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

**EDUCAUSE SPRINT: How Technology Can Change Pedagogy**

July 31, 2013: 1:00 p.m. ET (UTC-4; 12:00 p.m. CT, 11:00 a.m. MT, 10:00 a.m. PT)

**Abbreviated Session Chat**

Cindy Jennings, USC Upstate: @Eileen 2: True that!

Jarret Cummings, EDUCAUSE: Is the key to consider the campus as a whole as an integrated learning space?

Eileen 2: more collaborative spaces -- availability of whiteboard type surfaces

Anne-Marie Armstrong: My university does not allow much freedom for online, instead using unmodifiable templates.They need to change.

Cindy Dooling: collaboration spaces.. classrooms are moving to the dorms, apartments, local housing

Erin Hill: @ Joy: here, here!

Emily Thompson: don't forget the library as well as the dorms!

guest 9: Yes, learning has to be intergrated into the architecture of the university

Kim Wilcox, UMN-TC: more informal learning spaces

Julia Teahen-Baker Online: We develop all courses for all delivery models: F2F, blended, hybrid, weekend, and online. Same learning outcomes..

Ed Garay, UIC: Btw, I found this interesting: What Do Unsuccessful Online Students Want Us to Know - a telling eLearning read from the Sloan Consortium Journal of Asynchronous Learning Networks - <http://sloanconsortium.org/jaln/v17n1/what_do_unsuccessful_online_students_want_us_to_know>

Kyle Johnson (Chaminade Univ): What the classroom looks like is less important than what the support resources look like in the future.My institution built a bunch of flexible rooms a few years ago, and this year they are converting many back to standard classrooms to have more seats.They were unhappy that nothing happened, but they created no new resources to help faculty use the space differently.This, of course, was all before I arrived.'-)

Joy Mark - Tabor College: @Kyle - support is vital

Sonya: Penn State has a knowledgecommons designed for using technology and collaboration

MRF - SCCC: @ Kyle - Training is vital

Marcel Schmitz: @Emily True

[gmeghab@hotmail.com](mailto:gmeghab@hotmail.com): one size fits all does not work

Kyle Johnson (Chaminade Univ): @MRF, it isn't just training.It's ongoing support via instructional designers, instructional technologists, and even TAs.

Bryan Alexander: Learning styles?

San Deigo State: ugh!

MRF - SCCC: @ Kyle - yep

gayle: @kyle YES

Erin Hill: @ Kyle: none of the tools (classroom setup, technology,...) works if instructors don't change the way they teach to be more learner-centered.

Ed Garay, UIC: Did we just see a blurb that MIT MOOCs are very mobile-friendly MOOCs?

MRF - SCCC: @ Erin - and innovative

Jim J - MiraCosta: @Kyle absolutely. This whole conversation seems to presume that change will happen if a university decides that it should. Pushing MOOCs and creating awesome learning spaces without fundamental rethinking of pedagogy and careful change management is not going to generate results

Guest: @Kyle - agreed; a team of support is increaslingly necessary

Bryan Alexander: Eric Rabkin's lit class was an important example of MOOCing writing.

Tom Evans - Ohio State: @Ed thanks for sharing.I think too often we don't take advantage of student input in edtech innovation

jrboyd - MSU: @Erin +

Steve Earle - Biola: What is the average of a MOOC student? Students include natives and emigrants?

Erin Hill: @ Jim J: You said it better than I did!

Julia Teahen-Baker Online: @Jim J - agreed...I like to think of it as "managed disruption"

nan dill: how about getting Roku, Apple tv, and Chromecast devices into classrooms so students can contribute wirelessly from their iphones, tables, etc in class?

Suzanne: @jim j agreed

Bob Hagearty (UMass): Formative assessment and multiple means of representation are issues in F2F and online. It's not a different pedagogical approach.

Regina Nelson: These tools must be tuned toward that... really.

Jeff, Millersville: Although I disagee with the learning styles arugment I think the research supports the value of multiple modes of presentation,, which can help all students learn.

