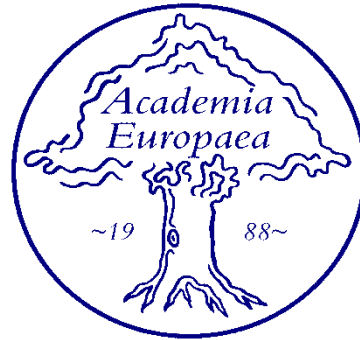


Scenarios for the Future: Reshaping the MOOC Landscape

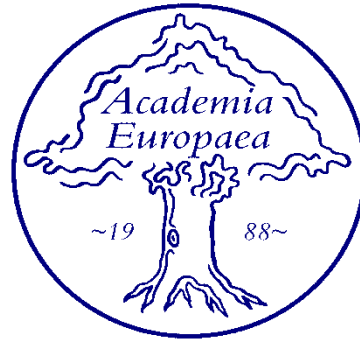


Emerging Models of Learning and Teaching:
From Books to MOOCs?

Stockholm
21-23 May, 2015

The Wenner-Gren Foundation
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Scenarios for the Future: Reshaping the MOOC Landscape



Professor Mark Brown

National Institute for Digital Learning

Dublin City University, Ireland

The Wenner-Gren Foundation

supporting worldwide research in all branches of anthropology



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

**The ICDE
reports series**

Quality models in online and open education around the globe: State of the art and recommendations



Authors: Ebba Ossiannilsson,
Keith Williams, Anthony F.
Camilleri, and Mark Brown



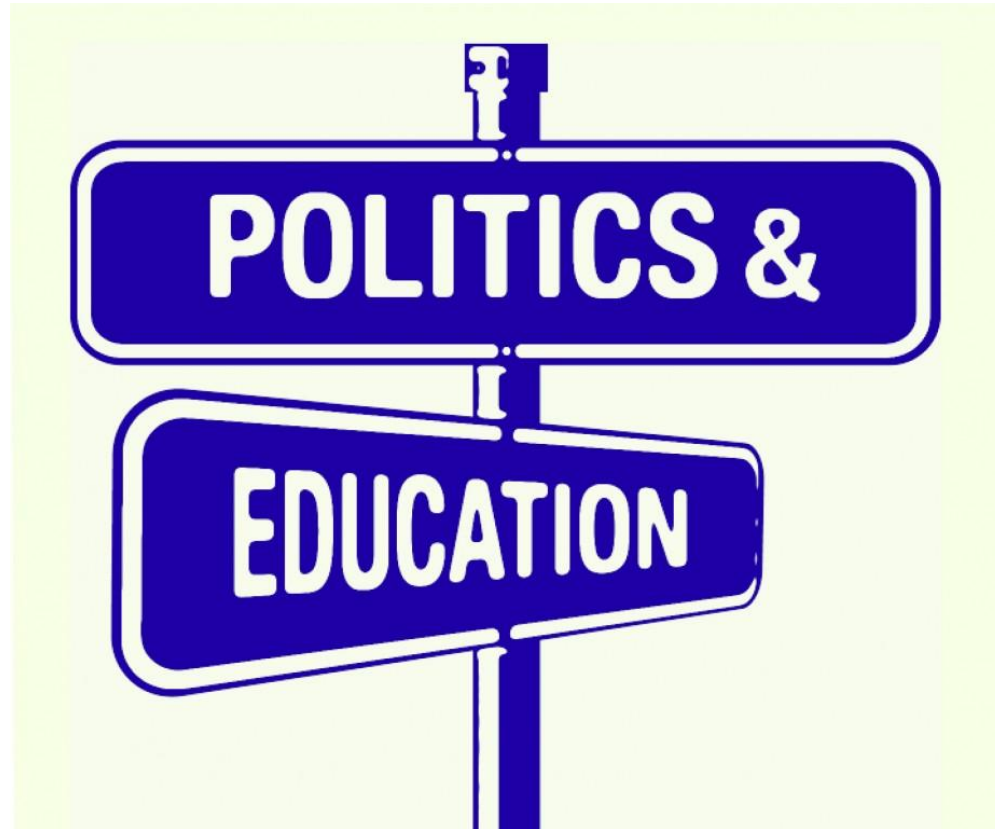
<http://www.icde.org>

Scenarios for the Future: Reshaping the MOOC Landscape

Outline...

1. Images of the present
2. Kaleidoscope of competing images
3. Refocusing on preferred images for the future

Central thesis...



“All education is **political**”



“An educational change is neither natural nor normal, constant nor common as it involves a deeper **struggle** over who will win **control** of the curriculum” (Evans, 1996, p.25).

1. Images of the present...

1. Images of the present...

Higher Education Quarterly, 0951-5224

DOI: 10.1111/hequ.12061

Volume 69, No. 2, April 2015, pp 175–192

Massive Open Online Change? Exploring the Discursive Construction of the ‘MOOC’ in Newspapers

Neil Selwyn, Monash University, neil.selwyn@monash.edu

Scott Bulfin, Monash University, scott.bulfin@monash.edu

and Luci Pangrazio, Monash University,

luciana.pangrazio@monash.edu

Abstract

Massive Open Online Courses (MOOCs) have been a prominent topic of recent educational discussion and debate. MOOCs are, in essence, university-affiliated courses offered to large groups of online learners for little or no cost and are seen by many as a bellwether for change and reform across higher education systems. 457 newspaper articles published between 2011 and 2013 in Australia, United Kingdom and United States. The article then examines how and why newspaper articles in the US, UK and Australia point to a predominant framing of MOOCs in terms of marketization, credentialification, and pedagogical innovation, and how this framing is related to the broader debate on the economics of higher education. The article then considers the reasons underpinning this restricted framing of what many commentators have touted as a radical educational form—not least the apparently close association between MOOCs and the economics of higher education.

Issue	Dominant assertion	Counter-assertion
Large class sizes	Students are motivated and excited by the crowded stadium-like experience.	Students are disconnected from the intimacies of learning.
Higher education 'status quo'	MOOCs circumvent traditional higher education systems.	The legitimacy of the MOOC as an educational form appears to derive primarily from their association with high status, elite universities.
The role of teachers	Courses are driven by renowned professors enjoying the cachet of celebrity and status.	MOOCs are prompting the mass of non-elite educators and institutions worry about their futures.
Pedagogy & learning	Pedagogy and learning is heralded as innovative and '2.0'.	Pedagogy and learning is derided as replicating the passive instructionism of twentieth century higher education.
Revenue	MOOCs present a new and uncertain phase of the fee-paying structure of university tuition.	MOOCs are bolstering the stock of established university 'brands' and their revenue streams.
Alternate mode of provision	MOOCs offer an alternate means of studying at a university-level of education.	MOOCs are reinforcing the established <i>status quo</i> in higher education—offering an alternative 'way in' to later study for 'proper' courses at 'proper', 'face to face' universities.
Technology development	MOOCs have developed as part of a natural evolution of technology.	MOOCs have developed as part of a deliberate process of scientific innovation and Silicon Valley entrepreneurship.

Selwyn, N., & Bulfin, S. (2014). *The discursive construction of MOOCs as educational opportunity and educational threat*. Monash University.

British Journal of Educational Technology (2015)
doi:10.1111/bjet.12277

What public media reveals about MOOCs: A systematic analysis of news reports

Vitomir Kovanović, Srećko Joksimović, Dragan Gašević, George Siemens and Marek Hatala

Vitomir Kovanović is a doctoral student in the School of Informatics, University of Edinburgh, United Kingdom. His research focuses on the development of novel learning analytics systems for online and digital learning. Srećko Joksimović is a professor at the University of Toronto, Canada. His research interests are in learning environments. Dragan Gašević is an associate professor in the School of Informatics at the University of Edinburgh, United Kingdom. His research interests are in the design of learning and teaching environments. George Siemens is a professor at the University of Toronto, Canada. His research interests are in the design of learning environments. Marek Hatala is a professor at the University of Toronto, Canada. His research interests are in the design of learning environments.

Almost 4000 articles from 591 news sources from around the world, with close to 50% reduction in media stories in 2014 from peak of 2013.

Address: Vitomir Kovanović, School of Informatics, University of Edinburgh, 10 Crichton Street, Edinburgh, Midlothian EH8 9AB, United Kingdom. Email: v.kovanovic@ed.ac.uk

U.S.

Promising Full College Credit, Arizona State University Offers Online Freshman Program

By TAMAR LEWIN APRIL 22, 2015

 Email Share Tweet Save More

[Arizona State University](#), one of the nation's largest universities, is joining with edX, a nonprofit online venture founded by M.I.T. and Harvard, to offer an online freshman year that will be available worldwide with no admissions process and full university credit.

In the new Global Freshman Academy, each credit will cost \$200, but students will not have to pay until they pass the courses, which will be offered on the edX platform as MOOCs, or Massive Open Online Courses.

"Leave your G.P.A., your SATs, your recommendations at home," said Anant Agarwal, the chief executive of edX. "If you have the will to learn, just bring your Internet connection and yourself, and you can get a year of college credit."

The New York Times

ASU online
ARIZONA STATE UNIVERSITY

Introduction

Case Studies

Become a Partner

DCU has a number of strategic partners. These partnerships provide a key point of difference to DCU Connected as they help to extend the range of study options. We expect to expand the number of these partnerships over the next year or so, although at DCU we are very particular about who we choose to partner with as we will not compromise on our reputation for academic excellence.



