

# **What's Up With MOOCs?**

**Pat McKeague**

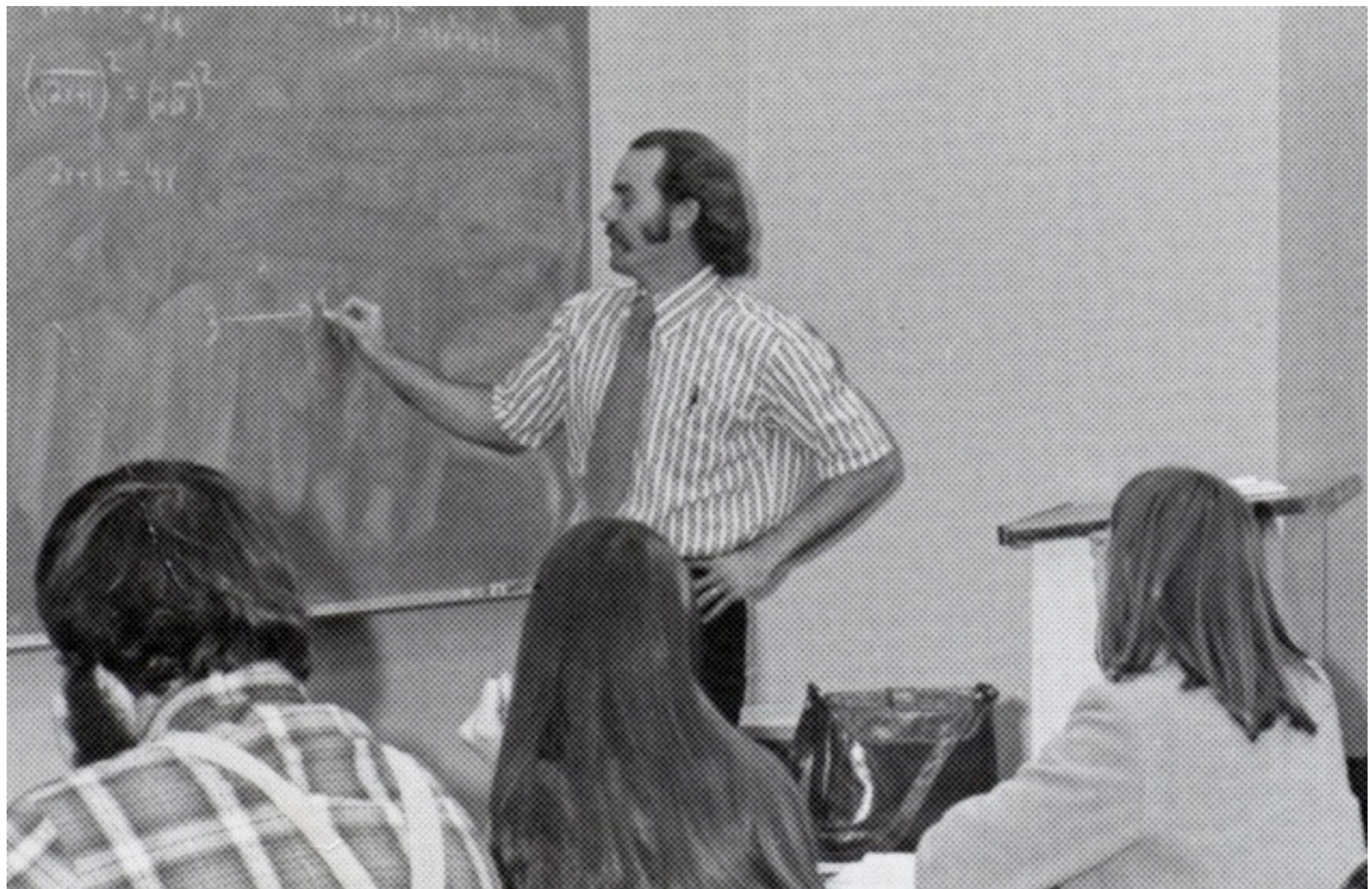
Leadership San Luis Obispo  
February 2014

Email: [pat@mckeague.com](mailto:pat@mckeague.com)



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4. Serve as a vehicle for research, planning and community information.
5. Encourage and guide Leadership SLO graduates to remain engaged in Leadership SLO for the long term.