Joy Mark - Tabor College: @Kyle - can we use a description of ideal support to help faculty refelct on how they are helping students learn (as they think about how they themselves are learning these new means)?

BU Video: we'll be doing an accessability presentation in Madison at the conference with 3Play Media next Friday morning

Ed Garay, UIC: Thanks, Diana.

Geoff SSU: I think the next step will be in the management,mining understanding of unstructured data. There is too much data out there, and even in a MOOC, to much discussion to work though to get a focused message.

Stevon Roberts (Oregon State): Thoughtful design goes a long way toward accessibility goals.

Lisa Minetti (Columbia University): Many LMS providers are fast at work on providing better dashboards.

Theresa: @Jarret - nicely said.That resonates.

C. Brown - University of South Carolina: @nan dilliClicker has an app for that

Stevon Roberts (Oregon State): It's easier to keep that in mind when designing than it is to retool something that's already been built.

Julia Teahen-Baker Online: @Bob - good pedagogy is good pedagogy, good design is good design, and good teaching is good teaching; regardless of delivery method.

Regina Nelson: @Stevon +1

Stevon Roberts (Oregon State): :)

Bob Hagearty (UMass): @Stevon Roberts. Good point to remember

Jun: Agree, Julia

Krissy Lukens: @C. Brown - can you elaborate on your last comment?

Daniel Christian: Learning spaces should provide as much flexibility as possible.Tech will change. Students will change. My hope is that we'll be able to provide solid learning spaces for blended/hybrid learning (take the best of both worlds).

Erin Hill: @ Nan: Learning catalytics and top hat are response systems that use mobile devices

Bob Hagearty (UMass): @Julia Teahen-Baker. We've got Bingo!

Daniel Christian: Learning spaces: provide mechanisms/tools whereby students can quickly and easily contribute content that they create

Sheri Handel: So glad you are broadening the discussion and not focusing only on MOOCs!

Julia Teahen-Baker Online: @Bob...I like the way you think!:)

Stevon Roberts (Oregon State): Don't forget that accessibility accommodations don't JUST help those who are disabled or differently-abled.

Colleen Keller, EDUCAUSE Librarian: ECAR Study The State of E-Learning in Higher Education: An Eye Toward Growth and Increased Access, <http://www.educause.edu/library/resources/state-e-learning-higher-education-eye-toward-growth-and-increased-access>

Jeremiah Parry-Hill, RIT: @Stevon To that point, it's interesting that many who are experiencing audio issues are not using the live captioning

gayle: can we talk about commercial vs open source solutions? I have great fears about the commercialization of education

Daniel Christian: Interactive video walls, AirPlay, AirServer, robust wireless infrastructures

jrboyd - MSU: @stevon - Universal Design!

shikha: more transparency

nan dill: With Apple tv device in a classroom or seminar, students can present anything that is on their laptop, iphone, ipad wirelessly -not just answer a response to an instructor's question.

Bob Hagearty (UMass): @Stevon Roberts. Good point on accessibility.

Jackie Bichsel: For more detail on the results being presented, please see the complete ECAR e-learning report: <http://www.educause.edu/library/resources/state-e-learning-higher-education-eye-toward-growth-and-increased-access>

C. Brown - University of South Carolina: @Krissy Lukens i>Clicker Go is an app for mobile devices that will work with the iClicker system and allows text answers

Ilene: yes, please to Gayle's comment: can we talk about commercial vs open source solutions? I have great fears about the commercialization of education

Guest 23: Good point!

Daniel Christian: Also, can easily see robotics being used to provide opps for remote students to participate.Examples here: <http://danielschristian.com/learning-ecosystems/2013/06/11/can-i-borrow-that-robot-for-a-minute-using-remotely-controlled-devices-to-bring-distance-learners-into-face-to-face-classrooms-daniel-christian/>

gayle: "delivering elearning solutions"? isn't learning interactive and not delivered?

Jim J - MiraCosta: Glad to see CCs being recognized as online learning leaders. Totally correct.

Archana, University of Maryland: @Gayle I think they just mean mode - F2F, online or blended

Bryan Alexander: It's going to be tricky to add staff when the pressures to reduce spending are so huge.