Connected Partners
Case Studies



DCU & ASU

Joint leadership & blended learning in delivering the next generation of biomedical diagnosticians.

[More](#)

QUESTION...

- When did the first MOOC-related story appear in the Irish media?

QUESTION...

- When did the first MOOC-related story appear in the Irish media?

Answer... 2011

THE IRISH TIMES

NEWS SPORT BUSINESS OPINION LIFE & STYLE CULTURE MORE VII

Education Ireland World Politics Crime & Law Social Affairs Health

Free online course materials will revolutionise third-level education

Brian Mooney Topics: News Education

Tue, Feb 1, 2011, 00:00 [Recommend](#) 0 [Tweet](#) 0 [g+](#) [+](#) [Print](#) [RSS](#)

TALKBACK: Students are tapping into the vast amount of study resouces available online

BY NOW more than 70,000 adults and school leavers have applied to the CAO for a college place for the 2011-2012 academic year. They do so in the anticipation that by committing four to five years to undergraduate and postgraduate studies, they will increase their chances of developing a successful career into the future. At the end of their academic studies, the successful graduates will have acquired the knowledge and skills to enable them to secure a first step into the employment market in their chosen field of studies. They will also have incurred a debt of at least €30,000 in the process.



ADVERTISEMENT



Join the new renaissance

Topics: Business


Tue, May 15, 2012, 01:00 ▼

 Recommend 0 Tweet 0 +1

It's never been easier to jump-start your skills or develop your creativity at no cost other than your dedication and an internet connection, writes **KEVIN CASEY**

WEALTHY, powerful people have a saying that they wheel out in times of trouble to make themselves sound resilient. "Never waste a good crisis," they say. Meanwhile, college fees are on the rise, the euro is in decline, jobs are disappearing while training places are being snapped up fast. It's easy to speak in cliches when you're loaded.

On the other hand, it's never been easier to jump-start your skills or develop your creativity at no cost other than your dedication and an internet connection. In case you've been overlooking one of your talents or want to bone-up on a new set of skills, right now there is a low-cost renaissance of education taking shape.



BE YOUR BEST
2015
The Irish Times/PotentialLife Challenge

Be Your Best
`I hate self help, I hate online learning, I hate apps` - Caroline Casey

Business Bites

Cantillon: Cantillon: No bubble trouble yet as Irish house prices leap

Teleprinter: SuperValu spends €3m on 'karma' campaign

Teleprinter: Eason and Newstalk start new chapter with book club

Teleprinter: Snapchat experiments highlighted in Sockie nominations

Teleprinter: UTV 'well-positioned' to benefit from ad market upturn, says Merrion

Cantillon: Cantillon: Is the Netflix broadband speed index worth watching?

ADVERTISEMENT

15th May 2012 – 1st mention of MOOC

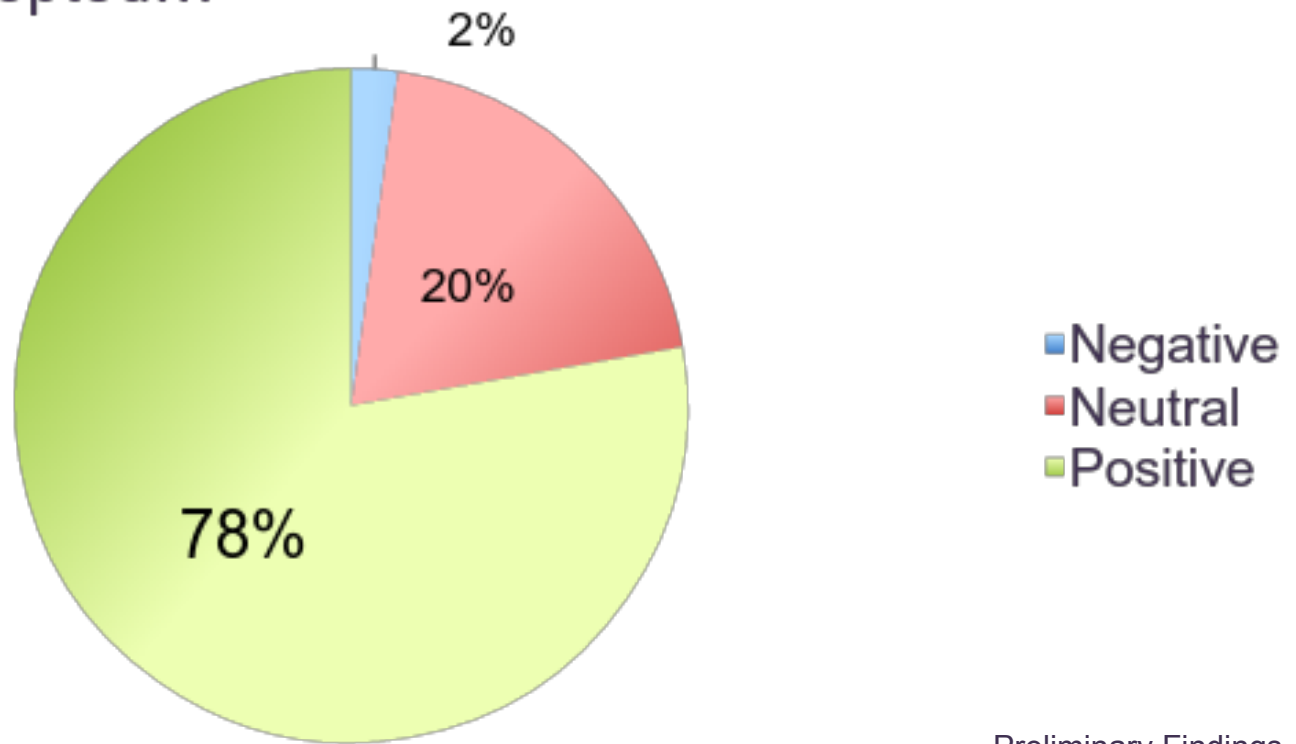
	2012	2013	2014	2015	Total
Number of stories	1	24	39	11 (33)	77

The screenshot shows a Nexis search interface. At the top, it says 'Nexis®' and 'Power Search - Irish Publications > ("MOOCs" or "Massive Open Online ... (77)'. There are links for 'Start Page', 'Sign Out', 'Contact Us', 'Help', and 'Live Chat'. Below the search bar, there are options for 'Show' (Expanded List), 'Sort' (Newest to Oldest), and 'View Tagged'. The left sidebar shows 'Result Groups' and 'View Multiple Groups > All Results (77)'. The main content area displays a list of search results, including titles and snippets from various Irish publications like 'The Irish Times', 'Sunday Business Post', and 'Irish Examiner'.

Brown, M., Costello, E., Donlon, E., Nic Giollamhichil, M., Kirwan, C. (2015). *MOOCs in Irish media: Messages behind the story*. Presentation at Opening Up Education: National MOOC Symposium, Dublin City University, Dublin, 1st May.

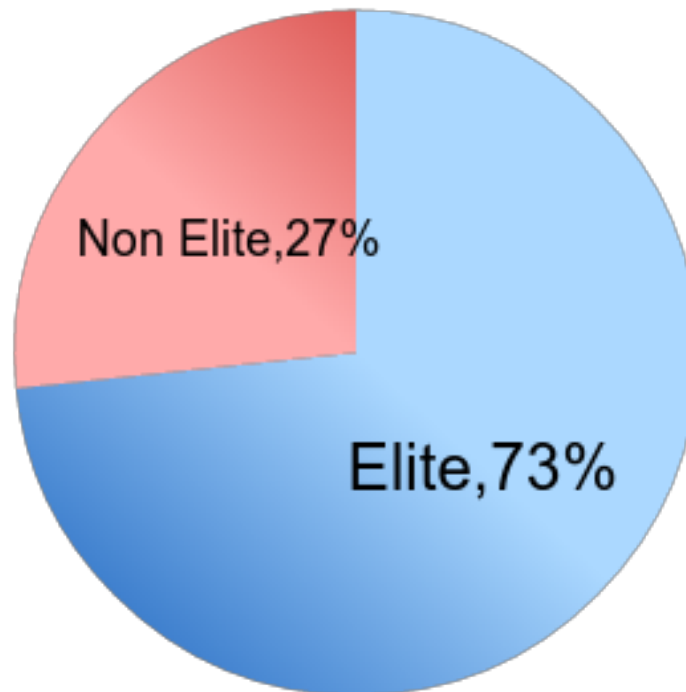
	2012	2013	2014	2015	Total
Number of stories	1	24	39	11 (33)	77

Stance Adopted...



	2012	2013	2014	2015	Total
Number of stories	1	24	39	11 (33)	77

Institutional Status...



Ireland-based Alison takes MOOC revolution to Northern Iraq

Post 3 of 2256 < >



April 15, 2015

On 6 April 2015, Ireland-based MOOC Alison launched the first ever free online skills training courses in the Kurdish language in Erbil, Northern Iraq.

Alison was established in Galway in 2007 by Harvard graduate and social entrepreneur Mike Feerick. The MOOC is a global provider of free online skills training courses, with the objective of enabling people to gain basic education and workplace competences.

