSE: (11:15) Edx courses <https://www.edx.org/course-list/allschools/allsubjects/allcourses>

Duke Univ, Elizabeth Evans: (11:15) @Kathy, How many finish who intended to finish? Many may be in MOOCs with no intention of doing all the work.

Angelo State - Patrick D: (11:16) Analogous to reading for pleasure and reading to improve your skills

Colleen Keller, EDUCAUSE: (11:16) <https://www.udacity.com/courses>

Jim Dorris: (11:16) @Colleen. Thanks for the resources!

Theresa: (11:16) Coursera - on compression algorithms / digital images.Great intro to the topic, but not a way to develop expertise.

Justin: (11:16) does it matter if people finish, if it's thought of as education "just in time" not just in case what if i get what i need from a mood in 3 lecture videos, why does i t need to be finished?

Archana, University of Maryland: (11:16) Suzanne,his grades seem to reflect that! :)

Theresa: (11:16) @Justin, agree - maybe we just need 3 or 4 modules to understand a topic.

Greg Ketcham: (11:17) Also: <https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/mooccatalog.html>

Greg Ketcham: (11:17) on Bb CourseSites

Joy Mark - Tabor College: (11:17) @kathy - we may need to reconsider the question of whether completing is the goal: research has shown that significant numbers of those taking the courses had no intention of finishing - they got what they intended with partial involvement

Janyne Kizer, NCSU: (11:17) As a student,

Archana, University of Maryland: (11:17) Dierrk, that is true of all learning agreed

Greg Ketcham: (11:17) MOOCs sponsored by Canvas: <https://www.canvas.net/>

Archana, University of Maryland: (11:18) Disagreee with the speaker - current finishing rates are below 15%

Donnie Sendelbach, DePauw: (11:18) i wonder what the percentage of MOOC students are people like us--in part checking them out because the hype/urgency

Janyne Kizer, NCSU: (11:18) As a student, I think that it's great as supplemental education.This could be awesome for a summer reading program, etc.

Kyle Johnson (Chaminade Univ): (11:18) @Justin, I think completion is important.Otherwise people might not get all the concepts or how they tie together.If only the individual components are important, then do them ala Khan Academy or Lynda.com.DOn't bother packaging them.

Nathan Phillips, Marylhurst University: (11:18) success rate doens't = quality, it's a traditional higher ed view to equate those

Archana, University of Maryland: (11:18) Janyne absolutely I can see that working as a supplement

Archana, University of Maryland: (11:19) Donnie good point!

Angelo State - Patrick D: (11:19) face to face courses should be beta as well

Deb Tieszer: (11:19) My understanding of MOOCs (limited, albeit) is that a MOOC is not offerred with the intention of having a large number of people finish it, but to make it available and those that are motivated and the online, self directed experience is a good fit, will complete it.

Janyne Kizer, NCSU: (11:19) I'm with Cooperative Extension and I think that it MOOC will be great for us.Master Gardeners, etc.

Nathan Phillips, Marylhurst University: (11:19) then a good mooc will always be beta, right--beta then means everyone particiaptes in teh creation of the course itself

Nick Young (UNCG): (11:19) saw something the other day that said on average for coursera, khan, edX, ..... 2 out of 3 participants dont finish. Can't find the link/reference right now though.

Colleen Keller, EDUCAUSE: (11:20) 7 Things You Should Know About Connected Learning, ELI, <http://net.educause.edu/ir/library/pdf/ELI7096.pdf>

Janyne Kizer, NCSU: (11:21) Nick, I am taking a gastronomy course (MOOC) that had 10,000 participants in week 1 and 8,000 in week 2.

Archana, University of Maryland: (11:21) @Deb, however Its being touted asthe way to educate masses as well

Anthony Santucci, AppState, Boone, NC: (11:21) @Nick - I saw the same stat.Don't remem where.

Tom Evans - Ohio State: (11:21) Mathieu Plourde at UDel created this pretty nifty graphic on MOOCs and some thoughts on each letter: <http://www.flickr.com/photos/mathplourde/8448541815/>

Deb Tieszer: (11:21) @Archana, I totally agree...I am just wondering how we make it beneficial and effective for the masses...

Angelo State - Patrick D: (11:21) Just like WOW, and other MMORPGs

Dr. Jim Dvorak: (11:22) Chris Dede is right: the real question here (for me) surrounds "massive"

Tom Evans - Ohio State: (11:23) We polled outgoing students on our Coursera courses when then unenroll in the course.on average about 17% were checking it out... 46% didn't have time... 20% didn't like content.

Donnie Sendelbach, DePauw: (11:23) Has anyone taught a MOOC? Any insights on your experience?

Massachusetts College of Liberal Arts: (11:23) @Patrick - good comparison.

Nick Young (UNCG): (11:23) @janyne..... long time no see :-) And im sure it all has to do with the concept of the course.... ie: are participants expecting to somehow prove their newfound knowledge to someone else, or is it a purely academic pursuit on an individual level for them.

Archana, University of Maryland: (11:23) @Deb, agreed that would be great skill to learn

Angelo State - Patrick D: (11:23) You just have to look at the DARPA Red Balloon challenge to prove this point of connectedness - <http://en.wikipedia.org/wiki/DARPA_Network_Challenge>

Justin: (11:24) @Q Kyle Johnson, its subjective determining if only the individual components are important and may not be offered on Khan and/or Lynda.com.

Archana, University of Maryland: (11:24) @Justin, great point but when you look at it as a substitute for formal qualifications then how do you measure this?

Laura Pasquini: (11:24) xMOOC Communities Should Learn From cMOOCs <http://www.educause.edu/blogs/mcaulfield/xmooc-communities-should-learn-cmoocs> from Michael Caufield

Ken Graetz - Winona State: (11:24) I am somewhat encouraged by the high drop rate. The main reason that I have not finished some MOOCs is because they are hard work - 8 to 10 hours per week of tough sledding. Isn't that a good thing?

Greg Ketcham: (11:24) See my counterpoint to that @Laura in the tweetstream :-)

Mark Laumakis: (11:25) Great, as long as they could actually interact with the astronauts...

Archana, University of Maryland: (11:25) @Nick good point

Kim Eke, UNC-Chapel Hill: (11:25) Love that question!

Marcel Schmitz: (11:25) Andre Kuijpers gave such lessons from the ISS last year. Kids in the Netherlands were hyped by it

Marcel Schmitz: (11:25) They were 'connected'

Marcel Schmitz: (11:25) And he still is giving them now, back on earth

Dr. Jim Dvorak: (11:26) answer to Masie question: I might put my kids in mooc with astronauts as a supplement to the smaller more personal astronomy course taught by local teacher.

Colleen Keller, EDUCAUSE: (11:26) New technology-based models for postsecondary learning: Conceptual frameworks and research agendas- <http://cra.org/uploads/documents/resources/rissues/Postsecondary_Learning_Report.pdf>

Kyle Johnson (Chaminade Univ): (11:26) @Justin it may be subjective, but either bundle them and highlight the importance as the expert or just let the learner pick and choose the components they want.Don't bundle it and then say it doesn't matter.

Kelvin Bentley: (11:26)I like how Udacity-SJSU wanted to offer summer MOOCs that included student advising and tutoring. Pairing student services with MOOCs will be important as well as ineraction with a facilitator.

