Massive Open Online Courses
A MOOC Roundtable

Jamie Murphy
Australian School of Management

Julià Minguillón
Oriol Miralbell
Universitat Oberta de Catalunya

Kate Varini
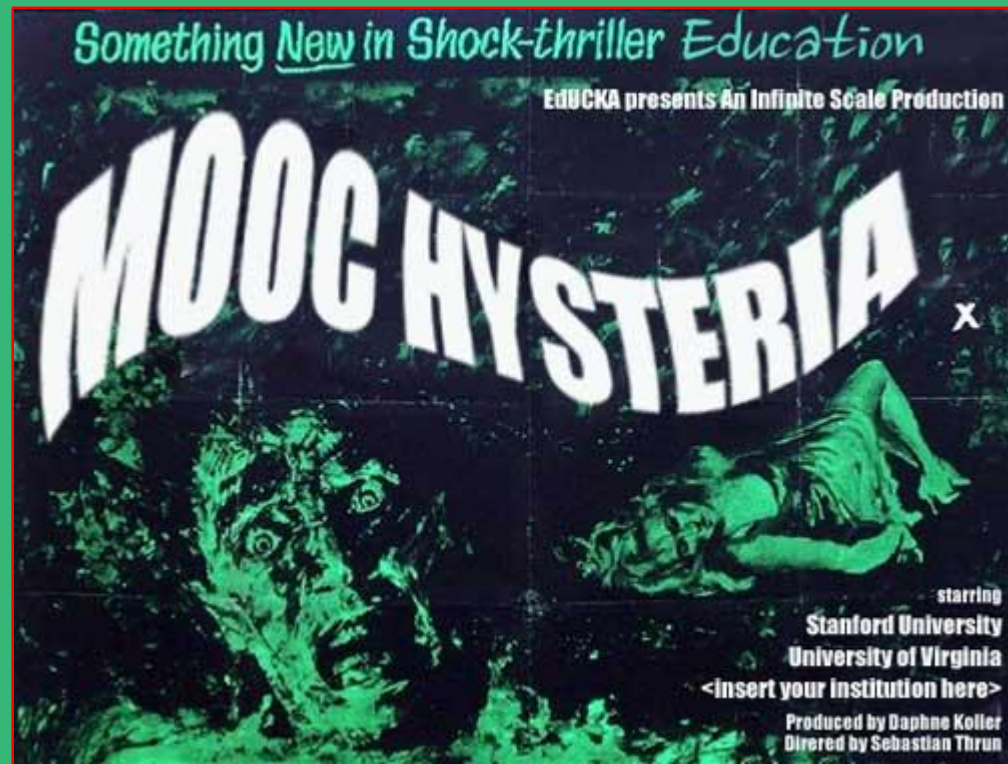Oxford Brookes University

Lorenzo Cantoni
Nadzeya Kalbaska
Università della Svizzera italiana

Overview

Successful Tourism and Hospitality Implementation

- MOOC overview
- MOOC diffusion
- MOOC pedagogy
- MOOC design
- Successful implementation

MOOC

- **M**assive – up to 150,000 students

- **O**pen – anyone can enroll, for free (Illich, 1970)

- **O**nline – Internet enabled

- **C**ourse – usually a university course

Often driven by consortia such as . . .

MOOC Diffusion

- Diffusion of Innovations (Rogers, 2003)

- Adoption – Bandwagon effects | UC Irvine and Georgia Tech (Kolowich, 2012)

- Implementation – Leapfrog effects | flipped classroom (Martin, 2012)

- Just another learning technology – postal courses, radio, TV, programmed learning, Web, LMS

"Written materials will undermine the learning process and diminish the quality of the personal relationship between tutor and student." Furthermore, learners will rely on external written characters rather than remember.

Greece, ca 450 BC

Gumport, Patricia J. and Marc Chun (1999),
National Center for Postsecondary Improvement