In February 2014 Alison registered its 3 millionth learner, making it one of the biggest MOOCs outside the US. Most of its learners come from the developing world with the fastest growing numbers in India.

The current project in Northern Iraq is a joint effort between [Alison](#), [USAID/Foras](#), an economic development project in Iraq, and [Silatech](#), a regional social initiative promoting employment opportunities for Arab youth. The translation was funded by the USAID/Foras, and completed by [Cihan University](#)'s translation centre, a private university in Erbil.



Mike Feerick, founder of Alison

Indian giant Tata Group to sell Irish degrees worldwide

Ireland's richest family is behind massive deal



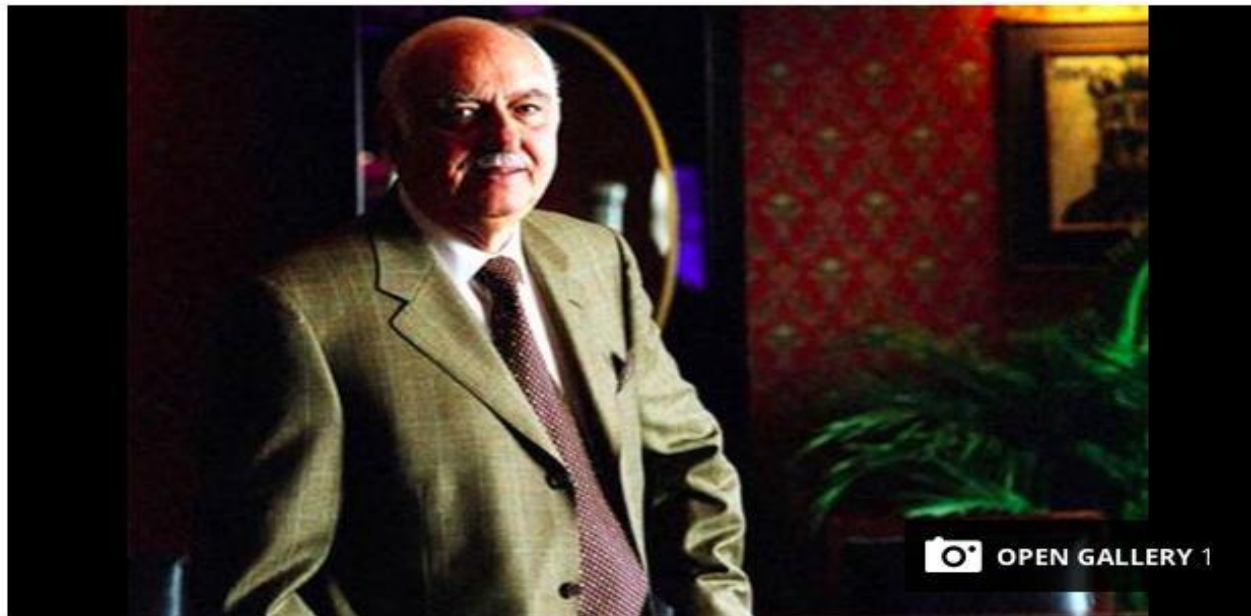
Sarah McCabe 
EMAIL

PUBLISHED

31/08/2014 | 02:30



SHARE



Pallonji Mistry

Tata, the Indian conglomerate owned by Ireland's richest man, is working on a deal to sell Irish university degrees online around the world.

Most Read Most Shared Most Comm

Lessons that the Greeks could learn from a trip to Dublin **World**

Volkswagen chief Ferdinand Piech resigns after row **World**

World's biggest oil trader sees \$50 floor **World**

HSBC could move global HQ to avoid UK taxes and regulation **World**

Greece crisis: Europe slams door on request for more aid **World**



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Online Learning at University: Discussion

Wednesday, 3 December 2014

Joint Committee on Education and Social
Protection Debate

Page 3 of 13

Online Learning at University: Discussion

Chairman: The subject of this meeting is studying at university through online learning, including massive open online courses, MOOCs. I draw to the attention of the witnesses the fact that, by virtue of section 17(2)(f) of the Defamation Act 2009, witnesses are protected by absolute privilege in respect of their evidence to this committee. If they are directed by the committee to cease giving evidence on a particular matter and they continue to do so, they are entitled thereafter only to qualified privilege in respect of their evidence. Witnesses are directed that only

“The subject of this meeting is studying at university through online learning, including massive open online courses, MOOCs”

MOOCs, and we are aware of new developments in this regard by the three colleges whose representatives are appearing before us. For this reason, I welcome Professor Brian MacCraith, president of Dublin City University, Professor Mark Brown, director of the National Institute for Digital Learning, Mr. John D'Arcy, national director of the Open University, Professor Timothy Savage, associate dean for online education at Trinity College Dublin, and Mr. John Coman, secretary to that college. This meeting was originally scheduled for next week but we had to reschedule it as we are required to consider an Estimate next week. I appreciate that the witnesses were able to attend at short notice.

I invite Professor Mark Brown to make his opening presentation on behalf of DCU.



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OK

BUILDING
DIGITAL
CAPACITY

Executive Summary

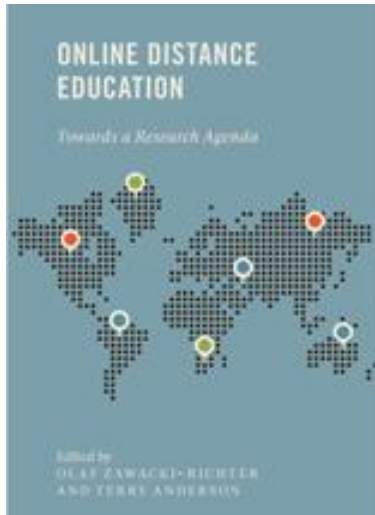
TEACHING AND LEARNING IN IRISH HIGHER EDUCATION:
A ROADMAP FOR ENHANCEMENT IN A DIGITAL WORLD 2015-2017

National Strategy for Higher Education to 2030

“The National Strategy for Higher Education recommends that if Ireland is to raise levels of lifelong learning and higher education attainment, more is needed in terms of **increased flexibility** and innovation, broader routes of **access** and a **model of funding** that supports **all students** equally, regardless of mode or duration of study” (HEA, 2012, p.6).



Key paradox...



“There is also almost **no understanding** of the **private** and **social benefits** of distance and online education in comparison with those of face-to-face education” (Rumble, 2014, p.208).

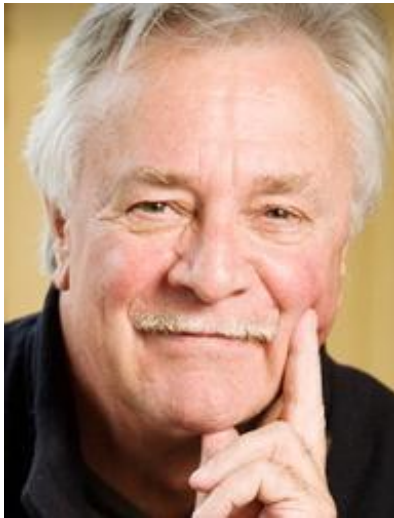
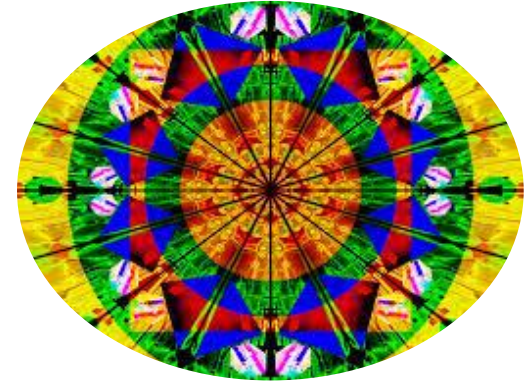
2. Kaleidoscope of competing images

2. Kaleidoscope of competing images



- Who is creating the image and why?
- What are we being told about the image?
- What is missing from the image?
- What images are not being created?

MOOCs are...

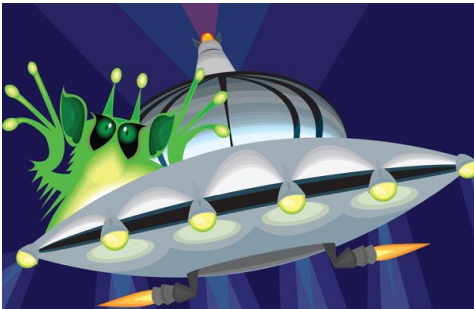


- a type of marketing
- an academic labor policy
- a kind of entertainment media
- an expression of Silicon Valley values
- a financial policy for higher education

Peters, M. (2013). Massive Open Online Courses and Beyond: the Revolution to Come. *Truthout*, August 17

Invasion of the MOOCs

The Promise and Perils of
Massive Open Online Courses



Another colonialist tool?

Edited by Steven D. Krause and Charles Lowe

http://www.parlorpress.com/invasion_of_the_moocs

[Updated] FutureLearn delivers the largest MOOC ever as more than 400,000 learners convene for English language learning

14 MAY 2015

The biggest single run of a free online course began on FutureLearn this week, with more than 400,000 (401,000, Tuesday 19th May) learners from over 150 countries enrolled.

FutureLearn, first UK-based provider of massive open online courses, began offering courses in October 2013. As a social learning platform – designed to enable learning through conversation – interaction between course participants is integral to the learning experience.