Cynthia Robinson, PSU: (11:26) Interaction is the key, my kid is alreay learning in a variety of environments.

Greg Ketcham: (11:26) @Kelvin one of the challenges at SJSU was getting students aware and engaged with tutoring.

Dr. Jim Dvorak: (11:27) Cynthia Robinson "interaction is the key" -- yes.

Angelo State - Patrick D: (11:28) How do small regional universities compete in the MOOC market? Or do they?

Colleen Keller, EDUCAUSE: (11:28) 7 things you should know about makerspaces <http://net.educause.edu/ir/library/pdf/ELI7095.pdf>

Holly Coble: (11:28) I think collaboration is key in the Moocs - particularly for the millennial generation

Leitha: (11:29) I could see MOOC's as a resource for limited faculty instutitions (in my case nursing), and using local faculty to facilitate and add a personal connection.National Nursing MOOC Franchaise?

Lance Stuckey: (11:29) @Angelo State - Patrick D: Fantastic question

Archana, University of Maryland: (11:29) @Leitha I think that already exists in some forms...

Kyle Johnson (Chaminade Univ): (11:30) @Angelo small regionals should look at MOOCs as another learning resource that can be built upon by local faculty to provide to the learner an experience that is unique to their institution

Cynthia Robinson, PSU: (11:30) Agree Holly, without interaction/collaboration, loose "community" and becomes a flat experience, no engagement.

Angelo State - Patrick D: (11:30) No difference than MF2FC - Massive Face to Face Course

Dr. Jim Dvorak: (11:31) I'm not too surprised to hear Masie thinking in terms of business models; Dede more of an educator.

Archana, University of Maryland: (11:31) @Janyne: Just wondering about your MOOC course. How hard was it to find a connection, group, to communicate and interact with inteh class?

Theresa: (11:31) @Angelo - Regionals will have to find their market.The Massive piece may not be the important message.Automakers mass produce vehicles, but their marketing effort is to design for a niche market - just the vehicle you want at the moment you want it.

Holly Coble: (11:31) Exactly, Cynthia - and our current millenials and incoming millenials won't participate if there is not enough engagement

VeronicaDiaz: (11:32) MOOC completion data: <http://www.katyjordan.com/MOOCproject.html>

Greg Ketcham: (11:32) What about faculty concerns regarding the need for differentiated learning vs. "learning at scale"? Hence this faculty petition: <http://www.ipetitions.com/petition/suny-cow/>

Janyne Kizer, NCSU: (11:32) Archana, in the gastronomy course, there is not a lot of interaction with other students.The instructor is really enthusiastic and it comes through.I am enjoying the course and getting a lot out of it.

Theresa: (11:32) Regaionals may contribute by offering a very customized course, just when a student needs it, with the material the student needs.And it may be available to a broad marked.

Janyne Kizer, NCSU: (11:33) Archana, it's also neat that we do our homework which is mostly in the form of experiements.The next week, the professor gives us a segment on our results.Very cool and you feel like someone is listening.

Tom Evans - Ohio State: (11:33) In our MOOCs, we found students would create their own online social communities in addition to any others we offered them.

Kathy Saville, Saint Mary's College, Notre Dame: (11:33) Quality issue - please understand, trying to keep an open mind, hence the reason to be here but wanting to understand the true value of MOOCs as more than just a type of "get rich quick for instructors"I care about learning and measureable successful outcomes, not just filling virtual seats and make money on that.Make sense?

Archana, University of Maryland: (11:33) @Janyne: Thanks that is interesting. Brings me to a question - Are we overestimating the importance of collaboartion between students then?

Angelo State - Patrick D: (11:34) I am not ashamed to say I love powerpoint!

Cynthia Robinson, PSU: (11:34) Theresa, could integrate into a traditional face to face course, creating specific experiences targeted to different learning styles.

Davina Smalley: (11:34) There is so much that you can do with PowerPoint... it gets a bad rap sometimes

Janyne Kizer, NCSU: (11:34) I'm also taking and Internet History course.Again, the professor is very enthusiasatic and it comes through.In that class, people really want to talk to each other.The professor travels quite a bit and if he is going somewhere, he has "office hours" at a coffe shop and people drop in.He posts a video of it.You feel connected.

Marcel Schmitz: (11:34) I am not ashamed to say I love a Volkswagen Beetle - But I also like ABS, Navigation, etc.

Brian Basgen: (11:35) @Archana: if we overestimate student engagement, I'm not sure MOOCs are much different from other forms of "sage on the stage"

Marcel Schmitz: (11:35) So Powerpoint is great, but use the new elements of it

Oxford College: (11:35) Re. PP -- "I hate a hammer" vs."I love a hammer" --- they are tools to be used well or poor by craftsmen or not.

Colleen Keller, EDUCAUSE: (11:35) Learning science through games and simulations. National Research Council (2011) <http://www.nap.edu/catalog.php?record_id=13078>

Marcel Schmitz: (11:35) And connect with it (for instance with extra tools like shakespeak)

Angelo State - Patrick D: (11:35) @Janyne Kizer - Dr. Chuck is great!

hae @ University of Hawaii: (11:35) My daughter and nephew in college seems to participate in MOOCs and other online venues to understand something or explore, then bring what they have learned back into their f2f class or discuss with their peers.So I think students want different things and we provide numerous quality options.

Colleen Keller, EDUCAUSE: (11:36) Interweaving assessments into immersive authentic simulations: Design strategies for diagnostic and instructional insights. <http://www.k12center.org/rsc/pdf/session4-dede-paper-tea2012.pdf>

Janyne Kizer, NCSU: (11:36) In terms of quality, with both face-to-face and in MOOCs, you get out what you put in to a large extent.

Ellen Murphy: (11:36) I think that I've learned the majority of what I know outside of classrooms, especially as an adult. I learn from what others have on the Web, and by participating in discussion forums, listservs, and the like. When we talk about MOOCs, I think we are talking about individuals who are self-starters and self-motivated individuals, for the most part.

Angelo State - Patrick D: (11:36) We could use it as a marketing tool, for prospective students to sample courses and instructors

Archana, University of Maryland: (11:36) @Janyne that is a cool way to connect however will instructors be willing and able to travel dooing this ingeneral? I wonder if each MOOC is going to end up with its own flavor

Janyne Kizer, NCSU: (11:37) @Patrick, that's exactly what most of the MOOCs I've participated in are doing.I know that one was from MSU and another from U of MN, etc.

Marcel Schmitz: (11:37) Don't underestimate the Social Skills of Dr. Gregory House. He gets the teaching job done, doesn't he ;)

Duke Univ, Elizabeth Evans: (11:37) Yes, yes, yes re: looking at pedagogy other than video.

Janyne Kizer, NCSU: (11:37) @Archana, I think that each will have it's own thing for sure!

Bruce Herbert: (11:38) I always enjoy what Chris has to say.

Cynthia Robinson, PSU: (11:38) Completely agree, must look at pedagogy, design for format.

Kyle Johnson (Chaminade Univ): (11:38) @Angelo MOOCS are basically just a marketing tool now, but only for the elite institutions.I believe it's a trap to think that MOOCs can ever help market smaller institutions.

Archana, University of Maryland: (11:39) @ Patrick D the idea of advertising is a really cool one

Colleen Keller, EDUCAUSE: (11:39) Education for life and work: Developing transferable knowledge and skills in the 21st century. National Research Council (2012) <http://www.nap.edu/catalog.php?record_id=13398>

Krissy Lukens: (11:39) @Ellen - teaching students to be self-starters & self-motivated . . . can MOOCs help teach this, or do you have to have these skills in order to be successful?

