

MOOCs for universities and learners: an analysis of motivating factors

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Web and Internet Science Research Group

CITE



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How can the CITE team help you?

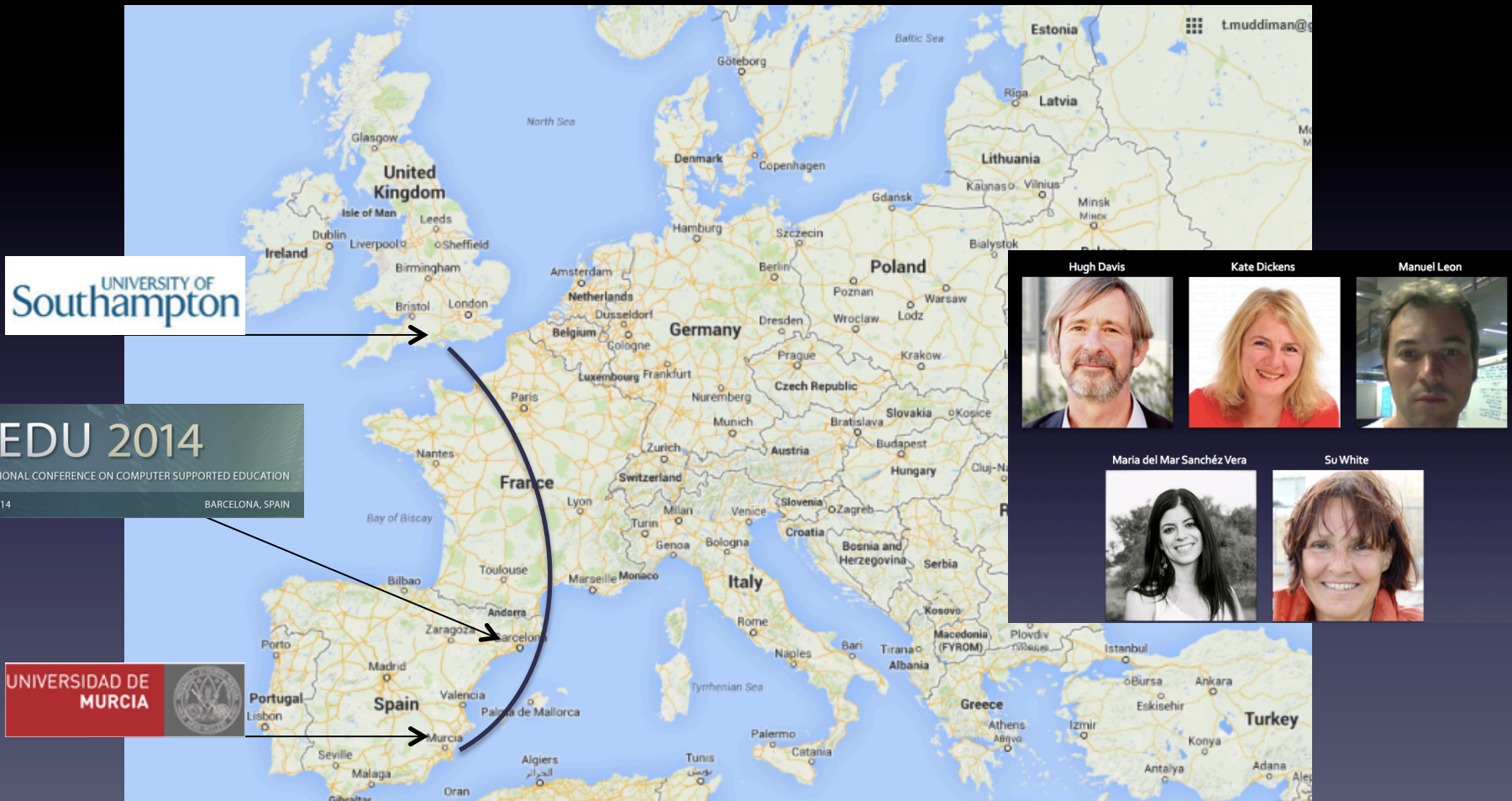
We aim to provide academic and support staff with advice and assistance to help them make effective use of learning technologies. We can work with individuals, but would prefer to work with module or programme leaders to develop a more coordinated approach to curriculum development that includes technology enhanced learning. We have a broad knowledge of the systems available within