Enter a @name or full name



User @PeterHorrocks1

Details

PROFILE ACCOUNT



Peter Horrocks
@PeterHorrocks1

YOUR ACCOUNTS



Mark Brown
@mbrown7



Peter Horrocks @PeterHorrocks1 7d
UK Mooo snatches world record for sign-ups. UK quality beating US \$\$? Can you hear us @coursera? @FutureLearn
bbc.co.uk/news/education...

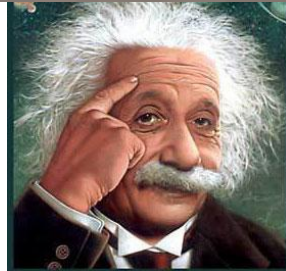
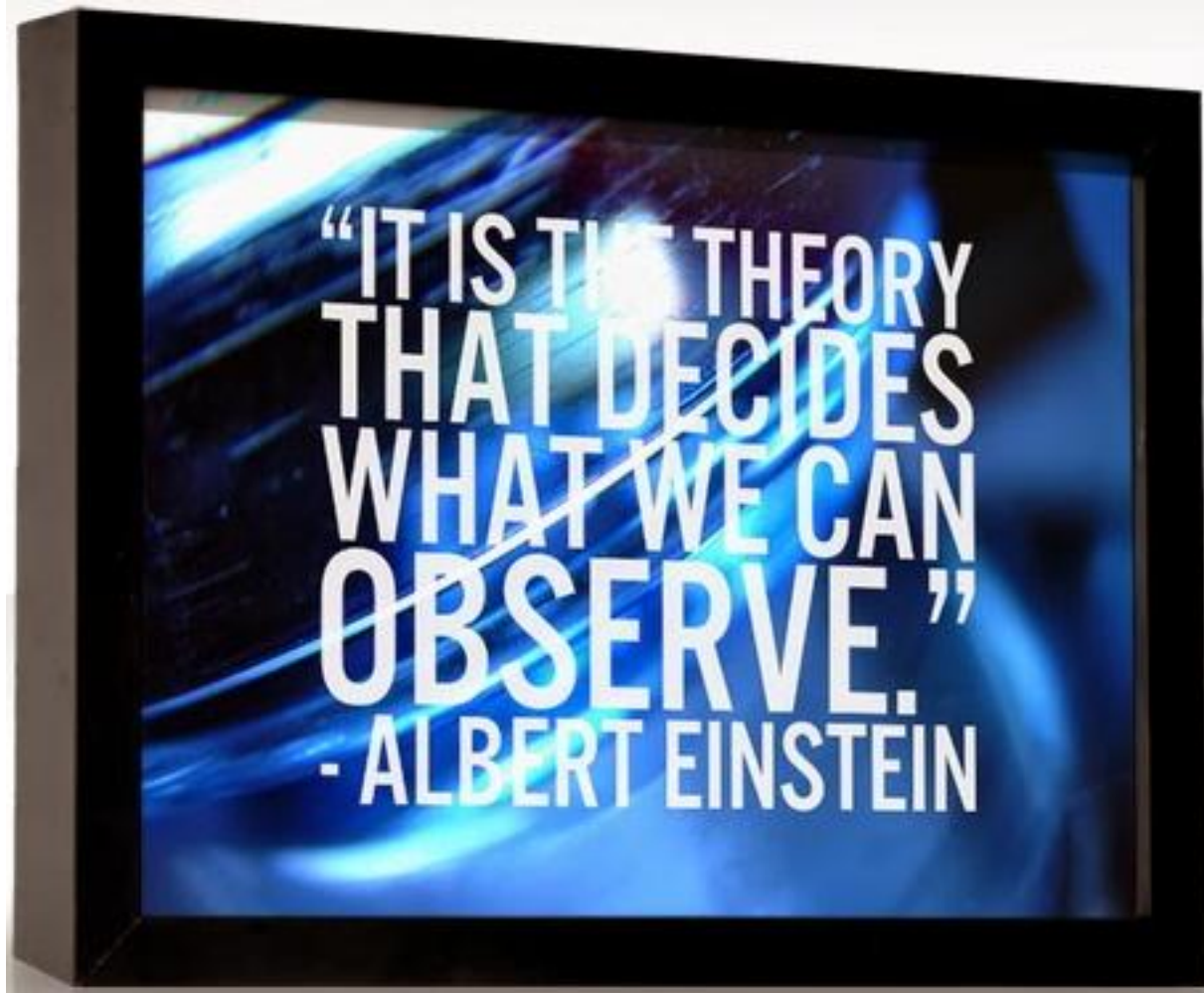
Details

“UK MOOC snatches world record for sign-ups. UK quality beating US \$\$?”

8d

8d

View



Major Competing Lenses

Commoditization

Knowledge Economy

Globalization

Trans Pacific Partnership (TTP)

Transatlantic Trade & Investment Partnership (TTIP)



Learning Society

High Level Group on the Modernisation of Higher Education

“...We risk being **left behind** as other parts of the world act more nimbly in garnering the benefits of technology” (p.6).



OCTOBER 2014

REPORT TO THE EUROPEAN COMMISSION ON
**New modes of learning and
teaching in higher education**

Sunday Independent

Sunday Independent

March 22, 2015

"This is a major opportunity for the Irish **economy** to become involved with a company that employs 300,000 people worldwide and has a turnover of \$15bn."

Sunday Independent

Sunday Independent

November 30, 2014

"As Chandra told the heads of the Universities and IOTs in Dublin this week, we are talking about building an entire **economy** based on Irish education. These are wise words from a man whose company's exports are worth more to the Indian economy than their total oil imports."

Major Competing Lenses

Knowledge Economy



- E-learning
- Digital learning
- Technology-enhanced learning

- Open learning
- Online learning
- Anytime, anywhere learning

Learning Society

Different interest groups and stakeholders borrow the same **'language of persuasion'** to legitimize their own hegemonic agenda

Major Competing Lenses

Knowledge Economy

Reproduction

- Mass education
- Quality standards
- Education as commodity
- Increased market competition