Cuesta College 1974

# What got me here?

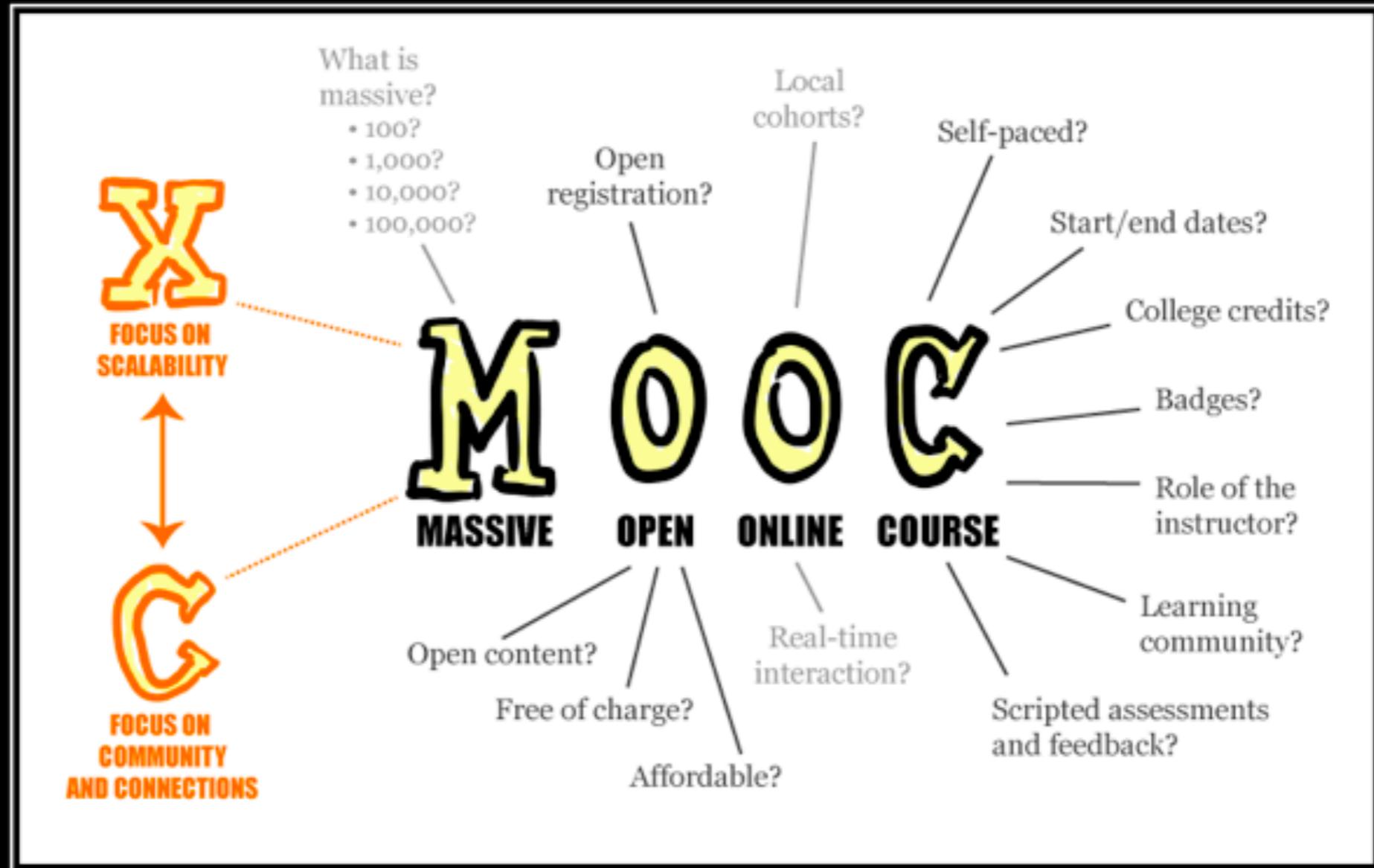
If you think you can, or if you think you can't, you're right.

I wrote down my goals.

I always did something for the person I would be 5 years from now.