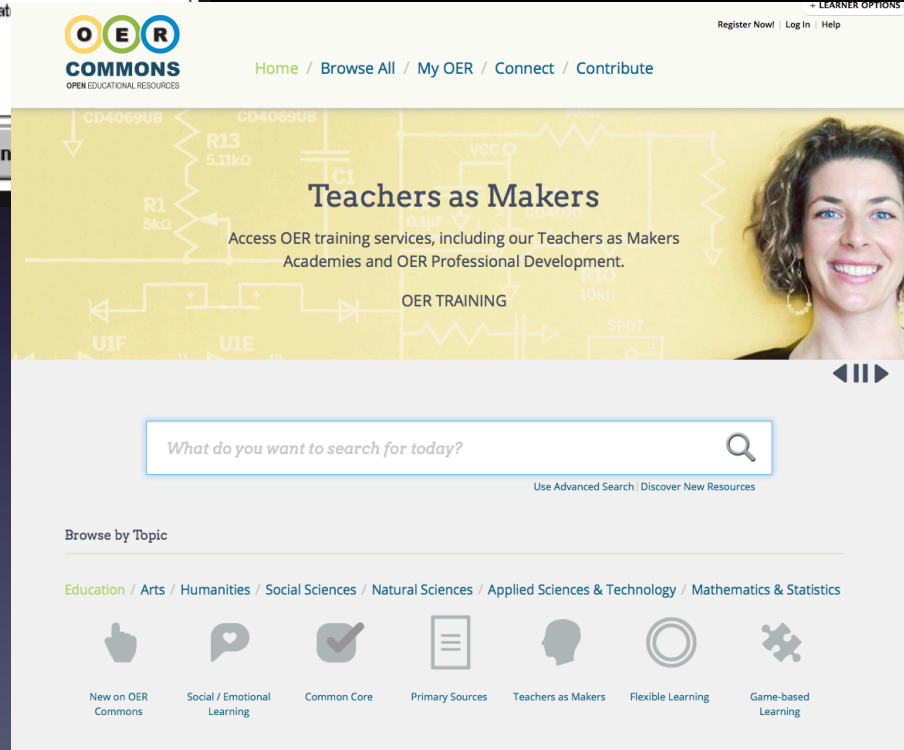
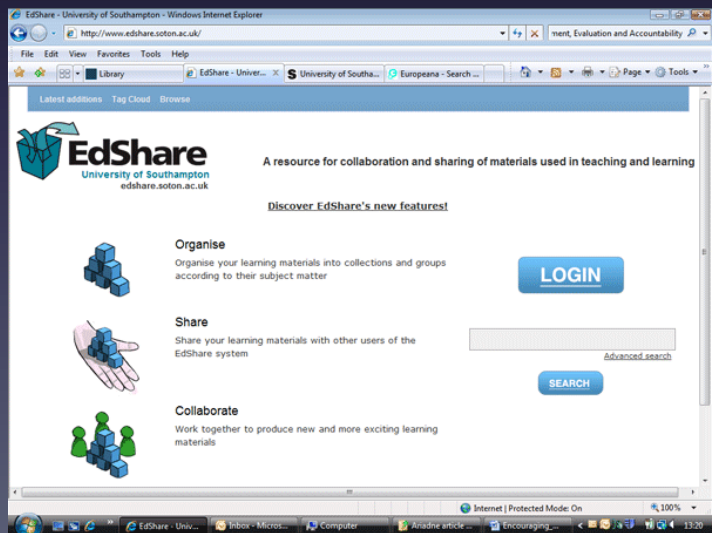
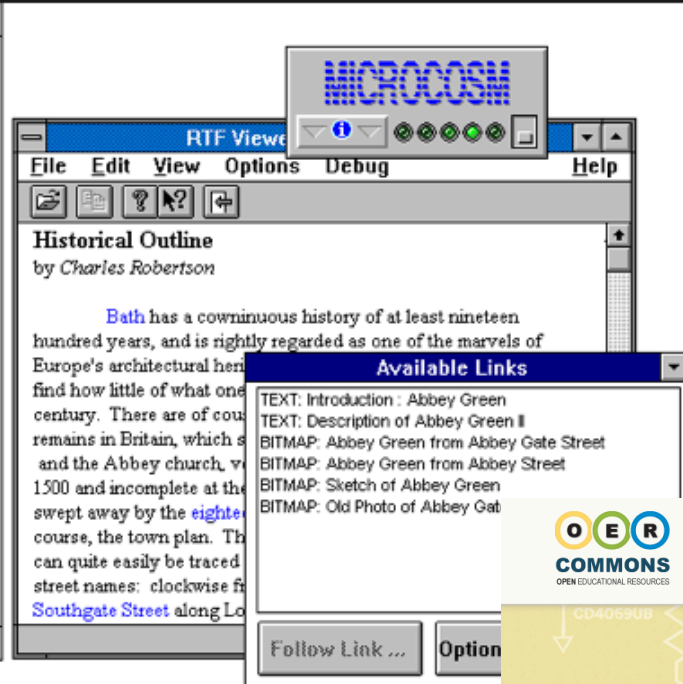
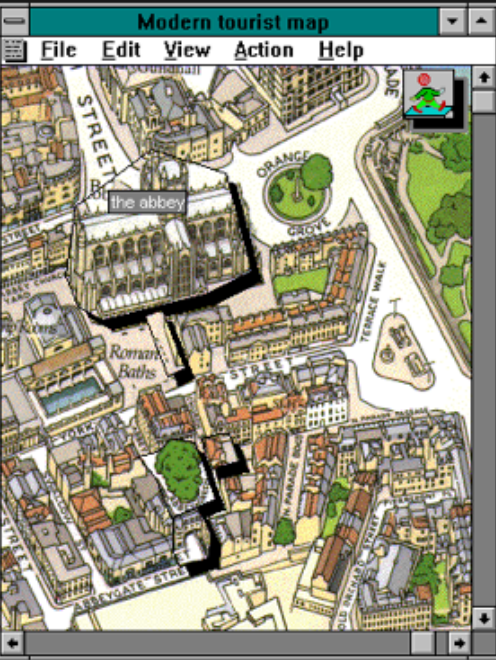
Latest CITE tweets



GraemeEarl
@davidgauntlett foiled by char limit :-> I thought it would be interesting to collect #referring to modules < @CITEsoton
2 days ago · reply · retweet · favorite

Academic Year 2013-14





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Web Science Centre for Doctoral Training

Welcome to the Web Science Centre for Doctoral Training

Web Science Training at the University of Southampton offers 4 year fully funded PhD studentships in web science. Each cohort of doctoral students are trained by a dedicated doctoral training centre sponsored by the EPSRC, the University of Southampton and Industry. At the PhD training centre, doctoral students are part of the Web Science Institute.



About Web Science



Web Science Blog

Web Science Research Week – 24th-28th February 2014

An opportunity to meet Web Science students and hear about their research at Web Science Research Week. The Web Science Institute and the Doctoral Training Centre at the University of Southampton invite you to the Web Science Research Week (24-28th...

Web Science Studentships



Inter-disciplinary Study



Scholarships Available at the Web Science CDT

Apply now for postgraduate training in Web Science at the University of Southampton

[More...](#)

Web Science Institute Launched

The University of Southampton has launched the Web Science Institute to look into the global implications of online networks.

[More...](#)

Tweets



Salar Golestanian 2h
@Salaro

SalarO "Web Science & Technology" is out!
paper.li/Salaro/1345293...
Stories via @gilbane
@JudyVedder

Why am I here?

**AT SOUTHAMPTON WE'VE DONE
MOOCS WITH FUTURELEARN...**

FL context



LEARNING FOR LIFE

Enjoy free online courses from leading UK and international universities.

