

4 great articles that will get you started with MOOCs for business

Massive Open Online Courses (MOOCs) are the up and coming phenomena that will transform the way education works. In his [recent article](#), [Derek Newton](#) writes about the power this new type of education could have on transforming professional development. With traditional professional development programs failing to deliver, MOOCs could be the way in which knowledge can be brought in to workplace. To me, this concept is great as it is in line with what I have been doing for the last year: making sure people who take part in MOOCs have the support they need to successfully complete them.

This support is necessary as the completion of MOOCs is extremely low. The approach taken by the [Berklee College of Music](#) aims to increase this percentage. In a [recent article](#), its vice-president [Debbie Cavalier](#) describes the model the institute uses to increase the conversion rates on MOOCs. Online courses are seen by the college as the first step towards full-time or part-time programs. This is an interesting model as many universities are struggling with the high costs of developing and maintaining MOOCs. To me, this search for a viable business model is something that is essential for the long term survival of MOOCs.

In light of the search for a viable business model, universities might have to redefine what their added value is compared to other types of learning. [Laurie Pickard](#) has described this phenomenon in a recent [LinkedIn blog post](#). In this post, she wonders what makes university education count. Is it the education itself or is it the credential what counts? To me education has three components: knowledge, network and branding. Knowledge can be gained through many ways (for example MOOCs), network is not directly visible but can be useful and branding is related to institution you study at.

For a university the question thus become if they can manage this transition in their business model. Ben Elsinga provides guidance in his [recent article](#). One of these guidelines is that these changes need to be approached with a child like curiosity. This is only the case for some universities. Universities like the TU Delft are taking a curious approach towards this new phenomenon. Other universities however, see this new way of distributing knowledge as a threat. I believe universities should embrace this new technology as it has the potential to become a whole new market in the field of education.