The blackboard: one of the best contributions to learning and science. . . 1841

technology assimilation
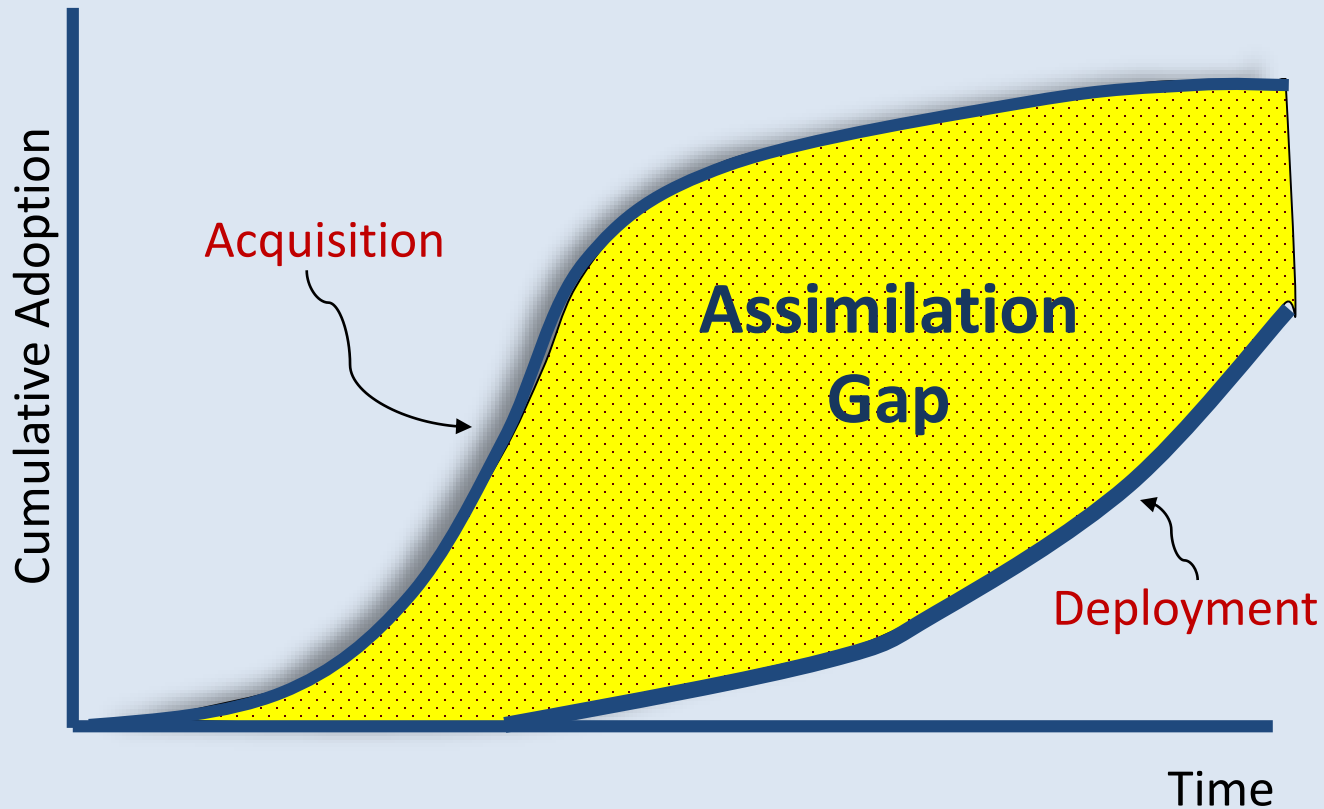
Fichman and Kemerer (1999) *Information Systems Research*, 10 (3)

MOOC Design

- xMOOCs versus cMOOCs

- Course length

- Course assessment

- Course content

- Course interactivity

MOOC Pedagogy
UOC vs MOOC Model (I)

UOC	mOOC
HE courses, mandatory, 14-16 weeks	Introductory course, voluntary, 6 weeks
Official tuition fees	Free
Virtual Campus classroom, proprietary, "closed"	Wordpress + plugins (rating), open, manipulable
15-75 students per classroom, one teacher + additional support	500 preinscribed, no need to register, 1 organizer + 5 experts
Mostly textbooks, some open, a few videos and simulations	Some readings, "homemade" videos, BYOResources, OPEN
Continuous evaluation, proposed scheduling, teacher feedback	Mostly discussions, adaptive scheduling, partial feedback
Official accreditation	No accreditation

MOOC Pedagogy
UOC vs MOOC Model (II)

The best of two worlds (improving UOC)

More videos (but not only videos)

More self-assessment + rapid feedback

More student participation (even as teachers) + P2P evaluation

More flexible scheduling (i.e. evaluation)

Some drawbacks

"Advanced compiler construction" cannot be massive!!!

Continuous evaluation (accreditation) needs tight dates if teacher feedback is provided, unless individualized

Successful Implementation Stakeholders

- Individuals
  - Traditional students, extrinsic motivation (Armstrong, 2012)
  - Natural learners, intrinsic motivation (Armstrong, 2012)
  - Educators

- Organisations
  - Textbook publishers
  - Destinations and DMOs
  - Tertiary education
  - Tourism and hospitality industry
  - NGOs, i.e, UNWTO, IFITT, CHRIE
  - State and federal governments
  - Other

Successful Implementation Platform

- Towards closed and for profit (Coursera)
  - Less work than building
  - Possible upfront fee
  - Proprietary
  - Faster experimentation
  - Must work within system software
  - Corporate encumbrances
  - User community
- Towards open and not-for-profit (edX|Google Course Developer)
  - Minimal upfront fee
  - Open
  - User community

In Closing

- Thank-you

- Questions and comments

- Stay tuned . . .