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UNIVERSITY OF
Southampton

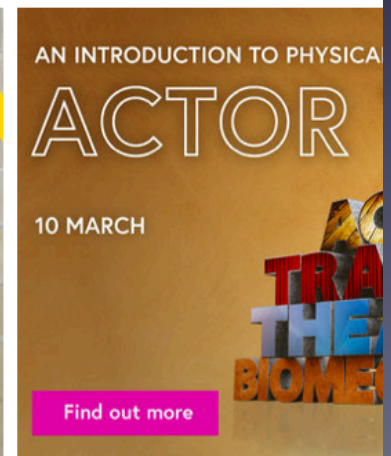


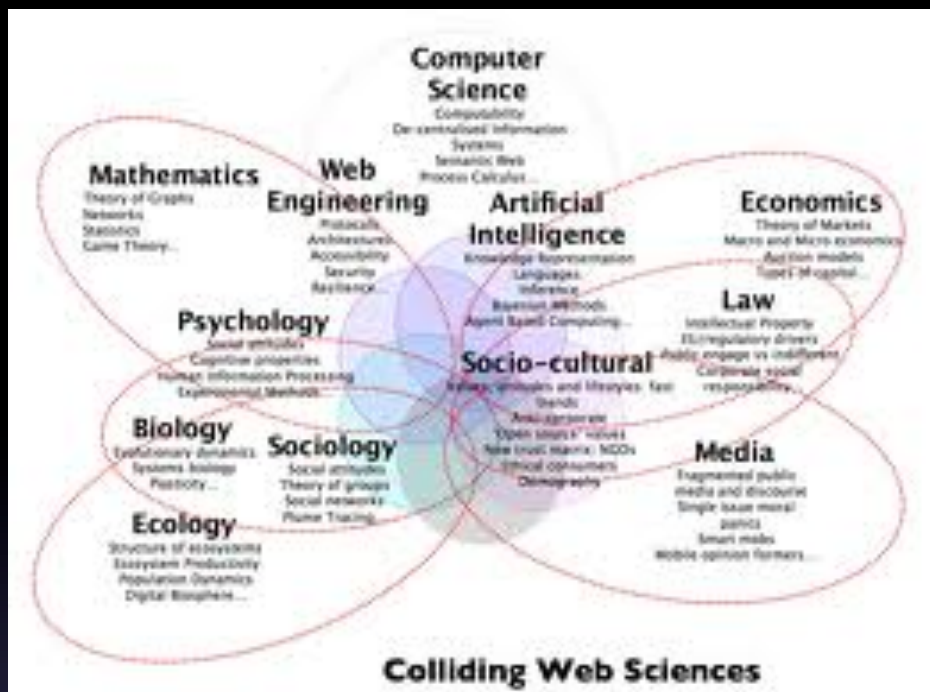
The British
Museum

THE UNIVERSITY OF
WARWICK

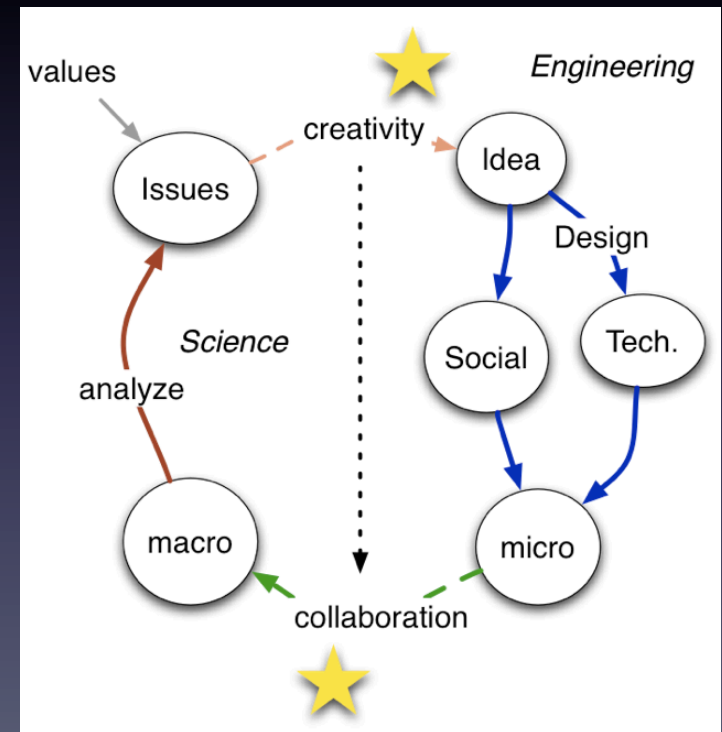


Featured courses





What is Web Science?



Courses

Create course

Title	Author	Organisation	Actions
Tester only - Professional ...	kpd2@soton.ac.uk	University of Southampton	.nl 🗑
Into the labyrinth	a.j.warren@soton.ac.uk	University of Southampton	.nl 🗑
Web science: how the web is...	dickens.kate@gmail.com	University of Southampton	.nl 🗑
Web science: how the web is...	dickens.kate@gmail.com	University of Southampton	.nl 🗑
[TEST] Our Maritime Past, P...	tms2g12@soton.ac.uk	University of Southampton	.nl 🗑
Archaeology of Portus: expl...	pmooc@soton.ac.uk	University of Southampton	.nl 🗑
Exploring our oceans	jtc@noc.soton.ac.uk	University of Southampton	.nl 🗑

Week 3 - summary activities



In this final activity we summarise the main points covered this week and test a little of what you have learned.

[🗑 Edit this activity](#)

Steps (drag and drop to re-order)

[Review of week 3](#)

[Week 3 - check your understanding](#)

[What do you think are the important cybersecurity and cybercrime issues?](#)

article

[view on site](#) [🗑](#)

quiz

[view on site](#) [🗑](#)

discussion

[view on site](#) [🗑](#)

[Add article](#)

[Add video](#)

[Add audio](#)

[Add quiz](#)

[Add test](#)

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[What is web science?](#)

[Networks](#)

[Crime and security](#)

[Democracy](#)

[Economy](#)

[What next for the Web?](#)



WEEK 1: WHAT IS WEB SCIENCE?

17 weeks ago

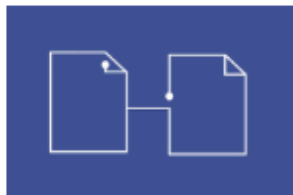


Week 1 - opening conversation

Web Science aims to describe, understand and contribute to the evolving World Wide Web. By the end of this first week, you will have a good understanding of how Web Science does this.

1.1

OPENING CONVERSATION: WHAT IS WEB SCIENCE? VIDEO



Getting Started

Welcome to Web Science: How the Web is Changing the World. You will find information about the Course structure, assessment and some tips on helping you study effectively. We would like to introduce you to the Course Educators.

What is
Web Science?



