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Will MOOCs Disrupt Higher Education or Level the Playing Field? [#Infographic]

Technology has flattened other industries. Is education next?

UNIVERSITY:
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**OUR BLOG SERIES AIMS TO HELP
HIGHER ED IT LEADERS NAVIGATE
THE INCREASINGLY COMPLEX
TECHNOLOGY LANDSCAPE**

by
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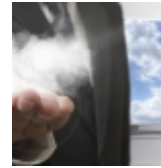Partnership

addict. Follow him on **Google+** (https://plus.google.com/1 12150364322753853503/? rel=author) and **Twitter** (https://twitter.com/#!/ji mmy_daly) .

The fact that MOOCs (massive open online courses) have sparked such controversy in higher education (http://www.edtechmagazine.com/higher/article/2013/05/why-past-cannot-predict-future-moocs-and-online-learning) is hardly surprising. The debate about learning models, particularly on traditional — and expensive — college campuses, has been a lightning rod for many years. MOOCs simply add more fuel to an already blazing fire.

Kenneth Green, a 2012 must-read IT blogger, released an excellent white paper on the validity of MOOCs (http://www.campuscomputing.net/sites/www.campuscomputing.net/files/Green-AGB-MissionMOOCsMoney.pdf) and the evolution of online learning. He notes that the sudden rise of MOOCs mimics the rise of the Internet:

> For many people, the current discussions about MOOCs—and by extension, the accompanying formal and informal conversations about mission, money, and online education—will recall similar conversations more than a decade ago when the emergence of the Internet was a catalyst for campus discussions about "going online." In the dot.com/dot.edu era, and perhaps again now, the expectation among some observers is that going online has the potential to be highly profitable and "only" requires a syllabus, servers, and students willing to sit in front of screens ("eyeballs" in the lexicon of the dot.com era). Then, as perhaps now, administrators and board members at smaller or less-well-known institutions were
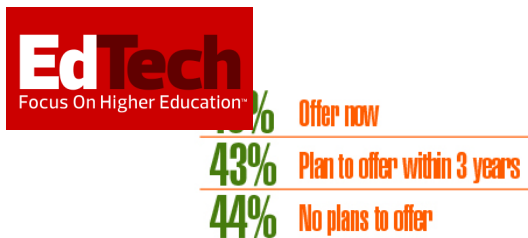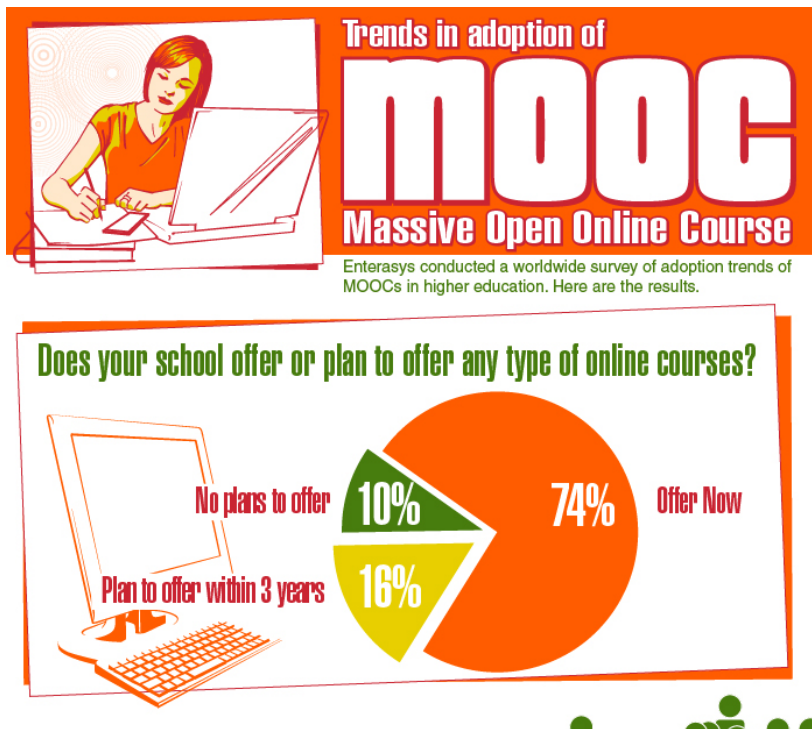
concerned that by going online, elite institutions ("brands") would disrupt the market for higher education and threaten their enrollments.