E-learning •

Digital learning •

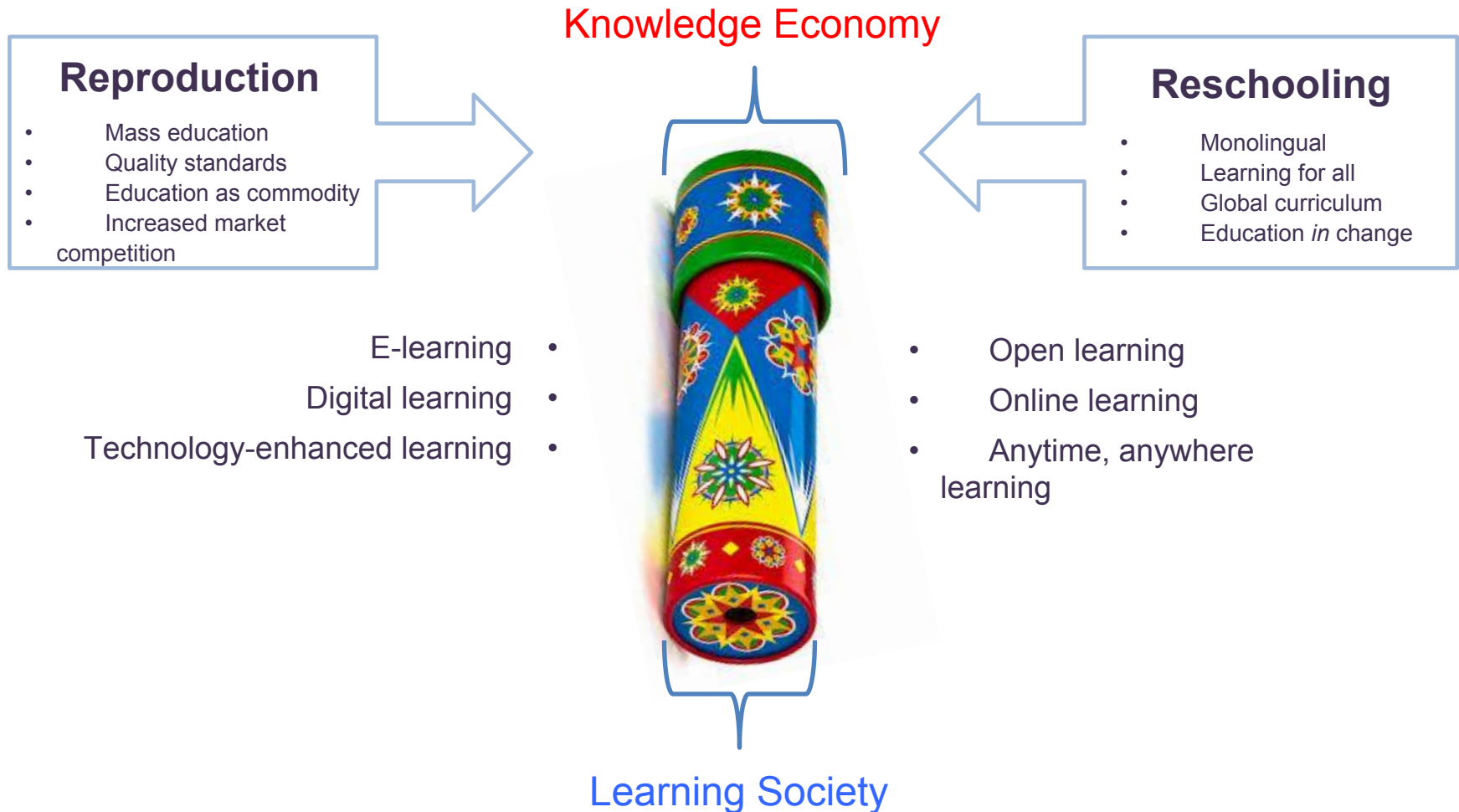
Technology-enhanced learning •

- Open learning
- Online learning
- Anytime, anywhere learning

Learning Society

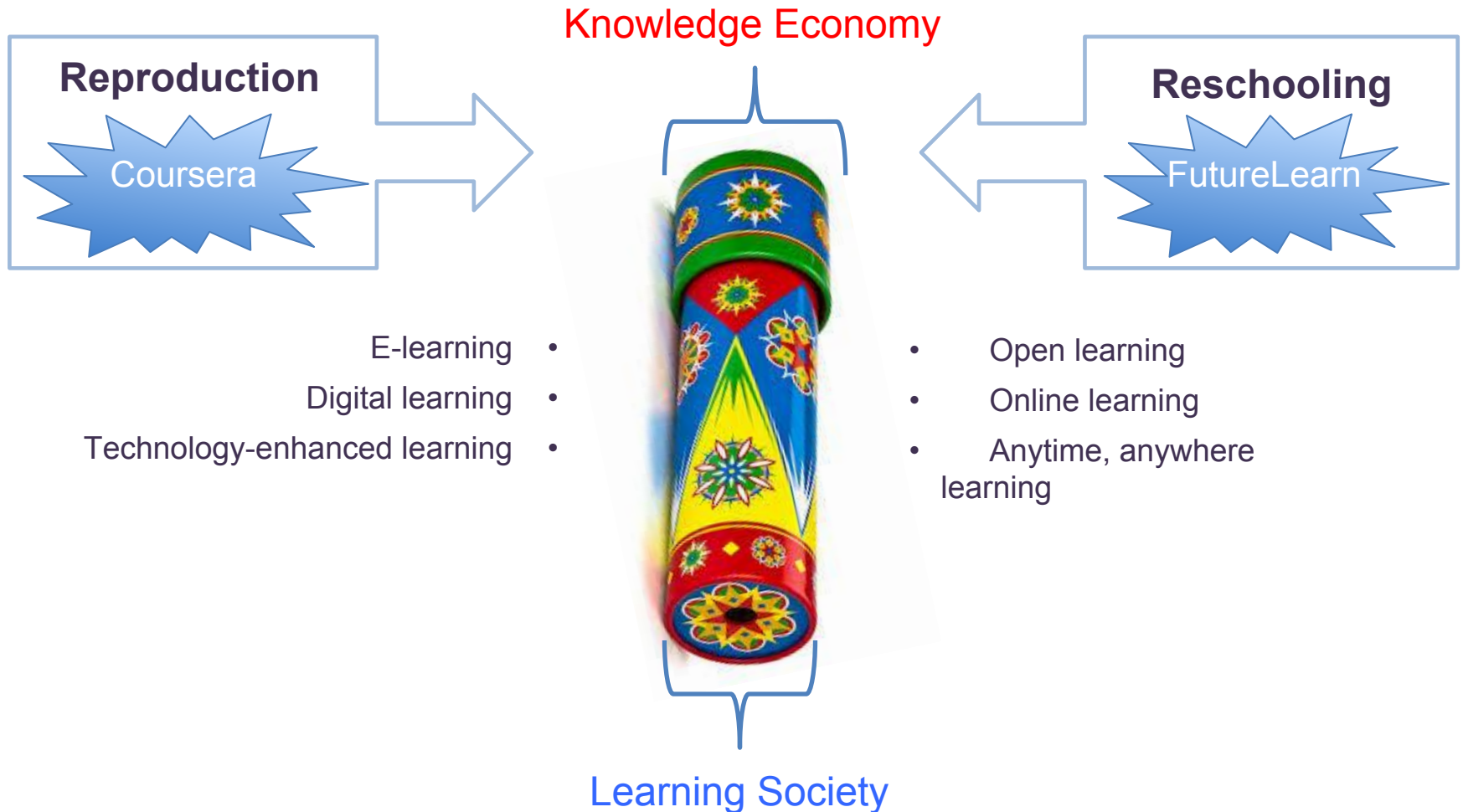
Different interest groups and stakeholders borrow the same **'language of persuasion'** to legitimize their own hegemonic agenda

Major Competing Lenses



Different interest groups and stakeholders borrow the same **'language of persuasion'** to legitimize their own hegemonic agenda

Major Competing Lenses



Different interest groups and stakeholders borrow the same **'language of persuasion'** to legitimize their own hegemonic agenda

Major Competing Lenses

Knowledge Economy

Reschooling

- Monolingual
- Learning for all
- Global curriculum
- Education *in* change

Reproduction

- Mass education
- Quality standards
- Education as commodity
- Increased market competition

E-learning •

Digital learning •

Technology-enhanced learning •

• Open learning

• Online learning

• Anytime, anywhere learning

- Democratic
- Open access
- Learning webs
- Unbundling learning

Deschooling

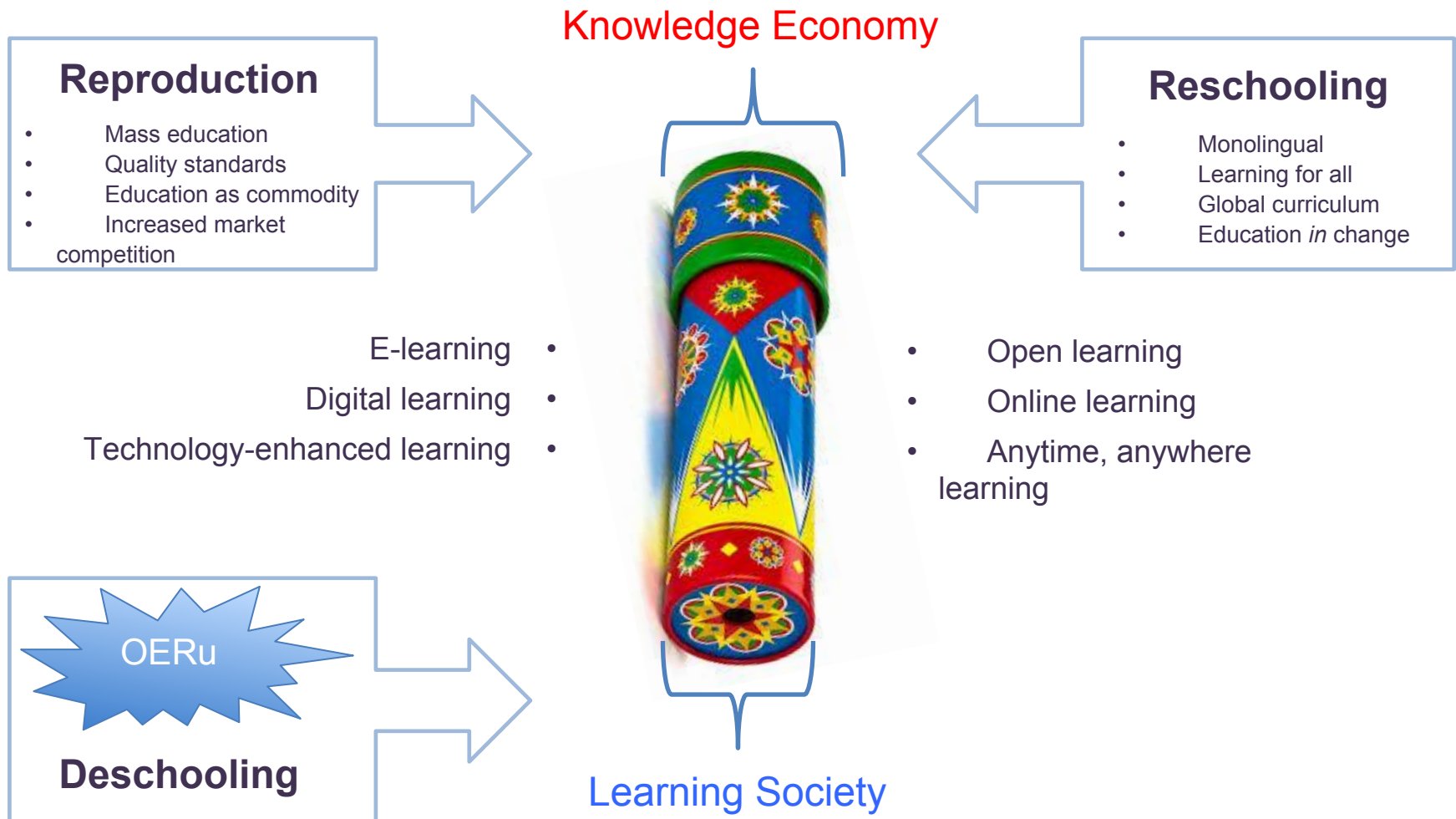
Learning Society



Different interest groups and stakeholders borrow the

same **'language of persuasion'** to legitimize their own hegemonic agenda

Major Competing Lenses



Different interest groups and stakeholders borrow the same **'language of persuasion'** to legitimize their own hegemonic agenda