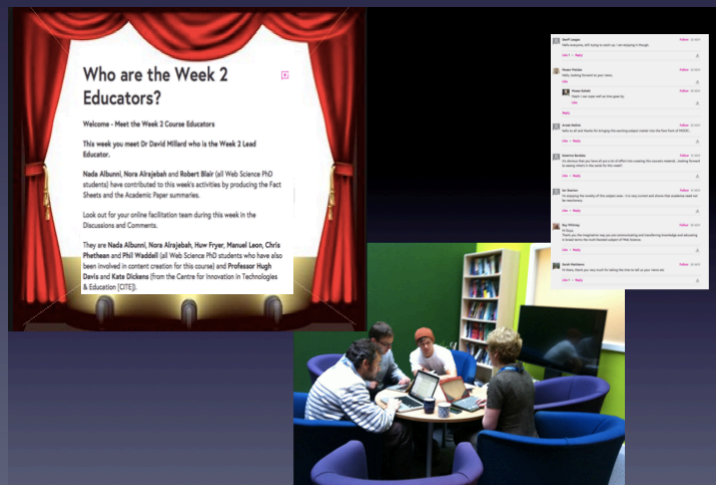
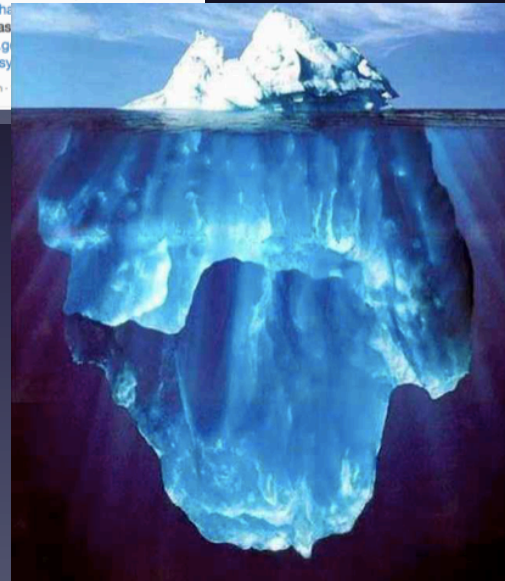
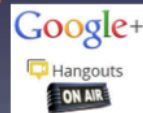
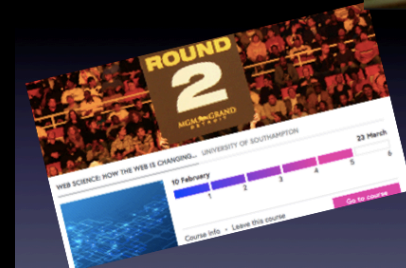


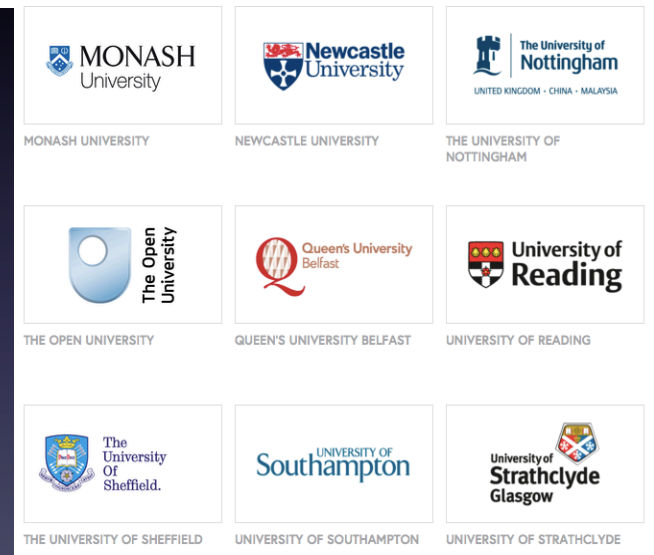
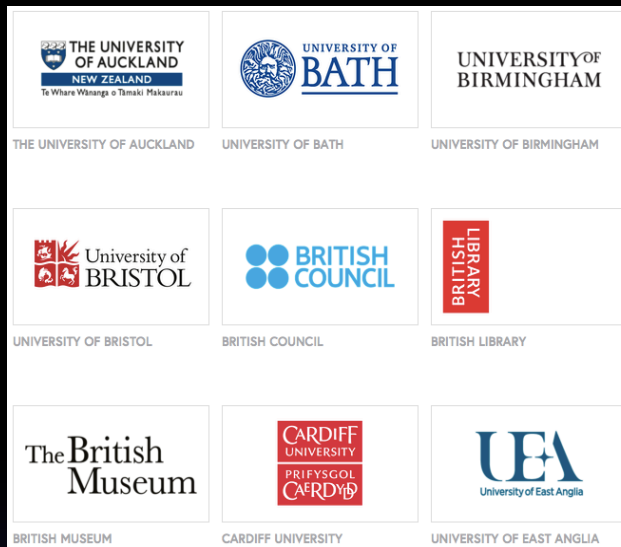
Week 1 - Closing Conversation

The first in a weekly series of dialogues between Professor Dame Wendy Hall & Professor Sir Nigel Shadbolt (leading academics in Web Science from the University of Southampton).

1.18

CLOSING CONVERSATION: THE ORIGINS OF THE WEB VIDEO





But hold on, what's the back story?

PREHISTORY MOOCS AND ON...



Connectivism and Connective Knowledge 2011

Contents

This Course
Home Page
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Course Outline
How It Works
Course Facilitators
CCK Strategy
Contact Us

Your Account

Register
Login
Personal Account
About CCK11

Participating

Join a Backchannel Chat
Read Discussion Threads
Read Daily Newsletter
Newsletter Archives
Browse Blog Posts
Add a New Blog Post
View List of Blogs
Listen to Recordings

Feeds

Announcements RSS
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CCK11 List of Feeds

Contents

Week 1: Connectivism?
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Week 6: PLINK
Week 7: Adaptive Systems
Week 8: Power & Authority
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Week 10: Net Pedagogy
Week 11: Research & Analytics
Week 12: Changing views

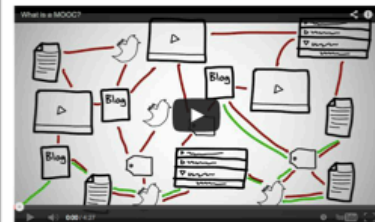
Welcome to CCK11

Connectivism and Connective Knowledge is an open online course that over 12 weeks explores the concepts of connectivism and connective knowledge and explore their application as a framework for theories for teaching and learning. Participation is open to everyone and there are no fees or subscriptions required.

[Register Here](#)

The course will outline a connectivist understanding of educational systems of the future. It will help participants make sense of the transformative impact of technology in teaching and learning over the last decade. The voices calling for reform do so from many perspectives, with some suggesting "new learners" require different learning models, others suggesting reform is needed due to globalization and increased competition, and still others suggesting technology is the salvation for the shortfalls evident in the system today. While each of these views tell us about the need for change, they overlook the primary reasons why change is required.

For a quick introduction to connectivist courses and how they work, please view the videos below:



What is a MOOC?
- [Sugrue in a MOOC](#)
- [Knowledge in a MOOC](#)

On this site we will be providing information about moocs and listings of available moocs. Watch this page for announcements regarding upcoming offerings.