Holly Coble: (11:40) I don't think MOOCS should be underestimated in that they seem to be causing a very competitive environment over a residency program

Colleen Keller, EDUCAUSE: (11:40) Assessing 21st century skills: Summary of a workshop. National Research Council (2011a).<http://www.nap.edu/catalog.php?record_id=13215>

Ed: (11:41) Fail your way to success or exhaust your failures

Angelo State - Patrick D: (11:41) This session is a great example of how MOOCs should be set up. 500 people with multiple ways to interact. Do I need to have a one-on-one with Dede and Masie to learn anything?Dont think so.

Marcel Schmitz: (11:42) @Patrick D. \*applause\*

Cindy Jennings, USC Upstate: (11:42) No terminal degrees? When university faculty reward systems are the strongest bastion of resistance to change to recognize precisely that: alternative forms of expertise/scholarship/scholarly dissemination?

Theresa: (11:43) Students in my sophomore Comp. Sci. classes have typically worked in retail, restaurant, or parking valet jobs.Teaching them what an IT professional job looks like, day to day, is important.Not sure that could be done in a game.A game would be a start.

Ed: (11:43) So who decides if what you're learning is worthwhile?

Archana, University of Maryland: (11:43) Does anyone here think like me that HIgher Education is more about gaining the skills that allow you to analyse and process and not a training for employment?

Baker Online: (11:43) @Patrick D - Agreed!I was just thinking the same thing...this is a great example of interaction with a massive group of learners!

Angelo State - Patrick D: (11:43) @ Ed - I do, and the people around me

Archana, University of Maryland: (11:43) @Ed You do!

Theresa: (11:43) @Archana, I'd like to think that, but the parents paying the bills want assurance that their investment will yield a job for their student.

Ed: (11:44) So how do I convince an employer of my successes or my university?

Barbara Zirkin, Stevenson University: (11:44) Archana, absolutely agree with your statement.Business hires capacity, not skills necessrily.

Kyle Johnson (Chaminade Univ): (11:44) @archana that's certainly my view of higher education, but the realities of today mean we have to cowtow to politicians and corporations.

Baker Online: (11:44) Is the right question, "Is the learning worthwhile?" or "Does the person have the skills needed to be successful?"

Janyne Kizer, NCSU: (11:44) Regarding duration - I think that 8-12 weeks is good for an online course.I also like courses with some kind of deadline.Work at your own pace isn't motitvating, at least not for me!

Cynthia Robinson, PSU: (11:44) I believe higher ed should connect with the workplace, but, I also beliee a University's role is more then functioning as a "trade

Deb Tieszer: (11:44) @Archana, I agree... HIgher Ed at a Unversity is more theoretical and how you apply / use that knowledge.

Greg Ketcham: (11:44) We went with an open ended approach to duration: <https://opensuny.coursesites.com/>

Deb Coates--ISUEO: (11:44) How many people are actually interacting though?How does this type of learning account for people with more introverted thinking styles.There are a LOT of moving parts here.

Archana, University of Maryland: (11:44) @Theresa It will but should it be focussed on skills that are directly related to jobs? Like industry setting the course goals?

Theresa: (11:45) @Kyle - those questions may differ for first-generation families.Just having worthwhile learning may not be enough.

Archana, University of Maryland: (11:45) @ Barbara

Angelo State - Patrick D: (11:45) The tipping point will be when a Fortune 500 starts hiring based on MOOC completion and disregards a diploma.

Cynthia Robinson, PSU: (11:45) functioning as a trade school, different expectations.

MRF - SCCC: (11:45) @Deb - Agreed. I'm an introvert.

Archana, University of Maryland: (11:45) Thank you!

Susan Pollack: (11:45) there are too many moving parts here, and i can't keep up!

cbates: (11:45) Competency vs time based model is the right way to go

Archana, University of Maryland: (11:46) @Kyle there can be courses or programs that actually do that but I like to think we have a higher calling here!

Donnie Sendelbach, DePauw: (11:46) @Deb and MRF i agree!

Dorrance Smith, Iowa State University: (11:46) I suspect MOOCs are similar to this presentation...interaction between individuals is varied, but out of 500 participants only 150 are actually engaged, the rest are lurking and may not fully be involved beyond having it running in the background

Colleen Keller, EDUCAUSE: (11:46) Disrupting college: How disruptive innovation can deliver quality and affordability to postsecondary education. <http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/02/future_of_higher_ed-2.3.pdf>

Janyne Kizer, NCSU: (11:47) On a message board or email list, how many participate and how many are subscribed?

Erin Careless: (11:47) I think that higher education and the workplace are heavily linked in many areas. what about higher education that teaches critical thinking and creativity for individuals to adapt to the rapidly changing workforce and technologies?

Kyle Johnson (Chaminade Univ): (11:47) @theresa I'm not saying we should ignore workplace readiness, but so much of what students learn is already exactly waht companies say they want: critical thinking, problem solving, working in groups, and good communication skills.If we focus on "connecting to business" by training on the skill of the day, we have done a disservice to everyone.

Angelo State - Patrick D: (11:47) @Deb- If the slides are available to download and the audio is recorded, then you would be able to review the content

Ellen Murphy: (11:47) @Krissy I don't know, but I"m guessing it could. Have classrooms killed self-motivation in some students that have had it? I believe there is room for everything: classrooms, MOOCs, etc. Some people, learn better by asking their own questions, getting information themselves, and in their own timetable.

Cindy Jennings, USC Upstate: (11:48) Besides entrenched faculty reward system structures, I am curious: Is there anyone in this session representing accreditation bodies? Hope for change whether direct or serendipitous from MOOCs will directly relate to tolerance of such groups.

Tom Evans - Ohio State: (11:48) @Dorrance what constitutes engagement though... participation in a forum?sometimes it's hard to measure /devilsadvocate :)

Deb Coates--ISUEO: (11:48) @patrick @dorrance And it would be great to change up the organization so that sometimes the extroverted learners have to make the extra effort

Janyne Kizer, NCSU: (11:48) I think that MOOCs can be helpful for alumni retaining and updating skills.

Theresa: (11:49) @Kyle that is the list:Critical thinking, problem solving, working in organizations, and I'd say "interaction skills" - a larger family including communication skills - my personal preference.

Deb Coates--ISUEO: (11:49) @patrick @dorrance the organization of the course, I meant

deyu: (11:49) could be used from professional development

Kelvin Bentley: (11:49) I just wonder if the end game is not really moocs but competency-based, online and blended learning programs.

Beth Case - KCTCS: (11:49) @Janyne I agree

Kyle Johnson (Chaminade Univ): (11:49) re: poll.MOOCs are not a business model.They are an expense line.Ask any school who's gotten into it how much they've made.I don't think anyone has made any money, including the companies providing them.

\_Technical Help, Victoria Fanning: (11:49) It looks like about 61% agree that MOOCs represent a different business model. Thanks for your response!

Donnie Sendelbach, DePauw: (11:49) @Kelvin agreed

Keith Boswell, North Carolina State University: (11:49) JI think they are a supplemental business model, not necessarily a completely different one.