Theresa: Lots in the upper right!We need those too.

Julia Teahen-Baker Online: @Bryan...and with a decling higher education market.

Catherine Yang: @bryan agreed. wonder if some of the fundamental IT changes could allow some shifting of staff.

Kyle Johnson (Chaminade Univ): Tee hee.We don't need anymore campus leadership.'-)

Dennis Fotia: CC's seem to be more learner-centered.

Bryan Alexander: Exactly, Julia.

Bryan Alexander: Perhaps outsourcing will allow that shifting of funds, Catherine.

MRF - SCCC: @Dennis - Not always... :o(

Patrick - Angelo State: Hopefully, in a few years this graph will be flipped

Colleen Keller, EDUCAUSE Librarian: ECAR Study of Undergraduate Students and Information Technology, 2012 <http://www.educause.edu/library/resources/ecar-study-undergraduate-students-and-information-technology-2012>

Catherine Yang: @bryan @julia yes, altho tricky w/all the $$ pressures on HE. but have to think corps do this all the time.

Katrina Fullman: Doctoral institutions are generally not focused on teaching, one reason they're not leaders in e learning

Kathy Saville, Saint Mary's College: I think that is a very powerful piece of information!

Bryan Alexander: Ha!

Bryan Alexander: I fear I'm still a student, in my mind.

Bryan Alexander: Notice the lack of student interest in the LMS.

Archana, University of Maryland: LOL gaming and simulations need much more investment! Of course it is slow to grow!

Tom Evans - Ohio State: Instead of more staff... maybe redirect/reassign current staff?

Stevon Roberts (Oregon State): Tom: yes.

Archana, University of Maryland: @Tom Yes I agree

MRF - SCCC: @Tom - we all wear several hats already

Stevon Roberts (Oregon State): Especially to the R+D of course development.

Marcel Schmitz: Both topics are topics for individual teachers not as a strategy - Beliebers sort of speak

Marcel Schmitz: I am a Gaming/OER Belieber

Colleen Keller, EDUCAUSE Librarian: E-learning Maturity Index, <https://www.surveygizmo.com/s3/1298256/E-Learning-Maturity-Index>

Bryan Alexander: Gaming for learning was rising into 2008.Then the crash hit.

Bryan Alexander: This is terrific data.

Archana, University of Maryland: I think we need to realize that even if the current students are surveyed they joined F2F so more likely that they want to stay with that- the ones that could not join the course needed online arent there to be surveyed.

gayle: interesting reason why universities might be more interested in elearning at the graduate level

Tom Evans - Ohio State: @MRF-SCCC I think this is an accurate picture of us and our hats :) <http://bit.ly/Ajuw7G>

Jim J - MiraCosta: I predict accountability/accreditation issues will grow significantly in next few years ...

MRF - SCCC: @Tom - Ha! Yes

Jeremiah Parry-Hill, RIT: Wondering whether a desire to learn through games is a reworded desire to "learn by doing."

gayle: @jim yup

Jackie Bichsel: @Jim J: We have a section on accreditation in the report: <http://www.educause.edu/library/resources/state-e-learning-higher-education-eye-toward-growth-and-increased-access>

gayle: @jeremiah makes sense

Marcel Schmitz: Gaming is Doing (Great that Educause Annual Conference has Jane McGonigal to talk about it)

Julia Teahen-Baker Online: @Jeremiah - it may be more about engagement than the actual game

Tom Evans - Ohio State: agreed.regional is important for us... and a lot of land grant institutions

Jim J - MiraCosta: @Jackie thanks, unfortunately my institution is not an ECAR subscriber ... will look for it to open up in a few months (?)

Bryan Alexander: I wonder what administrators will think, when facing faculty requests for more money;

Bryan Alexander: "Hm, MOOCs are cheaper..."

Kathy Saville, Saint Mary's College: 24/7 support - there is much reports showing that really isn't needed.

Jarret Cummings, EDUCAUSE: Drum roll please....

Kathy Saville, Saint Mary's College: ....many reports...sorry, poor typing.

Jim J - MiraCosta: awesome slide.