Original
2008

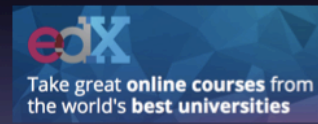


MIT OPEN COURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Courses About Donate

Our History

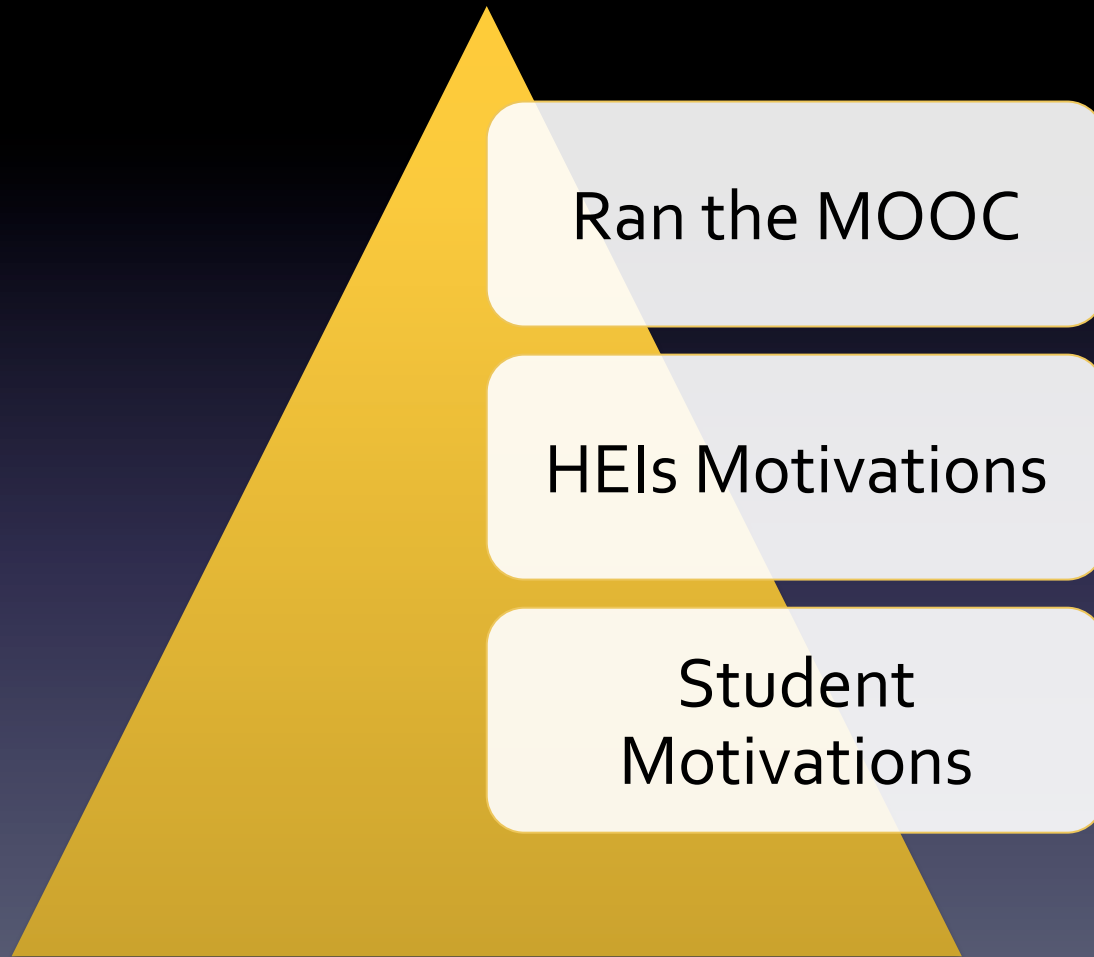
In 1989, MIT Faculty considered how to use the Internet in pursuit of MIT's mission—to advance knowledge and educate students in science, technology, and society. The faculty decided to create a new digital platform for its courses. By November 2007, MIT OpenCourseWare had provided over 2,000 courses to over 100,000 students worldwide. (Source: MIT OpenCourseWare website)



What we did for this paper

METHODOLOGY

We wanted to be prepared



HEIs Motivations

- Literature Meta review
- Qualitative
 - content analysis
- Additionally
 - Our experience
 - FL partnership discussions