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Knowledge Economy

Reproduction

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- Increased market competition

Reschooling

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- Learning for all
- Global curriculum
- Education *in* change

E-learning •

Digital learning •

Technology-enhanced learning •

• Open learning

• Online learning

• Anytime, anywhere learning

- Democratic
- Open access
- Learning webs
- Unbundling learning

Deschooling

- Diversity
- Just society
- Wicked problems

Reconceptualist

Learning Society

Different interest groups and stakeholders borrow the

same 'language of persuasion' to legitimize their own hegemonic agenda

Major Competing Lenses

Knowledge Economy

Reschooling

- Monolingual
- Learning for all
- Global curriculum
- Education *in* change

Reproduction

- Mass education
- Quality standards
- Education as commodity
- Increased market competition

E-learning •

Digital learning •

Technology-enhanced learning •

• Open learning

• Online learning

• Anytime, anywhere learning

- Democratic
- Open access
- Learning webs
- Unbundling learning

Deschooling

OpenupEd

Reconceptualist

Learning Society

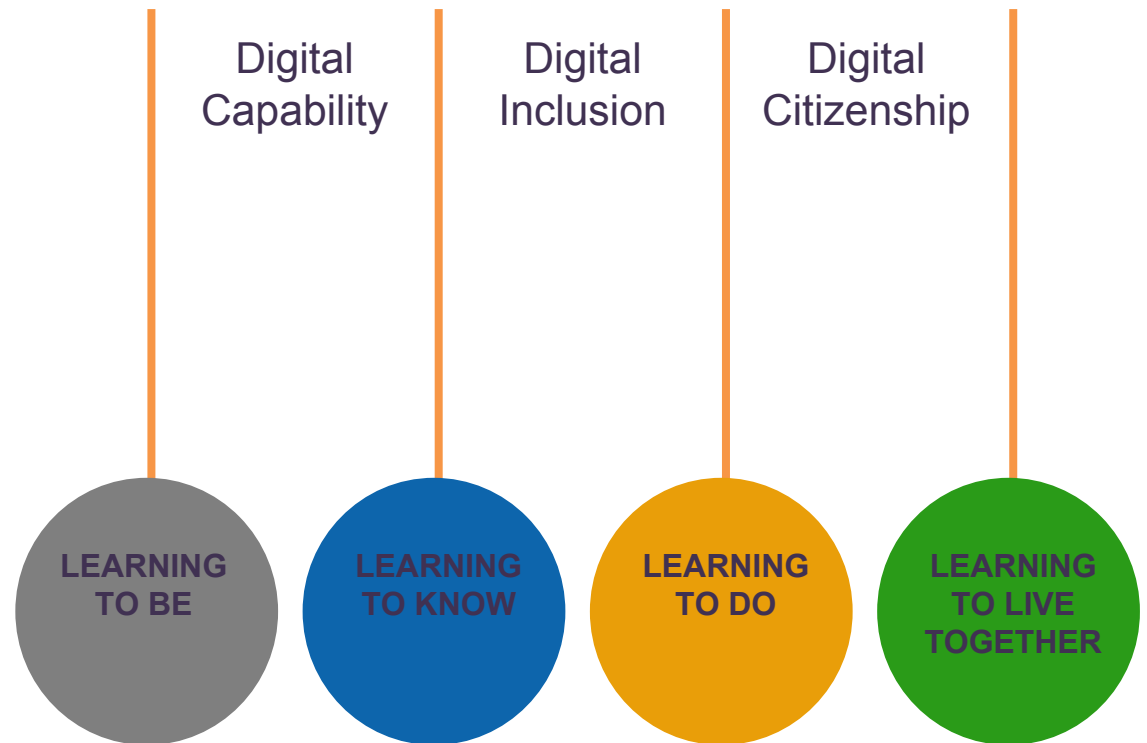
Different interest groups and stakeholders borrow the

same **'language of persuasion'** to legitimize their own hegemonic agenda



The current emphasis on education *in change* needs to shift to the language of education *for change*.