D. Christopher Brooks: MOOCs are a subset of Online. Not sure this is a valid comparison.

Ed Garay, UIC: I think, LMS is just one of several Teaching & Learning environments that need to available and adequately supported, including easy-to-use tools for creating class materials and multimedia..

Bryan Alexander: MOOCs from doctoral universities - reminds me of digital humanities.

Jackie Bichsel: The accreditors with whom I spoke already have processes in place to accommodate MOOCs. Their standards for MOOCs are no different from F2F courses, and the onus is on the institution to provide evidence that they are valid courses that meet program requirements.

Bob Hagearty (UMass): @D. Christopher Brooks: I wish people understood that better.

Sue McGlashan University of Toronto: MOOCS are free, and not yet factored into getting a degree- not surprising students are less interested

Jim J - MiraCosta: DCB I think the point is that institutional leaders think of MOOCs as a unique and hype-worthy category unto itself

Cindy Dooling: MOOC creators sharing with non-large doctoral institutions?

Wendy Caplan, University of Alberta: Which is why we should be concerned that the "big data" mined from MOOCs will be applied more generaly to traditional online learning.

shikha: Online learnig provides flexibility and MOOCs does not

D. Christopher Brooks: I can think that trees are made of marshmallows; doesn't make it so.

Erin Hill: Would student learning be part of the "greater good" category?

Jim J - MiraCosta: @DCB, no, but it's good to know that you do...

Archana, University of Maryland: @Brooks

Marcel Schmitz: So I should get management to take a MOOC?

Archana, University of Maryland: Agree

D. Christopher Brooks: Mmmm....marshmallow trees...<drool>

Ed Garay, UIC: MOOCS can also prove useful for remedial education.

Cindy Jennings, USC Upstate: Big surprise. Not.

MRF - SCCC: @ Ed - Data?

Dennis Fotia: shikha:Why do you think that MOOCs don't provide flexibility?

Theresa: Were these students already in a degree program?That makes sense to me.

Jerome Hilscher: I question how remedial students who struggle face to face can succeed in a MOOC ...

Bryan Alexander: Again, non-US.

Archana, University of Maryland: @Jerome with you on that one!

Julia Teahen-Baker Online: I would highly recommend that everyone take a MOOC .It is very enlightening.I discovered I may need to take a few more to be able to speak intelligently regarding the pros and cons.

gayle: really interesting difference between those who take and those who complete

Hans Pongratz (TUM): @ Julia Teahen-Baker Online: I complety agree!

Bryan Alexander: Wow, high marks for badges, all things considered.

Steve Earle - Biola: Do employeers care about badges?

Bob Hagearty (UMass): Badging is a whole other topic.

Colleen Keller, EDUCAUSE Librarian: E-learning Maturity Index, <https://www.surveygizmo.com/s3/1298256/E-Learning-Maturity-Index>

SUNY Cobleskill - Jim Dutcher: Should there be a differentiation between "badge" and "reputation" to take into consideration?

Nancy: Copyright challenges in MOOC environment: <http://www.educause.edu/library/resources/copyright-challenges-mooc-environment>

Julia Teahen-Baker Online: @Steve Earle - Biola - I think it depends on the individual employee.Some are motivated by recognition, others by additional responsibilities, still others my money.

Colleen Keller, EDUCAUSE Librarian: more info on Badges <http://www.educause.edu/library/badges>

Stevon Roberts (Oregon State): I would argue that it's more important that students care about badges, since that's directly tied to their investment in the process of education.

SUNY Cobleskill - Jim Dutcher: would future employers care more/also on the reputation end?

Cindy Jennings, USC Upstate: Nice framework!

Colleen Keller, EDUCAUSE Librarian: ECAR E-Learning Study link again <http://www.educause.edu/library/resources/state-e-learning-higher-education-eye-toward-growth-and-increased-access>

Bryan Alexander: <applause>

Tom Minnefor - Rutgers: very good info

Marcel Schmitz: Is the learning maturity convincing enough for leadership (any University Leaders react please)

Julia Teahen-Baker Online: Nice job...great webinar!