Student Motivations

- Online survey
- Mainly quantitative

Over 60 articles

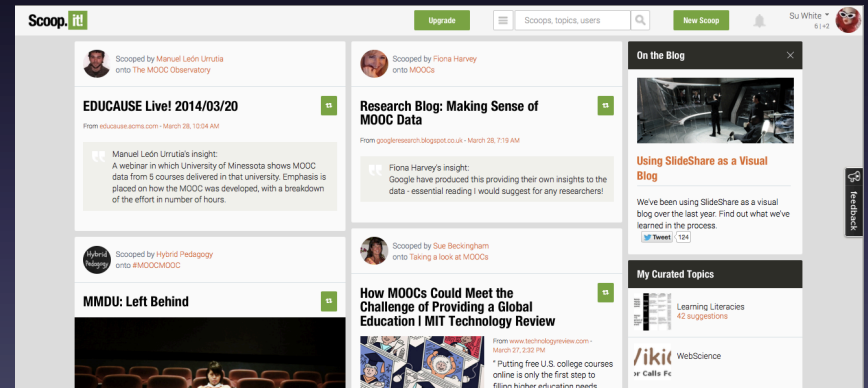
Journal papers

Grey literature

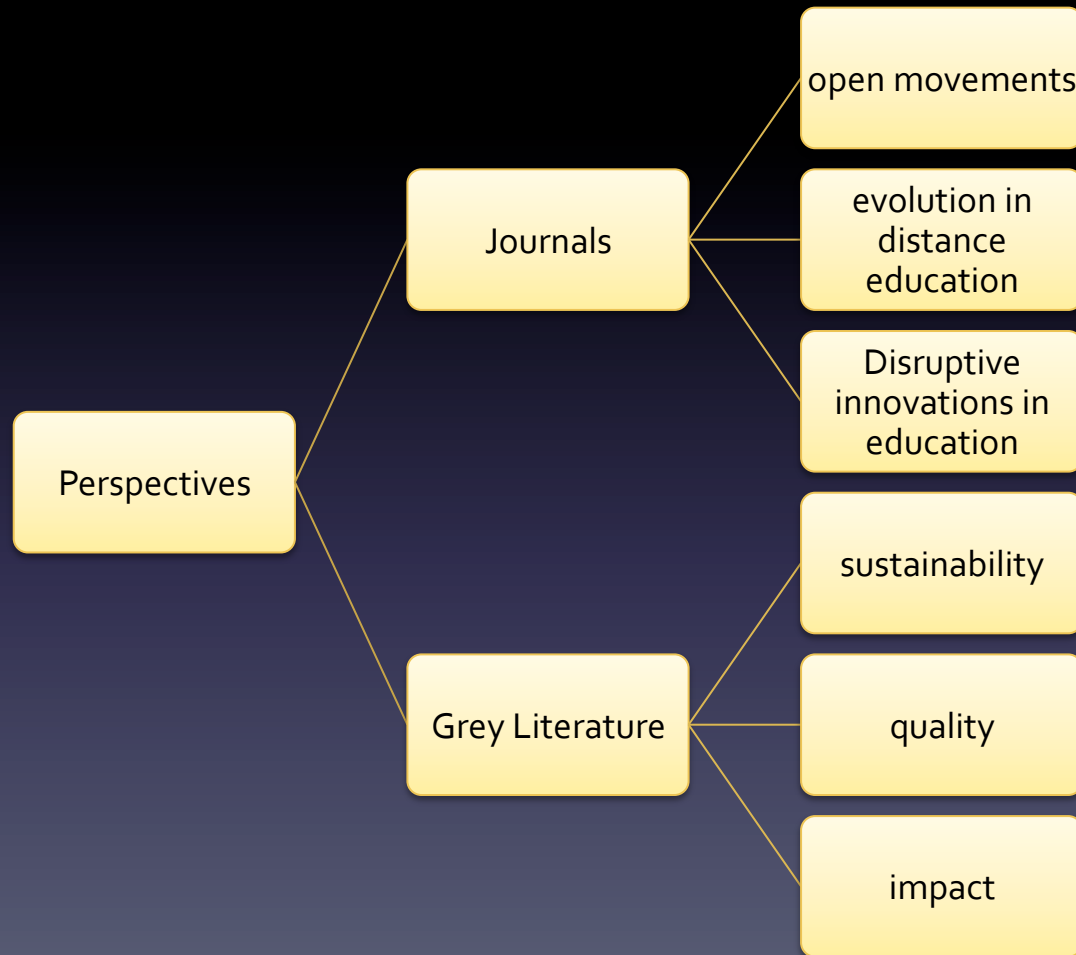
Curated sources

Valuing authorship and provenance

- Content analysis
- Herring's (2004) adaption
- after Krippendorff's (1980)
- Categorising sources



Looking at the sources



What did we find?

LITERATURE ANALYSIS

Motivations of HEIs: literature

- Strategic growth
 - Reputation and market share
- Marketing
 - Recruitment gateway
- Strategic collaboration
 - Perceived place
 - Collaborative opportunities
- Organic growth evolution
 - After OERs
- Response to learners
 - Demand for networked interactions
 - Perceived place (response)
- Learner analytics
 - Big (learner) data
 - Feedback to educators
 - Effective education
- Educational enhancement
 - Sub objective
 - Or... additional gain

Motivations of HEIs: grey literature

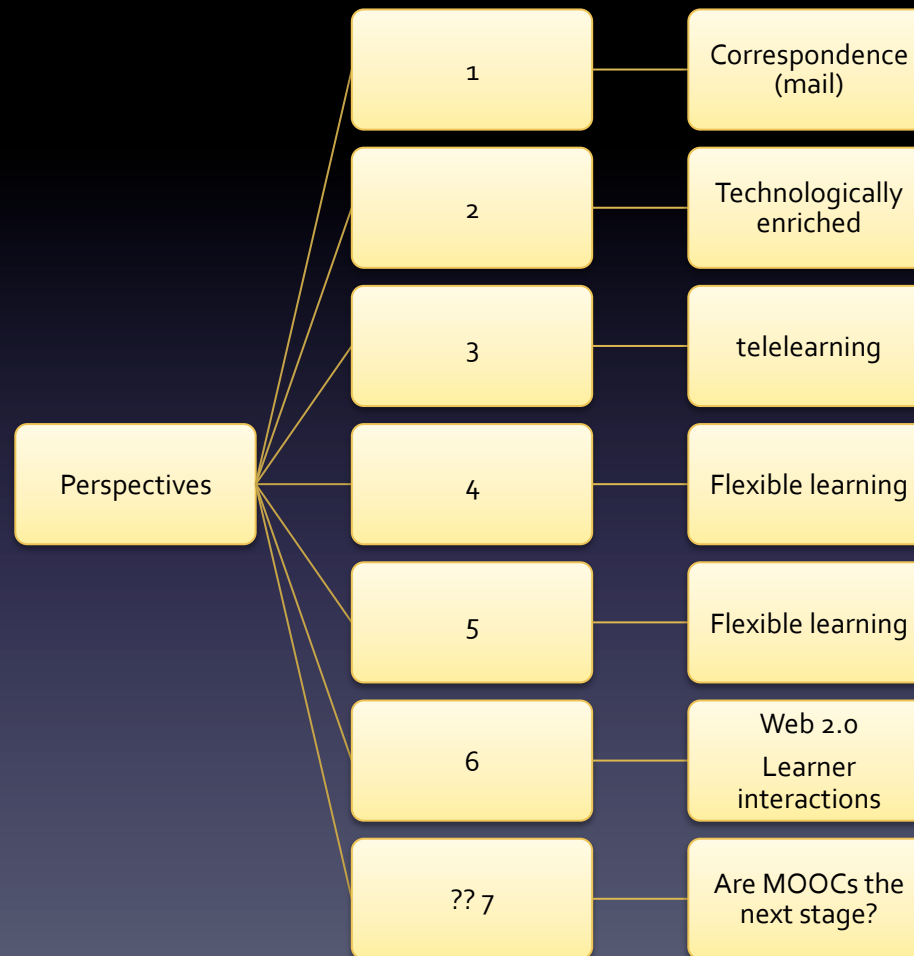
Three areas of debate

- Sustainability
- Quality
- impact

Key focus of discussions

- Business analogies
 - If the product is free...
you are the product
- Sustaining learner participation
 - Dropout
And what it means
 - Dropout...
success or failure?
 - Learner
 - provider