Duke Univ, Elizabeth Evans: (11:49) Interesting comments about duration here, from speakers, and in Twitter. Duke's MOOCs have varied in duration from I think about 6 weeks to 15. But if the revenue stream for MOOCs includes some colleges offering them for credit, then aren't we kinda tying them to an existing academic duration?

Deborah Soo Lum: (11:49) I think MOOCs have a place in higher education but not necessarily replacing the existing education experience.It's one part of the education delivery model.

Noah, UofMinnesota, CFANS-OIT: (11:49) Way too early for MOOCs to change the business model, in my opinion.

Archana, University of Maryland: (11:49) @Janyne I agree

Barbara Zirkin, Stevenson University: (11:49) I disagree with the poll statement.I think MOOCs represent a different teaching model...

VeronicaDiaz: (11:49) @Kyle, I think that's the case at the moment, but maybe it will change

cbates: (11:50) @Kelvin, I agree

Michael Chen: (11:50) There is too much hype about MOOCs and too early to make any definitive declarartions. Just keep monitoring its movements

Janyne Kizer, NCSU: (11:50) @Kelvin, I think that blended learning works better for credit-type classes

Angelo State - Patrick D: (11:50) That brings into identity authentication

Ellen Murphy: (11:50) @Kelvin I agree:

Beth Case - KCTCS: (11:50) @barbara-- agreed! I had troubles voting because that's not howsee their impact

S. Dierk: (11:50) @ Michael Chen: Agreed

Baker Online: (11:50) Hey Kelvin...I think the end game is about "individualization," which may include one learning model...or a blend of two or more.It depends on the learning needs of the individual student.

Jacqui Mclaughlin: (11:50) @ Keith BoswellI agree

Ethan Benatan, Marylhurst University: (11:50) The "app" model for learning....charge a little and make it up on volume!

Deb Coates--ISUEO: (11:50) I love the suggestion someone made that universities could contact alumni offering professional update courses as MOOCs

Kyle Johnson (Chaminade Univ): (11:50) @theresa, I like "interaction skills" instead.I'll start using that from now on.'-)

Kelvin Bentley: (11:50) @Jayne: schools like Southern New Hampshire is already showing that online competency-based programs are possible.

tatiana bourlova ubc: (11:50) mooc and education is not about business it's about literacyand access to knowledge

Archana, University of Maryland: (11:50) I don't understand what they mean by different business model.... its just a huge version of distance learning from what I understand

Kendra: (11:50) it inherently changes the business model from an administrative perspective.The highest impact of a business model IS the business of the university.

Archana, University of Maryland: (11:51) It seems to be more a different EDUCATIONAL model

Michael Chen: (11:51) another option for some learning activities

deyu: (11:51) academic partnership used it for professional development, which is quite successful

Kelvin Bentley: (11:51) <http://collegeforamerica.org/>

Nancy: (11:51) @Barbara Agree that MOOCs could be could for admissions/recruitment and also testing learners for ability to handle online courses -- self-discipline, maturity, etc.

Greg Ketcham: (11:51) @archana, if "tutition" as we know it isn't in play, it's not the usual business model!

Kyle Johnson (Chaminade Univ): (11:51) the business model right now seems to be: 1-create MOOC, 2-???, 3- make money

Paul Sartini: (11:51) MOOC's are just trending they won't be here long enough to become a model

Theresa: (11:51) Maybe that's the heart of the change:A changing "Tuition" model.

cbates: (11:51) different business model - basic unit is not one faculty plus students, butablend of students and content and instruction

Greg Ketcham: (11:52) @Kyle, #3 is often lacking.

Catherine: (11:52) @kyle =)

Wendy Caplan University of Alberta: (11:52) There are many people in the world who cannot afford 5.00 for anything, let alone an online course.

Kelvin Bentley: (11:52) I like Masie

Colleen - University of Washington Tacoma: (11:52) Having taken a MOOC, and looked into a number, they look like same-old, same-old teaching model. Interesting change will come when MOOs DO change the models: teaching, learning, business. Right now, they're noise.

Theresa: (11:52) Many different types, sizes, hours, pieces of learning, with a variety of payment models.

Kelvin Bentley: (11:52) I like Masie's ideas about better linking with businesses to train their people through maybe a MOOC or just a competency based online model

MRF - SCCC: (11:52) @ Paul - Are you sure. We seem to be sprinting toward MOOCs as normal - even if they are "radical" now

Kyle Johnson (Chaminade Univ): (11:52) @greg, that's mostly because nobody seems to know what step #2 really is.'-)

Lorenzo Watson, NC State University: (11:52) Its tool early to consider trying to commodify this delivery method. It needs time to mature and to become a viable learning platform

Bryan Best, Univ of La Verne: (11:52) @kyle they hope for #3

Tom Minnefor - Rutgers: (11:52) eventually training vendors such as lynda.com will pattern with traditional higher ed for lower-cost learning

Erin DeSilva: (11:52) Agreed, @Wendy.Did you see this piece on MOOC profit?<http://www.aljazeera.com/indepth/opinion/2013/07/2013729111456721749.html>

Colleen Keller, EDUCAUSE: (11:53) The MOOC Model: Challenging Traditional Education (EDUCAUSE Review Online) <http://www.educause.edu/ero/article/mooc-model-challenging-traditional-education>

cbates: (11:53) @ Theresa - agreed and I think that also implies different learning models

Evelyn: (11:53) Wendy, thanks. Not "everyone can pay $5.00"

Dorrance Smith, Iowa State University: (11:53) MOOCs for professional development certainly makes sense, but open source learning without tests and measurement with compelling rewards/results beyond certification is minimal motivation to complete courses (which is why the numbers for past MOOCs often appear dismal where 25,000 people will sign up but only 2,000 will complete the course)

Theresa: (11:53) @Wendy +1

Sue Day-Perroots: (11:53) What about the "wisdom of crowds" through MOOC delivery? There is a synergy of massive ideas and learning.

Donnie Sendelbach, DePauw: (11:53) @Colleen, you're right. I think someone who is a dynamic teacher motivates me to finish a MOOC. Those whose teaching isn't as strong lose me and hinder motivation

Duke Univ, Elizabeth Evans: (11:53) Lots out there about unintended consequences of innovation. Here's one: <http://www-07.ibm.com/innovation/nz/businessinsight/articles/pdf/gt510_4011_unintended_consequences.pdf>

S. Dierk: (11:53) Big companies may be the only ones with the funding/resources to push ACCESSIBLE online learning. Across the board

Archana, University of Maryland: (11:53) @Kyle The 3)??? is what the heck happens to the students LOL

Deb Coates--ISUEO: (11:54) The other issue: for some people--and often people with not much money--it's not the five dollars that is the barrier.It could be time or resources or a place to connect.

Archana, University of Maryland: (11:54) @Wendy agree

Beth Case - KCTCS: (11:54) @s. Dierk - ACCESSIBLE doesn't just mean affordable, but ACCESSIBLE to people with disabilities. A real problem.

James Gayhart (Tri-C): (11:54) @Dorrance, I completely agree!

Janyne Kizer, NCSU: (11:54) Is $5 the barrier or is it a computer and a good internet connection?

S. Dierk: (11:54) @ Beth, exactly

Colleen Keller, EDUCAUSE: (11:54) More on <http://www.educause.edu/library/competency-based-learning>

Anthony Santucci, AppState, Boone, NC: (11:55) standards board?