Allan Schmidt - Iowa State: How do you get the full ECAR E-Learning Study report?

Julia Teahen-Baker Online: @Marcel - do you mean enough evidence to offer online courses?

Marcel Schmitz: Well is the assessment convincing enough for leadership in order to invest (when score is low)

Jackie Bichsel: The maturity index is indeed the place to get the conversation started with leadership. You can see where your strengths and weaknesses are in e-learning and use those as a jumping-off point in terms of what you need to progress. <http://www.educause.edu/library/resources/state-e-learning-higher-education-eye-toward-growth-and-increased-access>

Jim J - MiraCosta: @Colleen when will that report be available to non-ECAR institutions?

Bryan Alexander: Absolutely.We're in science fiction territory now.

SusanGrajek: Institutions subscribing to ECAR can get the full study now; it will be available in several months for others

Julia Teahen-Baker Online: We have always used the "Voice of the Customer" to decide on where to invest.Our students demanded online, blended, and hybrid learning models.So...we moved in that direction.

Donnie Sendelbach, DePauw U: Great session once again!

Bob Hagearty (UMass): Ifa faculty memeber isn't trained in instruction or teaching, then going online isn't going to solve that.

Marcel Schmitz: @Julia: Leadership is convinced by numbers. Results on student success, numbers of student experience, nationwide scores of student reviews etc. etc. Is the index convincing enough for (my) management to get into action?

Nick Backscheider, Aauburn Univ: good, useful.thanks

Colleen Keller, EDUCAUSE Librarian: ECAR publications become public 5 months after their original pub date

MRF - SCCC: @ Bob- agreed. Not being trained in pedagogy could hinder...

Archana, University of Maryland: The link does not have stats...:(

Julia Teahen-Baker Online: @Marcel...I guess I cannot answer for your institutional leadership...it is convincing enough for me given the needs of our student population.I wish you luck!

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

Natalie Harp 2: (13:12) loaded question

Marcel Schmitz: (13:12) But is this audience biased?

Evelyn Launius: (13:13) Can you please elaborate more on why MOOC is a threat from your perspective?

Linda Feeney: (13:15) The key is the word 'threat' and how it is interpreted. HiEd is threatened because it must respond to the change and not just wait and see.

Marcel Schmitz: (13:16) How to convince management to take this train?

Susie Henderson, EDUCAUSE: (13:16) Thanks for using this chat area to submit questions for the speaker.

Kyle Johnson (Chaminade Univ): (13:17) What (if any) new pedagogical approaches can we learn from MOOCS?

Noah - UMN: (13:17) To what extent it is appropriate to equate an institution of higher education and a business? In what ways does this miss something?

gayle: (13:17) are you talking about for credit moocs or moocs for people who don't want to get higher education degrees or high school students trying to jump start their college careers?

Susan 2: (13:19) Are you equating a blended course and a flipped course?

guest 16: (13:20) are we preparing new instructors to use this technology and how early in a student's life will s/he be exposed to this type of instruction

Ellen Murphy: (13:20) Isn't it possible that the lecture will still be alive, but slightly different? People still are willing to pay lots of money to attend a TEDx event, and aren't those lectures?

Sheri Handel: (13:21) Did you have a team of instructional designers/technologists who could help you?

Kyle Johnson (Chaminade Univ): (13:22) If one MOOC takes this amount of resources, how does that scale to a large (or complete set of offerings)?Or do you just provide the same class ad infinitum?

Jarret Cummings, EDUCAUSE: (13:23) As the MOOC providers continue to evolve their business models, it appears that they are emphasizing their course delivery technology over the form of a massive open online course itself. Is that a fair read, and if so, what does it say about the MOOC companies' business models as relates to MOOCs themselves?

wayne boone Carleton University: (13:23) plse elaborate on how you conducted peer grading?

gayle: (13:23) are there specific disciplines that really should avoid teaching using moocs?

Deborah Lee, Mississippi State University: (13:24) How did your university factor in the development time for the MOOC for you as a faculty member?Reduced course loads?