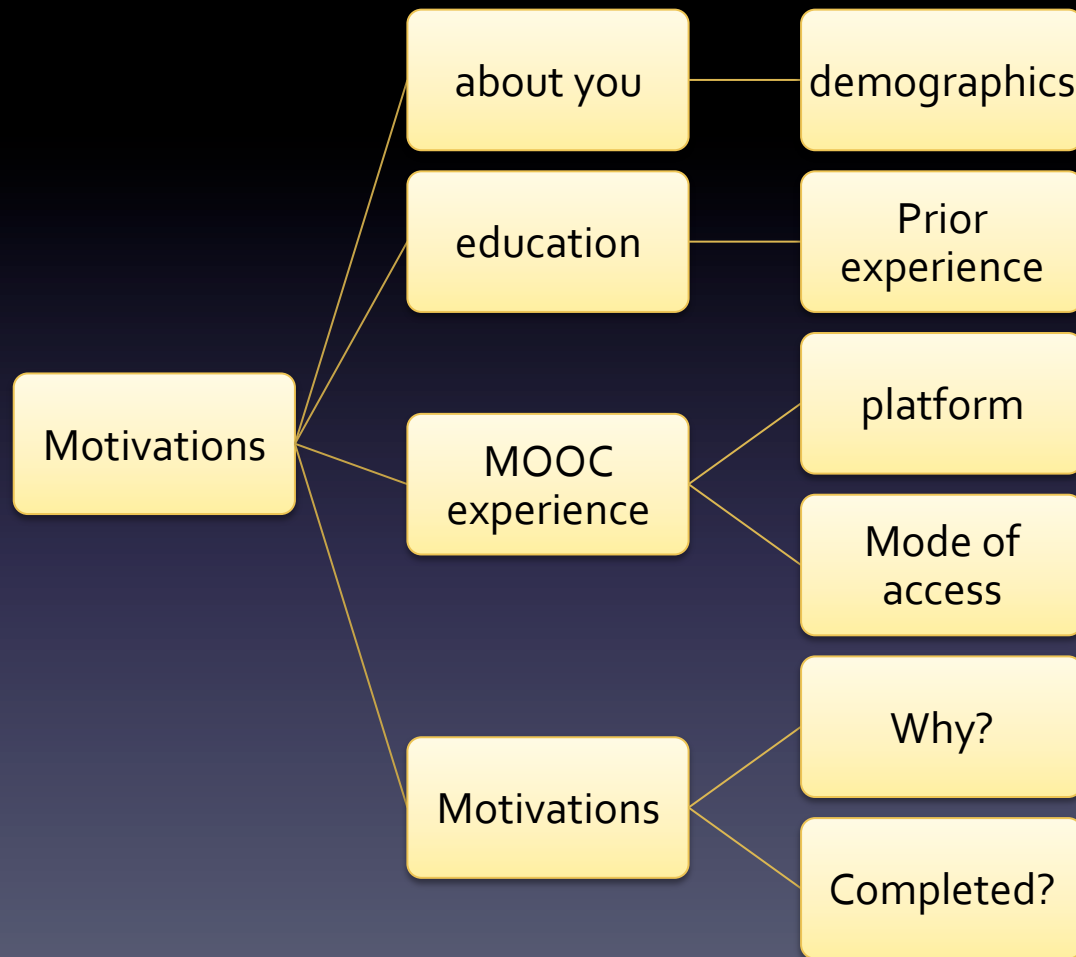
MOOCS as distance education



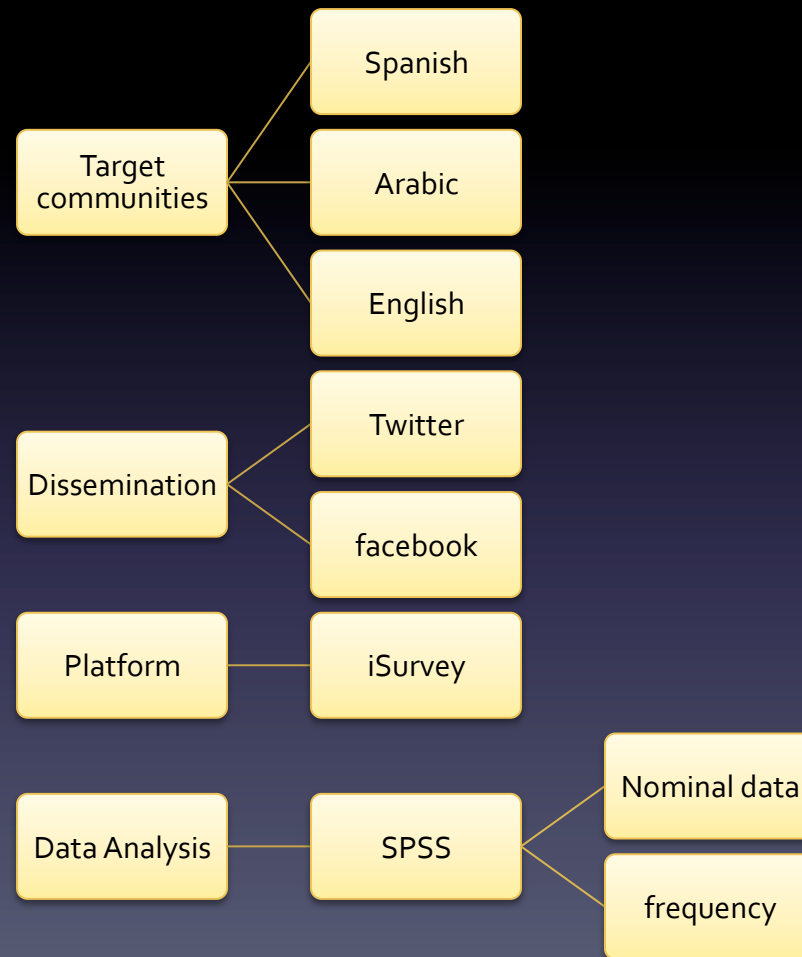
What did we do?

ONLINE SURVEY

Learners' motivations survey



Learners' motivations survey



What did we find?

SURVEY ANALYSIS

Structure and Assessment

structure


- cMooc
 - Connectivism
 - The social
 - Emergent
 - Fragmented
 - Diffuse
 - Diverse
 - No credit

assessment

- xMOOC
 - Structured
 - Opportunity for reward/credit
 - Opportunity for monetisation
 - Third party providers

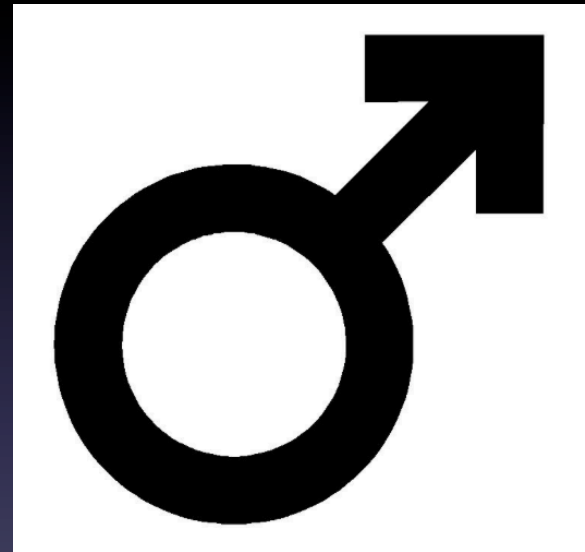
Our data

Survey data



Total - 258	
english	• 52
spanish	• 40
arabic	• 193

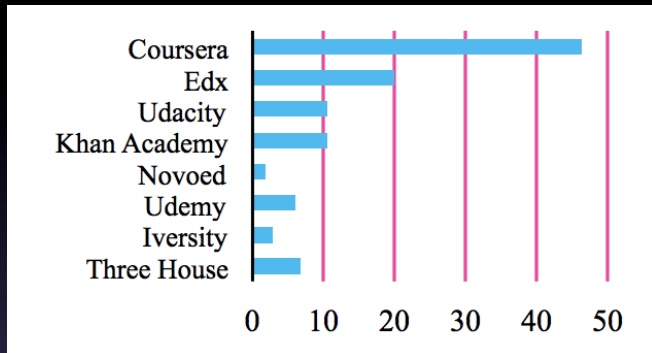
Mostly male



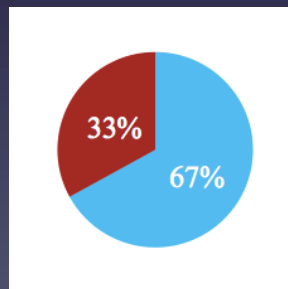
English: 67.3% male
Arabic: 77.2% male
Spanish: 48.7% male