Kelvin Bentley: (11:55) What about masters degree MOOCS like the one at Georgia Tech?

MRF - SCCC: (11:55) MOOCs present a conflict of interest for me. As an educator I love that they offer equal and open access to course materials that might be out of some students' reach. However, the "massiveness" is problematic - troubling.

Theresa: (11:55) Although my calculations don't show profit in that $5 course, once all the infrastructure and organizational support costs are included.

Cynthia Robinson, PSU: (11:55) absolutely Beth

Donnie Sendelbach, DePauw: (11:55) What do others think about the term "badges" vs. "certification"?

Theresa: (11:55) There'd have to be \*a lot\* of $5 courses.

Tom Minnefor - Rutgers: (11:55) often in technology, portfolio is more important than certification

Archana, University of Maryland: (11:55) At the last EDUCAUSE they had the last key note speaker talking about MOOCS and collaborating with big business in a very dramatic way. It almost seemed that education just sold out its aims to become a tool for business

Anthony Santucci, AppState, Boone, NC: (11:56) certs tend to be assoc, with a std (PMI) - badges are not std

Kelvin Bentley: (11:56) <http://chronicle.com/article/Ga-Tech-to-Offer-a-MOOC-Like/139245/>

James Gayhart (Tri-C): (11:56) @Donnie, personally, i like to collect badges.But, potential employers seem to focus more on certification.

MRF - SCCC: (11:56) @Archana - yes... hum?

Leitha: (11:56) I think we should also look at what motivates people to finish a MOOC, is it paying for it or the educational model? Seems like many MOOC's are not successful in educating "Massive"

Geoff Wild - St. Norbert College: (11:56) agreeing with @Tom. If there is a valid application of what was learned then your portfolio should do a lot of speaking for you.

Keith Boswell, North Carolina State University: (11:56) Archana, is education selling out or are our politicians selling us out?

Ed: (11:56) Is the value of MOOCs the questions that are raised that challenge a system that has failed the workforce?

Beth Case - KCTCS: (11:56) Certification implies someone has reviewed it and put a stamp of approval on it. Anyone can give a badge. But that could change.

Archana, University of Maryland: (11:56) @Donnie at present games use badges and they are considereddime a dozen

Kendra: (11:56) the difference between badge and cetification seems only to be cost (ie badge is generally free, certification comes with a cost).Thereby, do we value the knowledge based on an individual possessing expertise or by having paid for the proof that they've received said knowledge?

MGCapobianco UTSC Library: (11:56) Great introductory presentation and discussions!Thank you!Looking forward to the other two in this series.

S. Dierk: (11:57) RE: Employers having a say in education. Isn't that what made tech schools a useful tool?

Archana, University of Maryland: (11:57) @Keith sad truth possibly

Nancy: (11:57) Mozilla Foundation is working to standardize Open Badges...

S. Dierk: (11:57) Wouldn't MOOCs as a stand in for Tech Schools be a good application?

Janyne Kizer, NCSU: (11:57) Accessibility for those with disabilities is dependent upon the delivery mechanism.Coursera and EdX claim to be accessible, which makes sense given the institutions involved.

guest 10: (11:57) Google MOOCs are already tracking, of course, course analytics both predictive and learning...

Matthew: (11:57) So, when are we going to talk about the topic of this session? IT as a Force of Change? Are we assuming IT should run MOOCs?

Noah, UofMinnesota, CFANS-OIT: (11:58) Right on Matthew.

Beth Case - KCTCS: (11:58) but no matter how accessible the platform, it depends on the developer/.instructor using accessible content and implementing accessibility features

Jane Maurer @ Colorado School of Mines: (11:58) My Q. also, Matthew.

Kendra: (11:58) Do institutions create experts or do experts create themselves?

Tom Minnefor - Rutgers: (11:58) yes - what is the IT strategy?

Archana, University of Maryland: (11:58) @Mathew LOL nope it just means IT allows business to rule education...

Beth Case - KCTCS: (11:58) I'm in the process of creating a MOOC on accessibility of online courses :)

Colleen Keller, EDUCAUSE: (11:58) Enhancing teaching and learning through educational data mining and learning analytics: An issue brief. (2012) US Department of Education. <http://www.cra.org/ccc/files/docs/learning-analytics-ed.pdf>

Leitha: (11:58) @S. Dierk - many tech schools are "hands on" and would be difficult to translate to technology

Tom Evans - Ohio State: (11:58) I view badges as more intrinsic validation... while certifications would be external

guest 10: (11:58) Yes, What is the role and the value proposition of IT to support MOOCs

Archana, University of Maryland: (11:59) @Tom interesting - since badges became popular with games I had not heard much aBOUT IT BEING TAKEN SO SERIOUSLY

Archana, University of Maryland: (11:59) Ooops sorry caps on!

Kendra: (11:59) it isn't just IT supporting MOOCS -- it's R&R, financial aid, admission...

S. Dierk: (11:59) @ Leitha- perhaps. But what about Augmented Reality? perhaps that would make some topics easier to teach onlin, at least partly

Ethan Benatan, Marylhurst University: (12:00) This makes me think of my holy grail: a brain-scan to detect the outcomes of a liberal education :-)

Janyne Kizer, NCSU: (12:00) I don't think that Second Life is the answer

Ethan Benatan, Marylhurst University: (12:00) If we could measure it, we could optimize for it!

Kendra: (12:00) and most MOOCS would be outsourced rather than supported internally by the university's IT dpt

Tom Evans - Ohio State: (12:00) @Archana perhaps validation wasn't the proper word... It's not serious at all (well for me it isn't) why it would be an internal notification of a benchmark or checkpoint achieved... certification is more official and backed up against a standard

Angelo State - Patrick D: (12:00) Who is using Second Life?

Kyle Johnson (Chaminade Univ): (12:00) re analytics poll.We are mostly just doing the "reporting" part of analytics, but not much more.I was overly optimistic and called that a "fair" use of analytics.'-)

Krissy Lukens: (12:00) Im intreagued with the earlier post about students utilizing MOOCs as one more asset to help them prepare for their f2f classes

Archana, University of Maryland: (12:01) @Tom, ok thanks that fits in with what I heard before

Robin Heyden: (12:01) I'm using Second Life for teaching and learning.

Leitha: (12:01) @s. Dierk - I think I'd have to have more experience with how good Augemented Reality is at this point and the ease of programming for that platform

Janyne Kizer, NCSU: (12:01) @Kendra, good point. As a student, I like being able to take courses from other institutions.As a university IT person, I'm more unsure ;-)

\_Technical Help, Victoria Fanning: (12:01) It looks like most people, 60% rate their institution's use of analytics as "poor." Followed by 25% "fair."

Marie Irving, New York State Education Department: (12:01) I was waiting for someone to mention Second Life.

Kendra: (12:01) @Jayne -- I think we're in a similar boat. Both as an academic and as an IT employee

Janyne Kizer, NCSU: (12:02) @Robin great!SL gives me a headache but everyone learns differently so that is cool.

Colleen - University of Washington Tacoma: (12:02) @Krissy - student of mine told me she took a Stats MOOC because her required F2F course was so confusing. She learned in the MOOC, got credit in F2F :(

Donnie Sendelbach, DePauw: (12:02) Does educause use analytics on our polling responses? ;)

Robin Heyden: (12:02) Sorry to hear that @Janyne - it can be a bit confusing...