Kelvin Bentley (Cuyahoga CC): (13:24) But will MOOCs matter if many institutions don't give credit for them???

Ang: (13:24) What was the focus of your Google Hangouts?

Brian Basgen: (13:25) To add to @Kelvin's question: if only "peer grading" occurs, does a MOOC substantively differ from a sage on a stage, conference type presentation?

Glenn G - Washington College of Law: (13:25) Dropouts aren't good stats when people want credit!

Erin Hill: (13:25) How was learning assessed?

Ed Garay, UIC: (13:26) Besides all the time spent on developing the course materials, student activities, etc. how much time did you spend each week while the class was in session?

Matthew: (13:26) How did UoMD pay for your time in curriculum creation and delivery for this course on distruptive technology?

Jobeth Pilcherat BHCS in Dallas: (13:26) How can we sign up/ register for the MOOC that you mentioned that starts on Sept 30th?

MRF - SCCC: (13:26) How do faculty get paid for the course development?

Jeannie Poterucha Carter: (13:27) jobeth, go to coursera.com

MRF - SCCC: (13:27) And udacity?

guest 9: (13:29) Do we expect each institution to provide world wide education?

Kyle Johnson (Chaminade Univ): (13:29) How is the concern about taking a MOOC somewhere else different than dealing with transfer credit?

Michelle Donaldson Ohio U: (13:30) How have you dealt with the questions in regards to intellectual property when asking a faculty to consider participating in a MOOC?\

Matthew: (13:30) How do the stipluations with articulation agreements across states work for MOOCs, specifically did UoMD have permission to offer education in all 50 states?

Margaret Nosek: (13:31) How do learners find out about available MOOCs worldwide?

Kim McDevitt: (13:31) have you ever seen a course with a laboratory compenent succeed in the MOOC environment

Stephen Larson, SRU: (13:31) UoMD teaches to military

Bob Hails - PASSHE: (13:31) Yes, how did you handle state authorization for your Mooc?

Fran A Chapel Hill NC: (13:32) what was meant by developing scenarios to create a plan?

Jerry: (13:32) Should faculty be paid separately for preparing/presentng a MOOC?They don't get paid separately for their regular courses

Ena Haines: (13:33) in what situations would you expect that later adopters might be able to gain advantage? Is it always going to be the case that the early birds will run away with it?

Su Lin Shum: (13:33) Do you have some best case examples of how to add value through MOOCs?

Mark McConahay - Indiana University: (13:33) How do you deal with academic performance and credentialing?What becomes of instiutional ional differentiation?

Larry Perkins (Gonzaga\_: (13:33) So, I can understand questions of "authorization" regardng the distribution of intellectual property, user of resources, et cetera; but, Just where does the idea of "needing prior authorization in all 50 states" come from relative to simply making information available as a "Freedom of Speech" issue?

guest 9: (13:34) How does social media enhance a university's ability to provide MOOCs?

Allan Schmidt - Iowa State: (13:34) How do you choose the courses/topics to deliver by a MOOC?

Wen @ EDC.org: (13:35) Practical strategies to overcome language and cultural differences barriers in a MOOCs environment?

Guest: (13:35) Is it too early to think about compentency based degrees versus credit based?

Krissy Lukens: (13:41) @ Guest: I've been intrigued with the following company and especially their job opportunity posting . . . notice, no degree required.<http://infographics.com/jobs.php>

Wen @ EDC.org: (13:42) @Guest: Great point! I like the competency based degree model. A lot of real world jobs (e.g. bank data mining) are actually more of "craft" and "experience" instead of just pure programming logic or knowledge...

Guest 23: (13:43) I am a visual learner myself so this is very helpful.

Alex Sergay: (13:47) How expensive and difficult to use are the automated grading systems?

Donnie Sendelbach, DePauw U: (13:48) Do the students also get access to their dashboard? Do they also get to look at where their weaknesses are--so that they have ownership of the learning process, too?

Guest 3: (13:49) Can you speak about the accessibility implications of online learning?

jrboyd - MSU: (13:49) Can you describe the nature and depth of support that MIT faculty receive to accomplish this model?