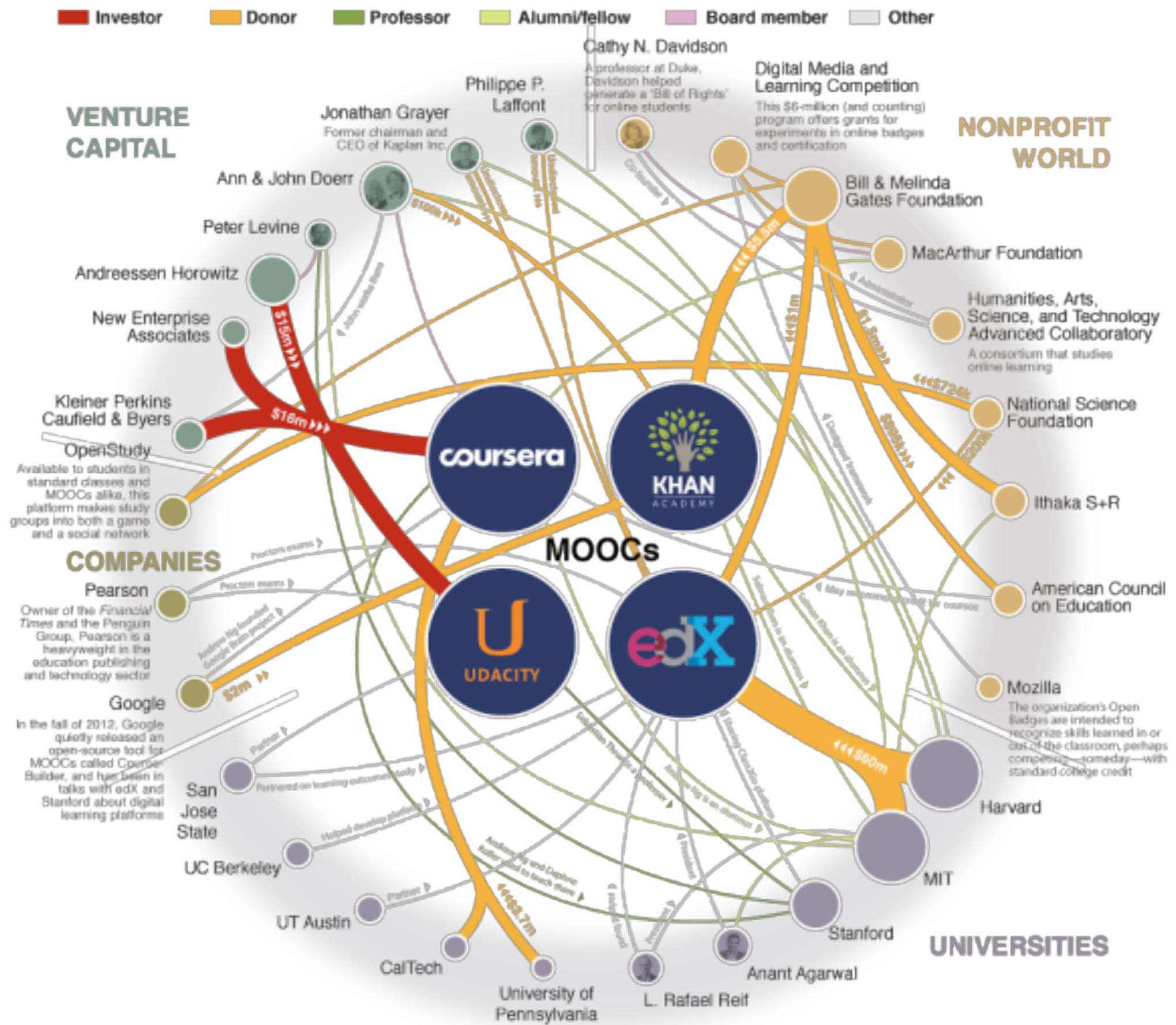
It's easier to ride a horse in the direction it's going.

Bob Dylan . . . He who . . . cares not to come up any higher, but rather, get you down in the hole that he's in.



**M ◊ O ◊ O ◊ C**

Every letter is negotiable.





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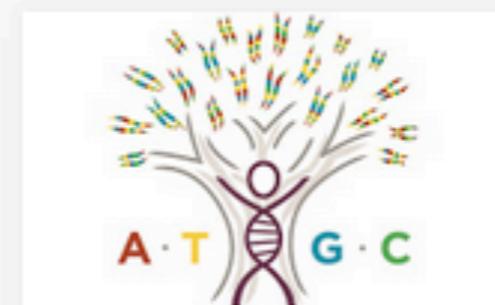
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Intro to Computer Science



The Design of Everyday Things



Tales from the Genome



Introduction to Physics



- Started in 2011 at Stanford University
- Sebastian Thrun offers *Introduction to Artificial Intelligence* to anyone, for free
- Over 160,000 students in more than 190 countries sign up
- Funding: \$5M + \$15M = \$20M

**November 2013:** After low performance rates, low student satisfaction and faculty revolt, Thrun announced this week that he has given up on MOOCs as a vision for higher education disruption. The "godfather of free online education" says that the racially, economically diverse students at San Jose State University, "were students from difficult neighborhoods, without good access to computers, and with all kinds of challenges in their lives...[for them] this medium is not a good fit."