Marcel Schmitz: (12:02) Which of the bigger MOOC tools is best in analytics? (like: Coursera, Edx, Udacity, ...)

Archana, University of Maryland: (12:02) @Donnie I am sure they do

Jane Maurer @ Colorado School of Mines: (12:03) SL is fun, but I find it too distracting for long-term, concentrated learning.

Susie Henderson, EDUCAUSE: (12:03) @Donnie - we don't yet use analytics on polling responses, but that's an interesting suggestion

Leitha: (12:03) I think that many off the colleges haven't looked at Big Data and a business model that includes that with MOOCs.At least some of the smaller colleges

Beth Case - KCTCS: (12:03) I attended a couple of conferences in SL that were good, but I don't hang out there

Janyne Kizer, NCSU: (12:03) @Robin, it actually makes me dizzy.It's not that It's confusing it's just... Well, I can't do rollercoaster either.Not sure what it is about it...

Archana, University of Maryland: (12:03) Janyne I liked second life but found to make it effective required a LOT of work!!! A LOOOOOT!

Ethan Benatan, Marylhurst University: (12:03) We will talk about this on Thursday!

Jane Maurer @ Colorado School of Mines: (12:03) Big Data meeting w/ HE here in CO, tomorrow.

Robin Heyden: (12:03) @Jane, learning in SL is just like learning in any other venue - really depends on how it's structured and shaped - there are good examples and bad.

Janyne Kizer, NCSU: (12:03) @Beth, I did BlogHer in SL two years and a row and that was good.

Marie Irving, New York State Education Department: (12:03) Big Data is starting to hit the scene.

Beth Case - KCTCS: (12:04) I like going in and dressing my toon, like a doll :)

Jane Maurer @ Colorado School of Mines: (12:04) Robin, I think it's very particular to each user; doesn't work for me, may work for the next person, and so on.

Tom Minnefor - Rutgers: (12:04) how to ensure MOOC collaboration scales well ?

Sue Beckingham: (12:04) The value of peer interaction is where it becomes social

Nancy: (12:04) Couldn't MOOCs use other programs to supplement their usual "push" model? Like Austin Peay's Mixxer to connect students from different cultures.

Barbara Zirkin, Stevenson University: (12:04) I think Chris' current comments are important in our consideration of MOOCs, IT, collaboaration capacity....

Angelo State - Patrick D: (12:05) Some companies ask what your level is in WOW

Beth Case - KCTCS: (12:05) I have 2 90s, an 88 and several low level alts... LOL

Archana, University of Maryland: (12:05) @ Angelo is that a joke?

James Gayhart (Tri-C): (12:05) @Angelo, I cannot even afford WoW anymore. :)

Ken Graetz - Winona State: (12:05) http://openstudy.com is a good example of using gaming community principles for learning

Sue Beckingham: (12:05) MOOcs need to be a dialogue not a monologue

hae @ University of Hawaii: (12:06) Most games have clear goals, but in a MOOC, i think we go with different expectations and needs, which seems to make it so much harder.

Greg Ketcham: (12:06) @Sue Motto!

Angelo State - Patrick D: (12:06) No, shows level of teamwork, collaboration, problem solving

Sue Beckingham: (12:06) Twitter!

Lance Stuckey: (12:06) Positively influence or Negatively influence online learning?

Angelo State - Patrick D: (12:07) Get hired from Tweet - http://www.smartrecruiters.com/blog/get-hired-from-a-tweet-i-think-so/

Catherine: (12:07) Great collaboration model can be seen in #ds106 MOOC

Ken Graetz - Winona State: (12:07) I see markets and economies developing in an environment like http://openstudy.com. I will teach you algebra if you teach me Mandarin.

Sue Beckingham: (12:07) Curation and critical evaluation, then discussion and sharing

Donnie Sendelbach, DePauw: (12:08) Teaching a subject matter is the best way to learn it thoroughly

Ethan Benatan, Marylhurst University: (12:08) Yes! to direct, authentic, learner-owned, formative "micro-assessment"!

Ilene UMinn: (12:09) Yes, yes to SueB's comments on dialogue and MOOCs, and on scaffold of curation, evalution, discussion, sharing!

Jane Maurer @ Colorado School of Mines: (12:09) Learner-owned, that is a vital point.

Tom Evans - Ohio State: (12:09) @Catherine Yes! ds106 is great!the Domain of One's Own approach... ditch the LMS and flashy platform... Good stuff

Catherine: (12:11) http://ds106.us/

Beth Case - KCTCS: (12:11) What/where is the #ds106 MOOC?

Beth Case - KCTCS: (12:11) Haha... I should have just been patient!

Jackie Bichsel: (12:11) @Jane: Regarding accrediting agility and MOOCs, I interviewed high-level officials at many regional and professional accrediting bodies, and all of them reported they already have mechanisms in place for MOOC accreditation. Most appear quite agile and have the same criteria for MOOCs and online courses that they do for F2F courses (within federal guidelines), placing the onus on the institution to provide evidence for quality. You can find these interviews summarized in the ECAR e-learning report, http://www.educause.edu/library/resources/state-e-learning-higher-education-eye-toward-growth-and-increased-access

Susan Metros- Univ. of Southern California: (12:11) did any get that term Chris just used?

Greg Ketcham: (12:12) "automated pedagogical agent"

Barbara Zirkin, Stevenson University: (12:12) automated pedagogical element or agent

Beth Case - KCTCS: (12:12) sounds like a robot :)

Barbara Zirkin, Stevenson University: (12:12) sounds like a 3 dimensional avatar

Joy Mark - Tabor College: (12:12) "transformed social interaction"?

Guest 4: (12:12) sounds like animated pedagogy

shandon: (12:12) Sounds like Clippy.

Tom Evans - Ohio State: (12:12) automated pedagogical element... or as I like to call it APE

Angelo State - Patrick D: (12:12) cost of such webcams?

Brigitte Collins: (12:13) and bandwidth requirements for these webcams

Archana, University of Maryland: (12:13) @Angelo

Krissy Lukens: (12:13) I just had a flash-back and am dating myself but does anyone remember this?http://www.tappedin.org/

Craig Gjerdingen: (12:13) Webcam cost 1/12th of a standard college creot

Craig Gjerdingen: (12:13) credit

Archana, University of Maryland: (12:13) What if you prefer being outside or playing basketball instead of WOW? Does that actually count against you???

Baker Online: (12:14) @Archana...I believe this is why we need to move toward individualization - what is the best mode of learning for THAT student...not the masses.

Angelo State - Patrick D: (12:15) http://www.emotionexplorerlab.net/#!digitalsignage/cmjb

Archana, University of Maryland: (12:15) Why are we so into the corporate world? Should Higher education be so focussed on it?

Wendy Caplan University of Alberta: (12:16) @ArchanaGood question. And why are we allowing computer scientists, venture capatilists and politician drive education?

Janyne Kizer, NCSU: (12:16) Not sure why this session is so corporate focused.I mean, clearly as a consumer but...