Ellen Murphy: (13:50) Yes, would like to know about accessibility in MOOCs.

Jarret Cummings, EDUCAUSE: (13:50) How do you manage academic integrity concerns in the context of a pedagogical process that heavily leans on peer interaction?

Ellen Murphy: (13:51) How does Higher Education balance innovation (like MOOCs) with the requirements of accrediting agencies?

SUNY Cobleskill - Jim Dutcher: (13:52) Teaching is a great way of learning...doing is often the best way of learning...not just simulations, but rather real world environments...are there experiential MOOC examples folks know and can share?

Guest 23: (13:54) Do you foresee impedimentsbeing created by federal and state bureaucracies (e.g., educational agencies)?

Ellen Murphy: (13:55) Did MIT develop their own Platform to get them the types of data they are getting and the ways they are using them? Do they think all platforms provide these things,? How will MOOCs change platforms?

Marcel Schmitz: (13:56) And what is the role of the library on the campus?

Donnie Sendelbach, DePauw U: (13:56) How does this mean the residential housing will change? Not just a place to sleep and party but also a classroom?

Brent McCowan: (13:57) Which companies are leading the way in education analytics?

Stephen Larson, SRU: (13:57) Diana, please up the volume on your mike

Emily Thompson: (13:58) do you have any suggestions for how publishers could alter their licensing models to try and get library materials to students who might not be officially registered students

Donnie Sendelbach, DePauw U: (13:59) How do we present info not just in different ways but also different ways to interact with it?

Guest 22: (14:00) @Emily - some publishers are willing to have a chapter or portion of a book used in a MOOC because it helps drive sales of the book.However, it is typically the marketing dept and not the rights and permissions dept that gets this.As for licensing for libraries, I don't think there has been much movement there.

Nancy Baumann: (14:05) In the end, isn't it the meta data that will help us improve learning? Aren't MOOCs, at this point, a research project?

Harper Johnson: (14:08) Didn't the chart state employees per 1000 students?

Harper Johnson: (14:09) That would equate to 26 additional staff at NAU

Donnie Sendelbach, DePauw U: (14:09) What are the new roles not yet in place anywhere but needed with this revolution in learning?

Jackie Bichsel: (14:10) That's correct, Harper.

Ed Lojko: (14:12) When students say they would like more gaming/sims, what are they asking for?

Guest 23: (14:14) Would course specific Apps complement MOOCs?I teach one of my courses with a very powerful App. It saved students $120.I don't want students to spend more than $40buying textbooks or supplemental materials.Just about everything, except pharmaceutical research, is online.

Archana, University of Maryland: (14:16) WHen yo ask academia to make their course online what are theintellectual right issues?

Ellen Murphy: (14:16) I htink a lot of schools are using publisher content to populate the majority of the course content, does this factor into the data we are looking at? Are faculty ever threatened by that?

Archana, University of Maryland: (14:17) Who owns the course intellectually

Jeremiah Parry-Hill, RIT: (14:19) Is there a trend toward treating MOOC experience as prior experience credit, or an assessable competency?

Guest 22: (14:19) @Archana - who owns the intellectual property in the MOOC depends on your institution's IP ownership policy.A number of institutions are updating their policies b/c MOOCs weren't contemplated.

Guest 3: (14:19) But the students in the ECAR sample are not the target of MOOCs, are they?

gayle: (14:20) Please talk about IP and MOOCs

Janet Bickel-Burton: (14:21) this MOOCs demographic seems similar to early 1990'sinternet usage of the then "new" internet

Cynthia Humes, CMC: (14:21) I agree with Gayle, pls talk about IP and MOOCs

Archana, University of Maryland: (14:21) Yes just wondering with all this research did they find that out.... what is the breakdown

guest 11: (14:23) If universities and colleges accept outside MOOCs and start using competency assessment as the formula for awarding credits how to do schools of lower rep or name recognition compete with the top tier schools?

Joan Cheverie - EDUCAUSE: (14:24) @Gayle Take a look at:http://www.educause.edu/library/resources/copyright-challenges-mooc-environment