Alas, neither the anticipated easy money nor the threatened market disruptions materialized.

to a Great Student and College Sports Fan Experience

Every college went online, and the playing field more or less leveled out again. Will the same thing happen with MOOCs?

The infographic below shows the results of a survey of higher education professionals. It explores colleges' plans for dealing with MOOCs as well as the personal feelings of the respondents.

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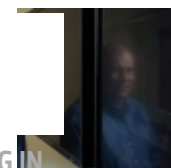

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16% say they compete

with residential education?

Do you think MOOCs could be appropriate for the following:

Continuing education courses	**71.8%**
Non-degree programs	**58.6%**
Technical training	**53.4%**
Elective courses	**51.7%**
Remedial classes	**46.6%**
All courses at our school	**19.0%**
None	**2.3%**

What do you see as the biggest value of MOOCs?

44% Keeping up with developments in education

35% Raising visibility of the school

16% Improving the quality of our residential teaching

What is the biggest drawback to MOOCs?

41% Lack of consistent review and grading system for providing competencies

25% high cost to develop and implement

15% high time commitments

15% compete with higher-return courses

Do you offer college credit for completing a MOOC?

Yes, now or plan to in the future **44%**

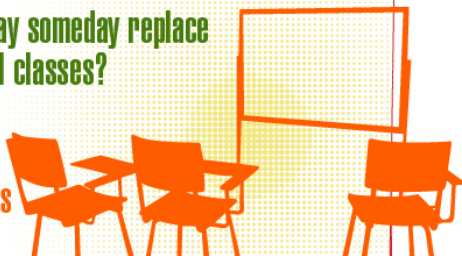No plans to offer credits — 55%

Would your school consider joining an online education group such as edX, Coursera or Udacity?

Would consider **83%**

Would definitely not consider — 17%

coursera

edX

U UDACITY

Do you think that MOOCs may someday replace all traditional, residential classes?

67% No, never

28% Yes, but not for 6+ years

5% Yes, within 5 years

This infographic originally appeared on Enterasys Networks. (http://blogs.enterasys.com/trends-in-massive-open-online-courses-infographic/)

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Michelle Chen · 2 years ago

Jim, thanks for the article. Interesting survey results. While higher education professionals' opinion is important, the fact that their professions are being shaken, are these the right people to listen to? Don't remember who is the wise person that said, "we overestimate the short-term, underestimate the long term." MOOC won't cause any prof to lose their jobs or school to close. Hopefully in the long term, we will have more effective ways of learning - learning not getting degrees. Michelle, co-founder of RedHoop.com, a start-up aspiring to help fellow self learners

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Jimmy Daly → Michelle Chen · 2 years ago

@Michelle Chen You raise a great point about professors. But who should we ask? In order for MOOCs to be an accepted form of education for employers, they will likely need some form of approval from professors. I think it's wise to take their pulse on the subject to ensure that MOOCs are held to high pedagogical standards.

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Michelle Chen → Jimmy Daly · 2 years ago

Hi Jim, thanks for the reply. It is great to have a conversation with the author. Employers use credential as an easy check mark, even though the two things really matter to them are "whether the candidate cares about the company" and "whether the candidate is able to learn", neither of which can be proven by having a degree. I will probably start by asking the best managers. Just my 2 cents. Michelle

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Jimmy Daly → Michelle Chen
• 2 years ago

I think managers and employers are crucial in the development of MOOCs. If they aren't interested in hiring students who take MOOCs, then why should colleges bother incorporating them? On the other hand, if employers are interested, we could have a real revolution on our hands.

I'll keep my eyes open for any surveys on the topic.

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Michelle Chen → Jimmy Daly
• 2 years ago

Agree. If employers are interested, classroom education will be disrupted. I am sure one day employers will be convinced that self driven people are better than just a degree. That's why I am building RedHoop.com to help make that happen, to help fellow self learners. Again, thanks for the conversation. Michelle

∧ | ∨ • Reply • Share ›

RobertW → Jimmy Daly • 2 years ago

The article states that "education professionals" were surveyed; does that mean
these results are the views of professors only, or were advisors,
administrators, board members, etc., also surveyed?
I also wonder if the questions about drawbacks and most appropriate applications for MOOCs included any references to the widely-reported low completion rates of these courses. In California it seems that the proposal I see being reported and discussed the most is to

use MOOCs to supplement or replace
expensive and overloaded remedial
courses. Yet those classes have some of
the lowest retention and completion rates on