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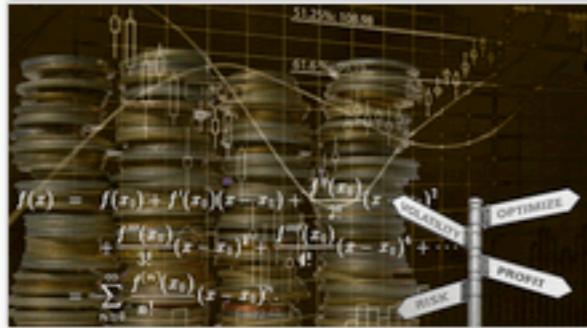
[Building an Information Risk Management Toolkit](#)  
University of Washington, Dec 11th



[Designing and Executing Information Security Strategies](#)  
University of Washington, Dec 11th



[Information Security and Risk Management in Context](#)  
University of Washington, Dec 11th



[Mathematical Methods for Quantitative Finance](#)  
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[基礎光學 I \(Introduction to Optics I\)](#)  
National Taiwan University, Dec 25th



[Coaching Teachers: Promoting Changes that Stick](#)  
Match Teacher Residency, Jan 2014



**Started:** Fall 2011 by Stanford Computer Science Professors Daphne Koller and Andrew Ng

**Funding:** \$16M + \$6M + \$43M + \$20M = \$85M



## Coursera Hits 4 Million Students -- And Triples Its Funding

. . . Coursera founders Daphne Koller and Andrew Ng don't think small. . . . Now Coursera has raised \$43 million in fresh venture capital, tripling its cash available for growth.

. . . Koller said Coursera booked more than \$600,000 in revenue from its Signature services in the quarter ended June 30, up from \$220,000 the previous quarter.

# THE CHRONICLE OF HIGHER EDUCATION

## Harvard U. Will Offer Exclusive MOOCs to Alumni

February 11, 2014 by [Steve Kolowich](#)

Efforts to integrate MOOCs into higher education's credentialing system have stalled, and studies suggest that MOOCs tend to attract people who already have college degrees. So alumni relations and fund raising are areas where universities might find value in MOOCs.

. . . MOOCs fit naturally into the universities' efforts to rekindle relationships with potential donors.

"Prospective donors—alumni, other benefactors, even corporate and foundation executives—who take advantage of MOOCs will likely develop a greater appreciation for the institution and its faculty and, therefore, a greater willingness to provide philanthropic support."



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Joanne Christopherson, Ph.D.  
Lecturer, Social Sciences

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Nate Weston  
Professor

In Progress

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# Instructure

Canvas (LMS)

Canvas Network

Started February, 2011: \$20M

June, 2012: \$30M

What did they do with the money?