Dorrance Smith, Iowa State University: (12:16) Since the majority of students that enter and complete undergraduate (and in many cases masters-level) college degrees don't stay in academia, corporate focus should certainly be of considerable focus

Jarret Cummings, EDUCAUSE: (12:17) See the session slides from the NACUA-ACE-EDUCAUSE webinar, "MOOCs—Key Legal and Policy Issues for Colleges and Universities": http://net.educause.edu/ir/library/pdf/CSD6233.pdf

Archana, University of Maryland: (12:17) @ Dorrance - yes as a consumer of graduates its good to habve them as a stake holder but perhaps not THE stakeholder -

Kyle Johnson (Chaminade Univ): (12:17) @wendy @archana nature abhores a vacuum.Higher Education needs to innvoate itself or we will have innovation done to us.

Donnie Sendelbach, DePauw: (12:18) @Kyle Agreed!

Joy Mark - Tabor College: (12:18) @Archana I think HE (and ed in general) should be able to critique--business, society, etc.--while I don't necessarily think it is necessary to "stand outside" (I think "proximate objective empathy" would be more transformative), I would say that is is decidely more difficult to be objective (& "free") if in a power relationship with business

Archana, University of Maryland: (12:18) @Kyle why do you see it as a vacuum

Colleen Keller, EDUCAUSE: (12:18) NSF pub, Curating for Quality: Ensuring Data Quality to Enable New Science http://datacuration.web.unc.edu/files/2012/10/NSF\_Data\_Curation\_Workshop\_Report.pdf

Mary Gabriel: (12:18) Part of the reason higher education exists is to prepare students to work in the corporate environment.

Jarret Cummings, EDUCAUSE: (12:18) For more on the webinar about MOOC legal and policy issues, see: http://www.nacua.org/meetings/virtualseminars/july\_25\_2013/index.asp

Marie Irving, New York State Education Department: (12:18) I think that we are at the point where we need to define... redefine... What is knowledge.We should have done this with the advent of quatum mechanics

Bruce Herbert: (12:18) Krissy Lukens - I served on the advisory board for TappedIn.I haven't looked at that site in a while.

Janyne Kizer, NCSU: (12:19) Vo tech and community college and higher ed are not the same.

Archana, University of Maryland: (12:19) @ Marie that is a very good point

Archana, University of Maryland: (12:19) @Janyne agree

Colleen Keller, EDUCAUSE: (12:19)New EDUCAUSE Briefwww.educause.edu/library/resources/copyright-challenges-mooc-environment

Kyle Johnson (Chaminade Univ): (12:20) @archana I see little internally led and driven innovation in higher education.Seems to be more concern with figuring out how to get our funding model back to the way it used to be.

Janyne Kizer, NCSU: (12:20) @Kyle, I see that a lot as well.

Archana, University of Maryland: (12:20) @Joy It worries methat academic freedom and the ability to have critical thought will be hampered badly if we become a tool for Corporates - they are not known for being open to this

Beth Case - KCTCS: (12:20) @Janyne I would agree if you change the term higher ed to university. Higher Ed is anything beyond high school

Archana, University of Maryland: (12:21) @Kyle

Janyne Kizer, NCSU: (12:21) I would really like to see Extension offer some MOOC type classes

Dorrance Smith, Iowa State University: (12:21) In favor of corporate methodology, I only wish that academic infrastructure IT mirrored the current business model of infrastructure IT...that instead of focusing on research (think: development of open source for the sake of tinkering), that instead IT focused on streamlining operations similar to what industry has done in the name of maximizing its IT investment dollars

Krissy Lukens: (12:21) @ Bruce - it was a very innovative learning environment at the time - Massive & Online . . . been around for a while . . .

Angelo State - Patrick D: (12:21) M will soon stand for Monopolized...

Archana, University of Maryland: (12:21) oops @ Kyle That is a sad comment. I should hope that there are more powerful thinkers around than that

Archana, University of Maryland: (12:21) @Angelo that is funny!

Angelo State - Patrick D: (12:22) Same reason companies are hiring remote employees

Kyle Johnson (Chaminade Univ): (12:22) @archana powerful thinker doesn't necessarily mean creative thinker.I'd settle for lots of smaller thinkers thinking about new things than powerful thinkers thinking about old things.

Tim Harrington DeVry: (12:23) Monitized - moocs are gamifying the idea of how degrees are defined

Colleen - University of Washington Tacoma: (12:23) Middle class parents don't define "quality" as amount of research time done by faculty.

Ruth Newberry, Duquesne University: (12:23) The absence of physical students on our campus is what worries our president and cabinet.Totally agree that higher ed needs to get this right!

Bruce Herbert: (12:23) Krissy -I remember when we sat at NSF meetings with the Center's for Learning and Teaching program and bemoaned the limited community that the NSF-CLT program was developing.That was when SRI proposed TappedIn

John Shank: (12:24) I think that is a really good point the purpose the why and the how need to come before the what because the what could focus too much on money.

Wendy Caplan University of Alberta: (12:24) Finally! There needs to be a conversation and we need to be at the table.

Archana, University of Maryland: (12:24) @Kyle I would includecreativity under powerful

Angelo State - Patrick D: (12:24) any time your business model focuses on the 18-21 demographic, you better be capable of rapid change.

Janyne Kizer, NCSU: (12:24) @Wendy - 6 minutes left!

Cynthia Robinson, PSU: (12:24) Yes John I agree

Archana, University of Maryland: (12:24) LOL he mentions pedagogy and she says we are ending our time

Donnie Sendelbach, DePauw: (12:24) Building a connected campus is a really interesting idea--no matter what size the institution is

Kendra: (12:25) ^^ yes Donnie!

Kendra: (12:25) connected regardless of technology

Baker Online: (12:25) Connected...regardless of time and place.

Angelo State - Patrick D: (12:26)http://www.ted.com/talks/sugata\_mitra\_build\_a\_school\_in\_the\_cloud.html

Jeff Adams: (12:26) Much of the developing world is also skipping land-lines!

Donnie Sendelbach, DePauw: (12:26) @Kendra tech and f2f enhancing each other

Kyle Johnson (Chaminade Univ): (12:26) Yup, that school every 30 miles thing is based on how far you can ride a horse in a day.When that's your model's base assumption is that old it's time to change it.

Archana, University of Maryland: (12:26) @Angelo the Khan courses are really good too...

Colleen Keller, EDUCAUSE: (12:27) For more on MOOCs See the EDUCAUSE Resource page http://www.educause.edu/library/massive-open-online-course-mooc

Kyle Johnson (Chaminade Univ): (12:28) OK, I clearly need to finish up here.That last comment has absolutely no gramatical reality associated with it.

Marcel Schmitz: (12:28) The IT can be done easily, but can the faculty use it as easily?

suehellman, UNB Fredericton: (12:28) bery interesting

Jane Maurer @ Colorado School of Mines: (12:28) Good point, Marcel.That is the biggest holdup--after money

Donnie Sendelbach, DePauw: (12:29) Great insights from the speakers!

suehellman, UNB Fredericton: (12:29) will we be able to see the poster/mind map?

Peggy Lynn MacIsaac: (12:29) OER University initiative is an excellent example of addressing the educational needs around the world including learner in the developing nations.

John Shank: (12:29) Thanks Elliott & Chris - very interesting and thought provoking!

Angelo State - Patrick D: (12:29) http://www.educause.edu/events/educause-sprint-2013/tuesday

Kyle Johnson (Chaminade Univ): (12:30) Thanks to the speakers, the EDUCAUSE staff, and everyone who participated in the chat.Continue the conversation at IdeaSCALE. http://educause.ideascale.com/

Kyle Johnson (Chaminade Univ): (12:30) ooooh, that was totally unplanned.