Artefacts can be interesting

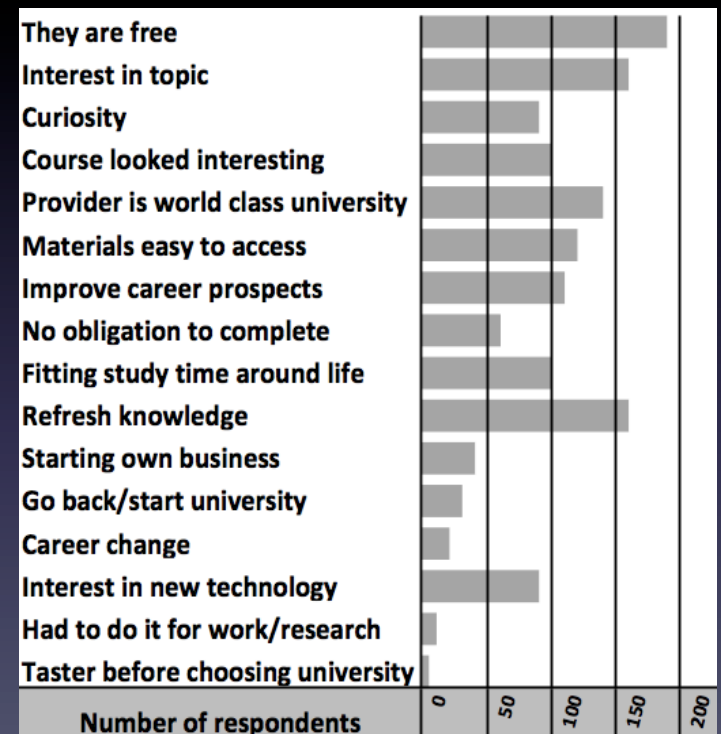
Learners' motivations



Platforms



Why MOOCs? They are free

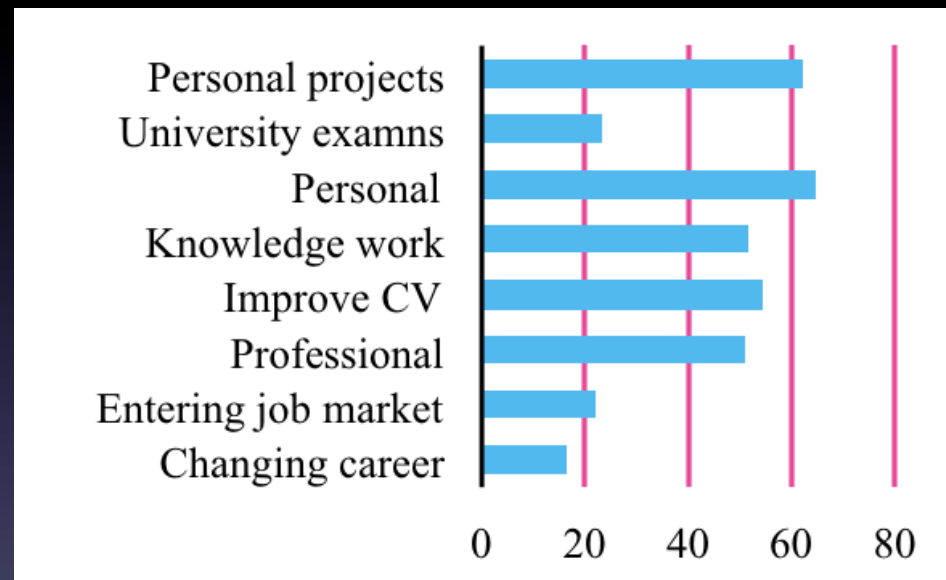


Motivations

What learners value

- Free and open
- Convenience: any time any place
- Update knowledge, enhance CV
- Build a learning community
- Satisfy interest/ edutainment
- Learning with the best
- Professional development/lifelong learning

Planning my future



Motivations

Reflecting on literature and experience

THERE ARE SOME ISSUES

Issues

- Pedagogic possibilities
 - illusion or reality?
- Assessment
 - How and why
 - Reality of peer grading
- Free – but at what cost?
 - Reputational damage
 - It still costs money to produce
 - Production values
- Inequalities
 - Illusion of value?
 - Some stuff can't be done online
 - Unequal educators
 - Star performers
 - Culture of ego
 - Undermining the value of the local/personal
 - Unequal
 - Cultural imperialism
 - Destroys diversity, perspectives

issues

- Learners' digital competencies
- May be part of the issue with dropout?
 - Neat and tidy?
 - Formal, informal
- Plagiarism
 - Does it matter?
 - Certification a solution?



Thinking about the roots of cMOOCs
... there are many different learner preferences


Conclusions/future work

- Understanding are changed by experience
- Disruptions demand agility
- MOOCs feed back into the curriculum
- MOOCs can be used to make change happen
 - In ways that we do not yet know
- Learners can decide what they want to do:
 - educational tourists
 - I know enough
 - Things have moved on
(life overtakes intention)

WEB SCIENCE: HOW THE WEB IS CHANGING... UNIVERSITY OF SOUTHAMPTON

WEEK	WEEK	WEEK	WEEK	WEEK	WEEK
1	2	3	4	5	6
10 Feb	17 Feb	24 Feb	3 Mar	10 Mar	17 Mar

WEEK 6: WHAT NEXT FOR THE WEB? 2 weeks ago



Week 6 - opening conversation

The Web we have now would have astonished Web users from 10 years ago; how will we be astonished in 10 years' time?

Two cycles: approx 20,000 students
Lots of data, lots of analysis,
wip plus experience
Watch this space ...
Hugh Davis Wednesday 14.00

A few extra bits ... sorry no funny out takes... refs and mug shots

SLIDES NOT USED

Hugh Davis



Kate Dickens



Manuel Leon



Maria del Mar Sánchez Vera



Su White



Davidson, K. 2013. Clearing up some myths about MOOCs. *Hustac*. <http://www.hustac.ca/blog/slatky-davidson/2013/06/07/learning-some-myths-about-moocs>

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