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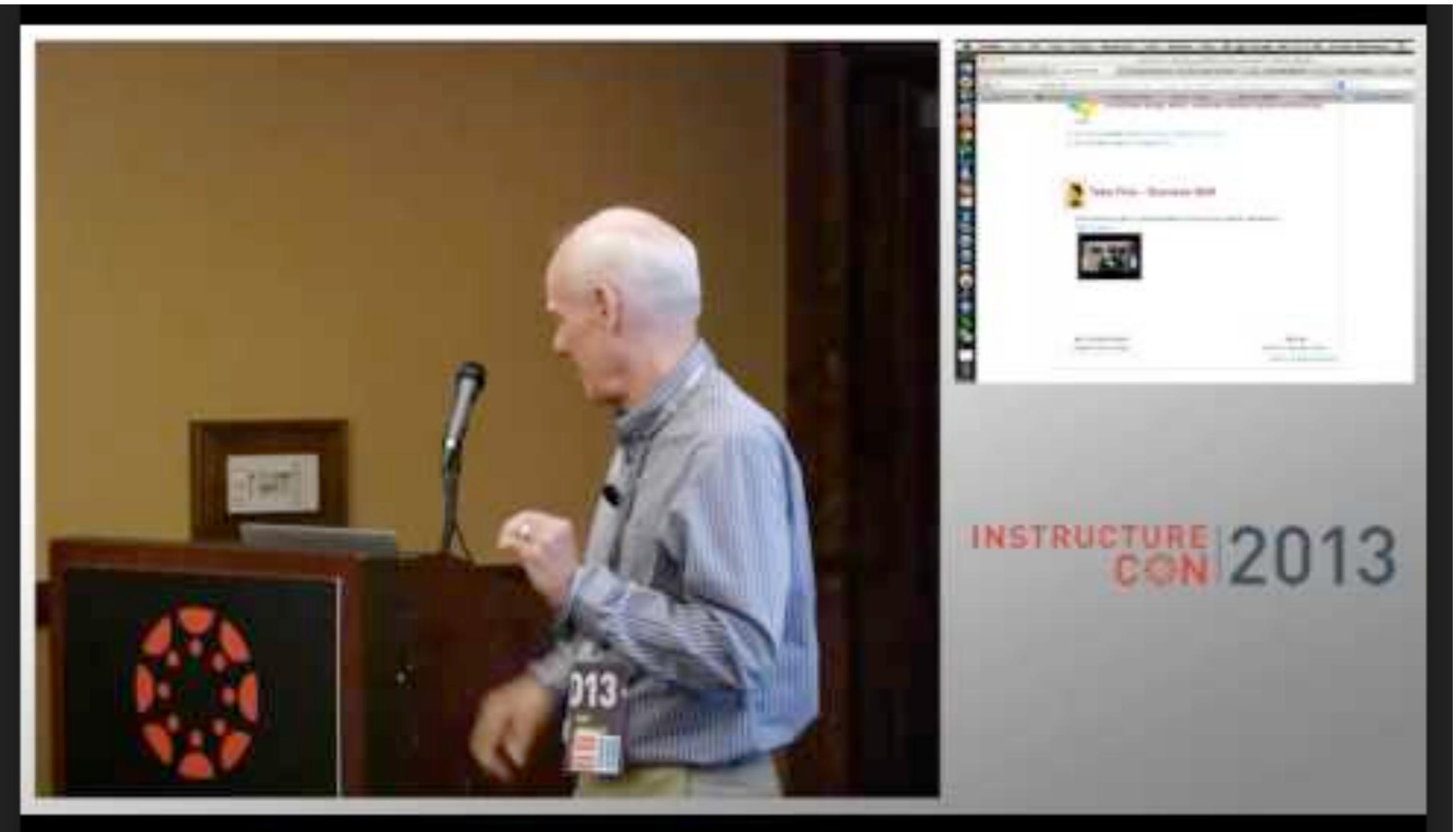
[2013 HIGHLIGHTS](#)

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**Maria H. Andersen**

@busynessgirl

 Follow

Guess what? Even when there is no grade and no credit in the MOOC, students do the extra credit.  
LOL - [@patmckeague](#) #canvasnet #instcon

10:16 AM - 19 Jun 2013

1 RETWEET 3 FAVORITES



Your Turn to Tweet

[@patmckeague](#)

# My Background

Never taught an online course.

Never used a Learning Management System (LMS).

Got a teacher account in Canvas, and started putting together a college algebra course.

Did not plan on teaching a MOOC.  
(They asked me to.)

# Registration Stats | College Algebra

## Locations



# College Algebra: Statistics

No fees

No credit

500 enrolled

80 participated

7 finished with over 50% of point total

# College Algebra MOOC: Goals

To make the course as much like my classroom as possible.

To stay within Canvas.

# **What do you see if you come into my classroom?**

Me (the instructor)

Students

## **What happens?**

I engage students

Students measure their progress and position  
in the class by what other students say and  
do, both inside and outside of class.

**Let's look at my MOOC**

# My MOOCs

College Algebra

<https://learn.canvas.net/courses/9>

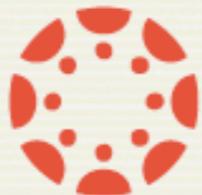
College Algebra Prep

<https://learn.canvas.net/courses/86>

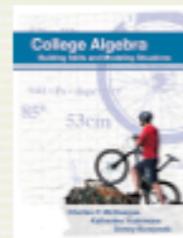
# Certificate of Completion with Distinction

This is to certify that

## Gerbasio Reolid



Has successfully completed the MathTV  
online offering of College Algebra on  
Canvas Network.



Charles P. McKeague

Charles P. McKeague  
MathTV/XYZ Textbooks

April 2013

Date of completion



*xyz*textbooks  
*xyz*homework

## **My Advice**

Decide what you want to do, then find resources and technology to do that.

Start small. Go slow.

Don't use technology just because you can.

# What's Next?

- Keep reminding everyone that the in-class experience is best for our students
- Let's get paid
- Let's not replace our jobs with MOOCs
- Let's be involved in MOOCs for developmental math

What's Next for Me?

**The End**