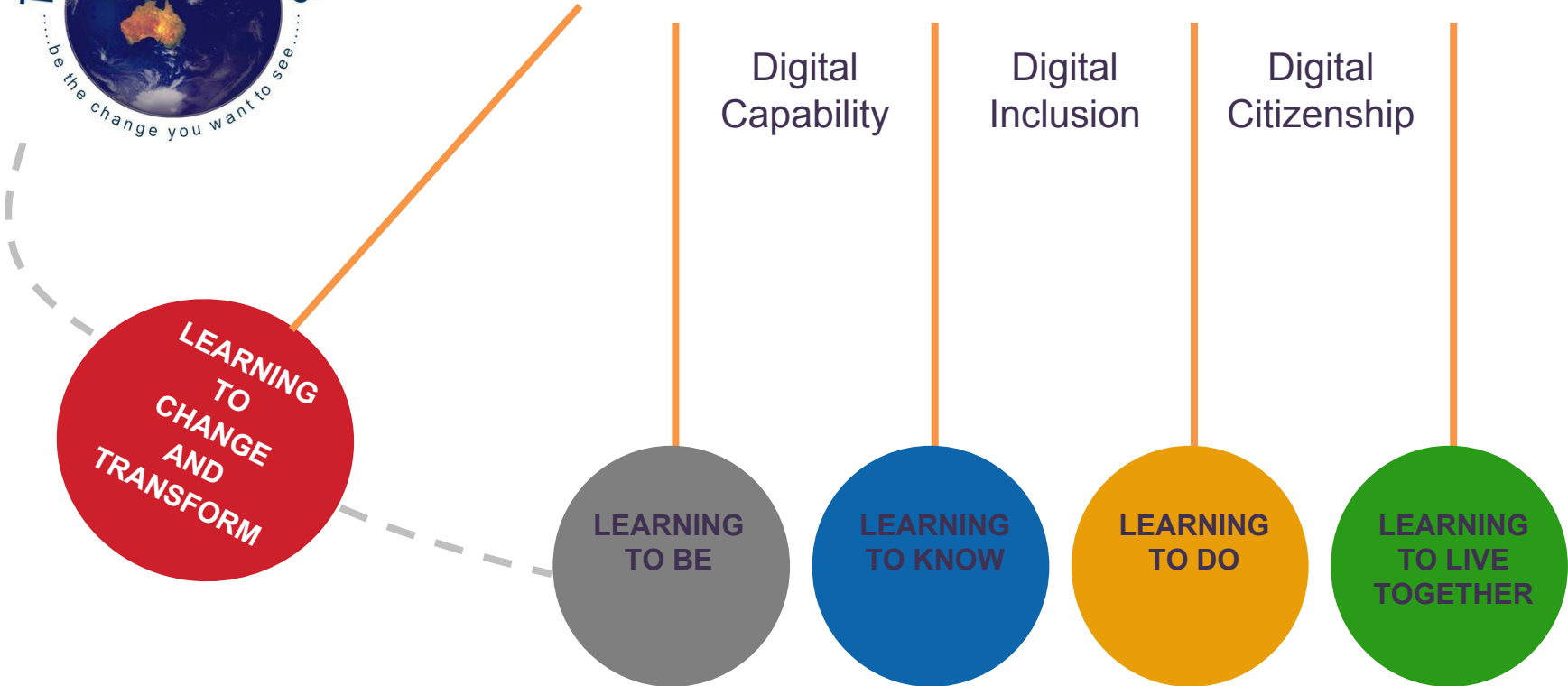
RECONCEPTUALIST FRAMEWORK



Fundamental Principles for Reshaping Education

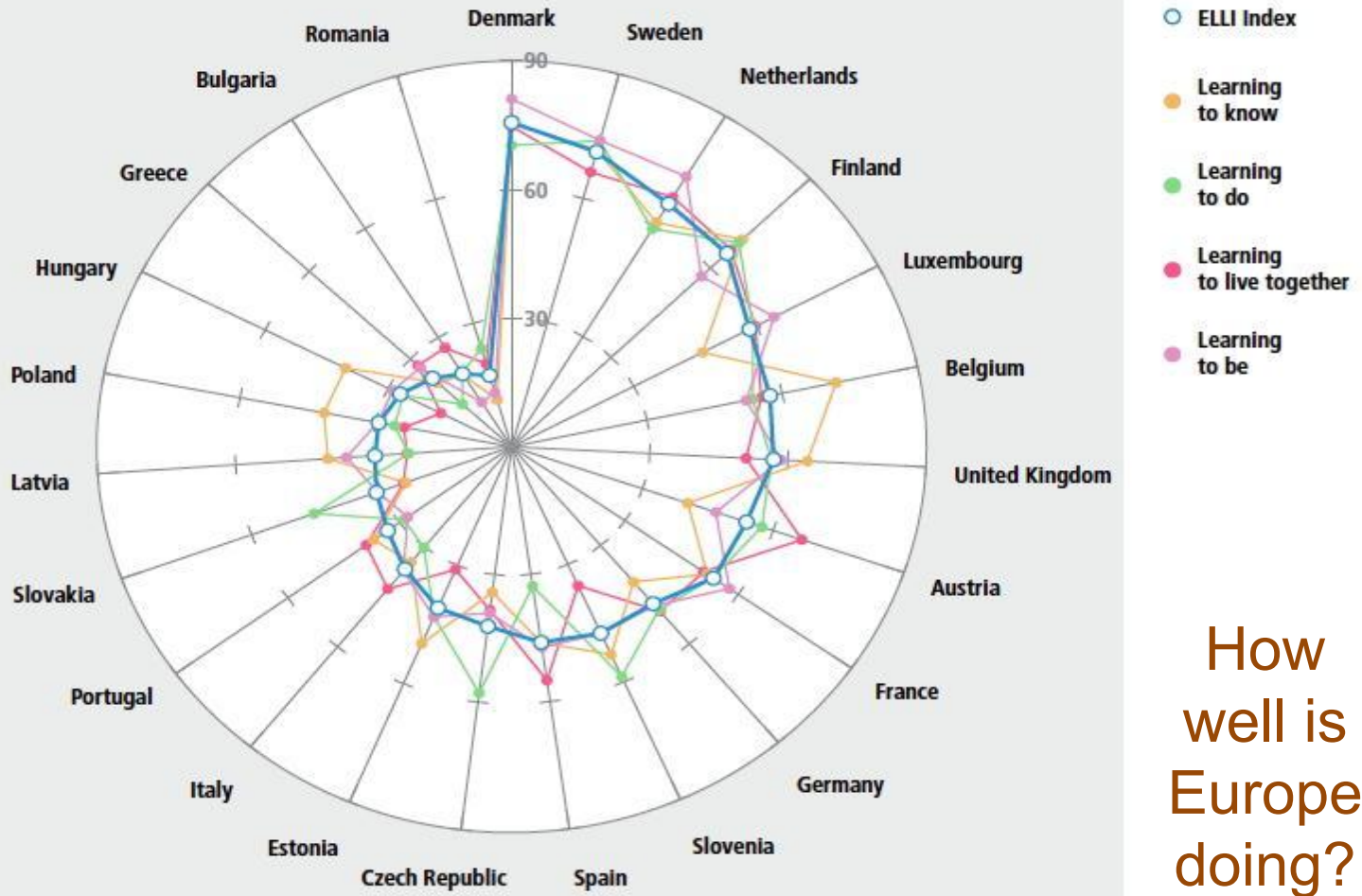


RECONCEPTUALIST FRAMEWORK



Fundamental Principles for Reshaping Education

Figure 1: ELLI Index Results 2010 – Lifelong Learning in the European Union



How well is Europe doing?

3. Refocusing on preferred images for the future

3. Refocusing on preferred images for the future

“All education springs from images of the future and all education creates images of the future. Thus all education, whether so intended or not, is a **preparation** for the **future**. Unless we understand the future for which we are preparing we may do tragic **damage** to those we teach.”

(Toffler, 1974).



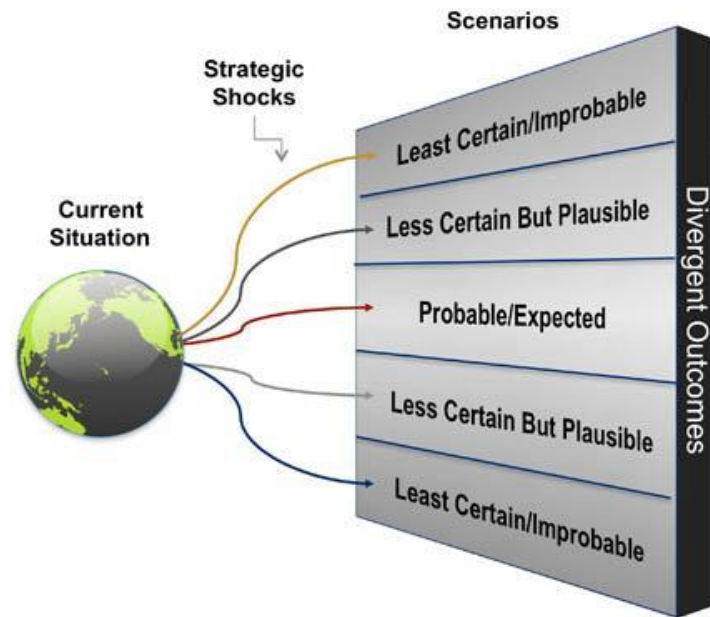
Key question...

What type of higher education system do we want emerging models of teaching and learning to serve in the future?

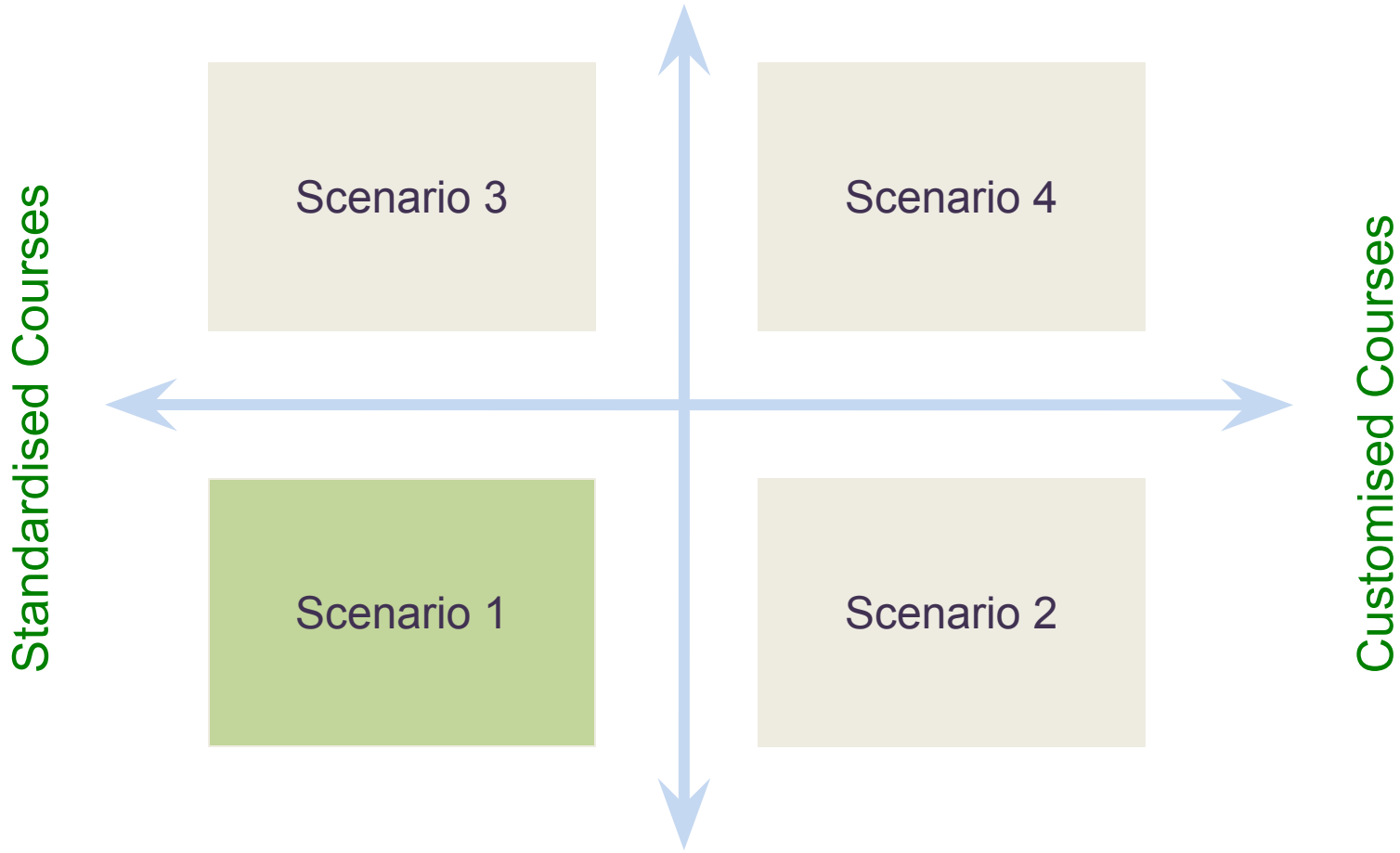
What are our preferred scenarios for the future?