**Abbreviated Questions for Speakers Chat (MT)**

Lorenzo Watson, NC State University: (11:12) How can mooc help HiEd further goal of civic engagement?

Archana, University of Maryland: (11:13) Does Massive mean compromising quality???

MRF - SCCC: (11:16) @Archana Are you thinking about this? [http://www.latimes.com/business/la-fi-hiltzik-20130728,0,5732677,full.column](http://www.latimes.com/business/la-fi-hiltzik-20130728%2C0%2C5732677%2Cfull.column)

Ed: (11:19) When the outcomes of a MOOC are decided by the participants how can they be compared to other courses?

Archana, University of Maryland: (11:20) MRF-SCCC yes that is part of it also when you look at the stats it looks like a very low rate of successful completion though the course maybe 'good'

Krissy Lukens: (11:20) If learning via a MOOC is going to become increasingly important for professional development/training in various careers is it increasingly important that our students (future work-force) are prepared to LEARN this way?

Brad Cohen, UMN: (11:21) Many people think we have our typical undergrad education path exactly wrong--we should start with small, focused seminars, and end with large lectures where the room is filled with advanced students with the capability to assimilate new insights effectively. Are MOOCs really best targeted at neophytes, or at experts?

Susan Metros- Univ. of Southern California: (11:21) It seems to me that MOOCs are a step backwards in engagng and interacitve pedagogy. Will the MOOC 2.0 experience adress this?

Howard Imhof -- OSU Newark: (11:22) Aren't MOOCs a threat to the revenue stream that is realized by students having to pay for university provided courses.If we start giving credit towards a degree for taking a MOOC we're losing that enrollment funding. So why do it?

Nathan Phillips, Marylhurst University: (11:23) isn't MOOC a paradigm change? it's not just connection, it's the massive connection possibilites?

Ellen Murphy: (11:23) Couldn't we consider the internet itself a MOOC? And what do we define as a student--as we are all students and instructors?

Jim Devine: (11:23) How do we deal with the 'not invented here' syndrome?

Kelvin Bentley: (11:23) I like how Udacity-SJSU wanted to offer summer MOOCs that included student advising and tutoring. Pairing student services with MOOCs will be important as well as ineraction with a facilitator.

Marie Irving, New York State Education Department: (11:25) How would you evaluate the many levels of connectedness to assure that learning outcomes will be met; what are the upgront indicators? -

Jim Mello, Univ of Hartford: (11:27) How anyone done any research on how much MOOCS are being used for professional development?

Nancy: (11:27) If MOOCs, like other courses, have learning objectives, could they offer badges for meeting each goal rather than certification for passing the course and showing competency? That might help students who drop out before the MOOC ends.

Archana, University of Maryland: (11:29) What are the limits of this connected learning MOOC? Would people be comfortable seeing a doctor who got his degree at a MOOC?

Brian Basgen: (11:30) How do MOOCs practically empower students working with each other as peers? How are those data captured? What is the threshold of student peer collaboration that we consider a MOOC successful?

SUNY Cobleskill - Jim Dutcher: (11:30) MOOCs are great for learning topics, abstract knowledge and acadmic areas, but are there examples of successful experiential MOOCs?By this I mean there are real world problems solved by the MOOC students/participants by applying learned subject matter within the MOOC...

Marcel Schmitz: (11:31) Will virtual reality technology (visual, sound, but also force feedback as in MYO/OMNI/Ocultus) create 'holodecks' like in Star Trek and making a Peer 2 Peer learning experience in a user oriented MOOC?

Brad Cohen, UMN: (11:31) Focus so far on connectedness to others, to content.What about connection to the real world? The physical environment? Social reality? How do MOOCs equip students to interact with and learn through being in the world?

MRF - SCCC: (11:33) I appreciate these questions on experiential learning and real world connectedness. I wonder how service learning and MOOCs can work together?

Erin Careless: (11:35) Good point @Brad... Can MOOCs be used to develop critical discourse and social justice awareness

Brad Cohen, UMN: (11:36) @Erin...thx!

Archana, University of Maryland: (11:37) That is great that you addressed medical students -thank you. I woouldlove to get a poll of who feels how comforatble being attended to a doctor that graduated from a MOOC....

Ethan Benatan, Marylhurst University: (11:39) To what extent is the key ingredient learner curiosity? Lots of learners have started to understand ecosystems by just getting their hands dirty, without a mobile device.

Donnie Sendelbach, DePauw: (11:43) Chris, how successful have MOOCs been as a recruiting tool for employers?

Ammy UW: (11:44) How much do employers value MOOCs credentials?

Archana, University of Maryland: (11:46)Does anyone here think like me that HIgher Education is more about gaining the skills that allow you to analyse and process and not a training for employment?

Barbara Zirkin, Stevenson University: (11:47) How come no one is talking about the very real use of MOOCs for admissions/recruitment activities.Every MOOC is making a not so subtle pitch!

Tom Minnefor - Rutgers: (11:48) Aren't MOOCs more of a business model and delivery issue than an instructional design issue? Do MOOCs significantly change instructional design?

Carol McQuiggan, Penn State: (11:49) What do we gain/lose when business determines curriculum?

Jane AT Still University: (11:52) How agile will ouraccrediting bodies be with the MOOC model?

Marcel Schmitz: (11:52) Will big companies like Google, Microsoft, Apple or for instance Disney get into the MOOC 'business'

Archana, University of Maryland: (11:52) How about adressing the diffrence in EDUCATIONAL model than business model

Jim Dorris: (11:52) As a student, how do you ensure that the source of the information in the MOOC is valid? I could make a MOOC on nuclear physics, but the student would likely be very dissapointed when they tried to build something based on my instruction... Is a MOOC from an accredited source by definition?

guest 10: (11:53) Google and YouTube ARE in the MOOC busines now

guest 10: (11:54) badges would need to be universally recognized in any one field (e.g., restaurants) to be useful

Hector Vila Middlebury College: (11:55) Are colleges and universities moving slowly - and therefore are less agile - because IT and increasing connectivity is challenging the bind of the semester model, which is the business model of the 4 yr residential college?And, thus, what happens to accreditation as it's currently done?

Sue Beckingham: (11:55) Are MOOCs the launchpad to develop skills and then on to academic qualifications? Taster sessions to experience what such a HE course might feel like... Connectivity and continuity with peers. Badges to recognise achievements along the way...

Cindy Pore-Pariseau: (11:56) is there any kind of monitoring of accessibility for people with disabiities of these courses?

Ethan Benatan, Marylhurst University: (12:05) Re gaming as a model: what about learner ownership of the the data,portability?And related aspects of this kind of openness?

Marie Irving, New York State Education Department: (12:06) How would you regulate connectedness? What would be the quality indicators?

Ethan Benatan, Marylhurst University: (12:14) To what extent is domain mastery essential as a scaffold for the development of higher-order competencies?

Marie Irving, New York State Education Department: (12:15) Great question!

Archana, University of Maryland: (12:23) Finally Pedagogy is mentioned! THANK YOU!

Archana, University of Maryland: (12:23) @Kyle

Barbara Zirkin, Stevenson University: (12:29) Like many educational changes, MOOCs may be an evolutionary step on the way to something better.Thoughts?

Jane Maurer @ Colorado School of Mines: (12:29) Looking forward to getting copies of these whiteboard pages!