Aims & Purpose
of Higher Education

- Personal
- Knowledge
- Economic
- Social

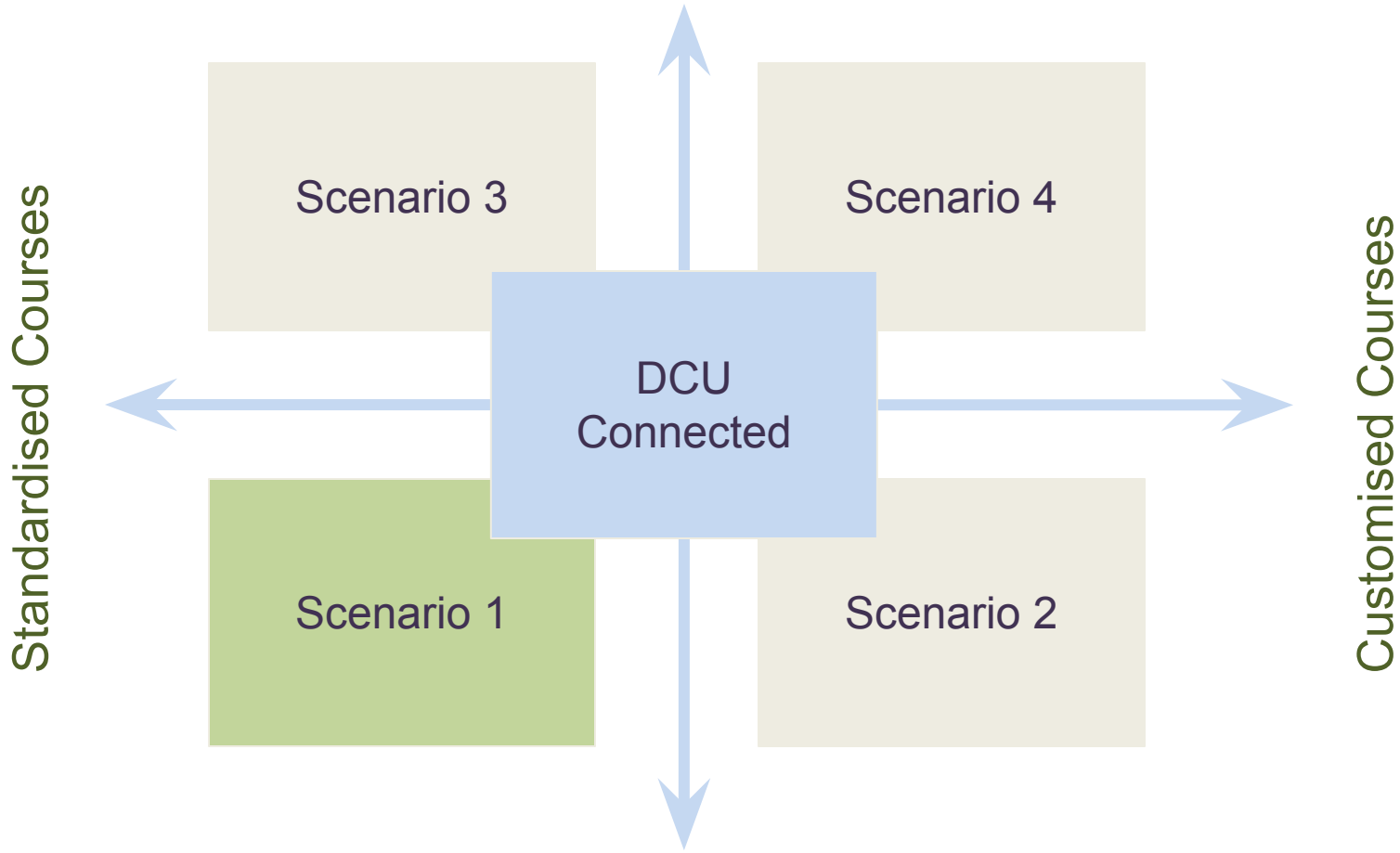


Disruptive Business Models



Conventional Business Models

Disruptive Business Models



Conventional Business Models



A quality education, wherever you are

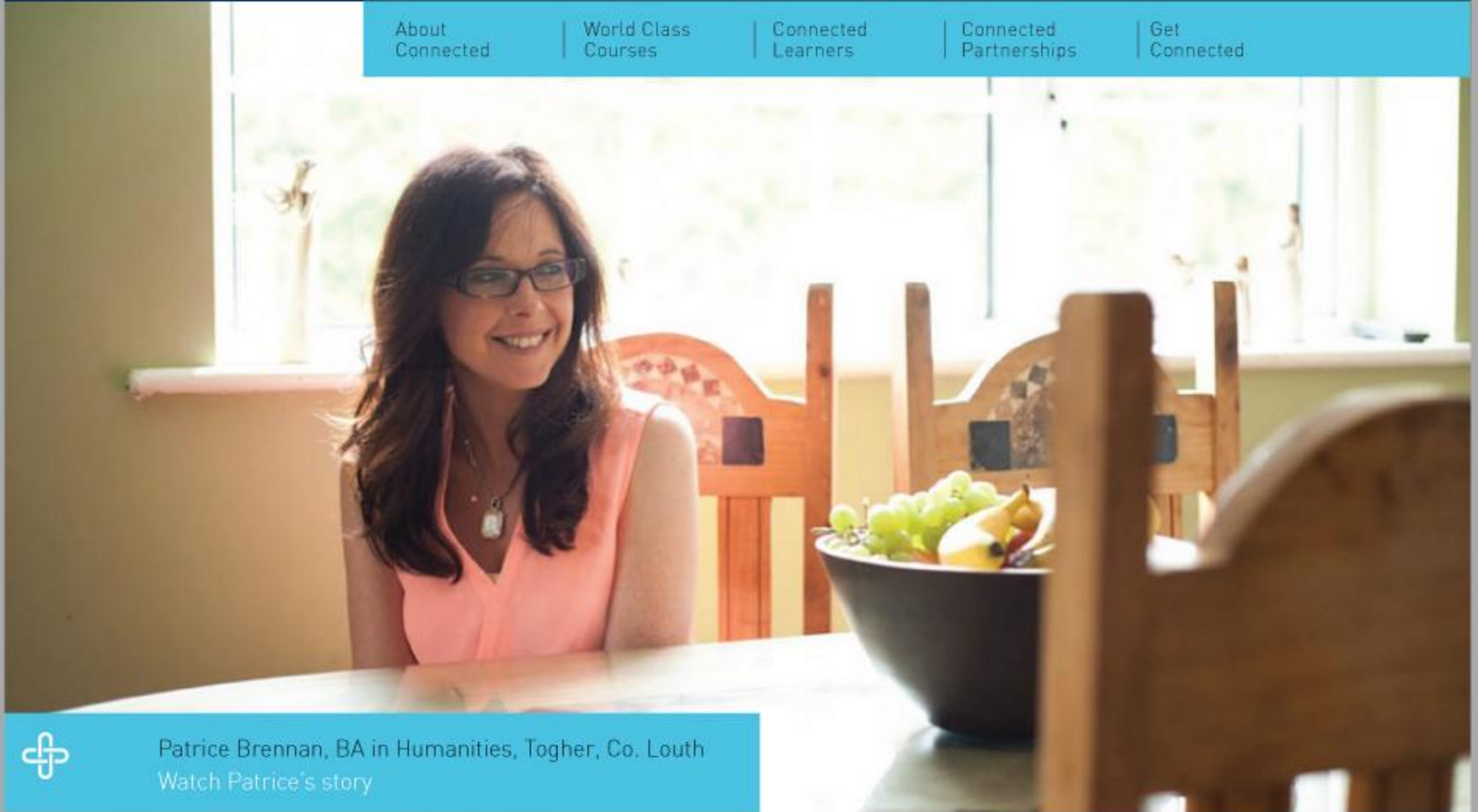
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Patrice Brennan, BA in Humanities, Toghер, Co. Louth
[Watch Patrice's story](#)



Whether you live in Sligo, Seville or Shanghai, DCU Connected provides access to world-class online education, international expertise and locally relevant courses designed to meet your

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about connected
and DCU](#)

Conclusion...

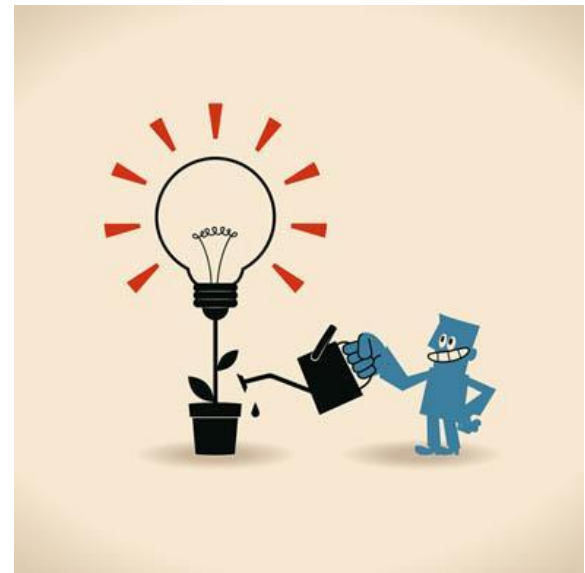
Conclusion...

- Is political work
- Digital education is a gift
- Where do we want to end up?

Final point...

“MOOCs should
be in the service of
big ideas, not as
a big idea in **itself**”

(Brown & Costello, 2015;
adapted from Barnett, 2011).



A large, bold, black sans-serif text 'Thank You!' is centered on a semi-transparent, light beige rectangular background. The background is positioned over a low-angle photograph of a modern glass skyscraper against a bright blue sky with scattered white clouds. The building's glass facade reflects the sky and clouds, creating a grid-like pattern of reflections.

Contact details...



mark.brown@dcu.ie

[@mbrownz](#)

National Institute for Digital Learning

The screenshot shows the NIDL website homepage. On the left is a vertical navigation menu with links: + About, News, + Events, + People, + Open Education, Teaching Enhancement, + Research Network, + Study Options, + Useful Resources, and Contact. The main content area includes a mission statement, a commitment to building leadership and strong community of practices, and a commitment to supporting learning without limits. There are also four featured content boxes: News, What's On, Latest news, stories and articles, and Forthcoming events and activities, each with a 'READ MORE' link. At the bottom, there are two more boxes: Courses in Digital Learning and Research in Digital Learning.

www.dcu.ie/nidl

www.slideshare.net/mbrownz

