



THE MOOC MOMENT

An *Inside Higher Ed* webinar
May 30, 2013 at 2 p.m. Eastern



Presenters

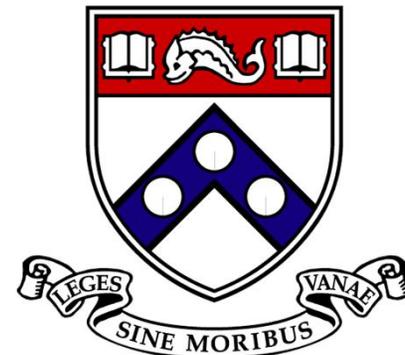
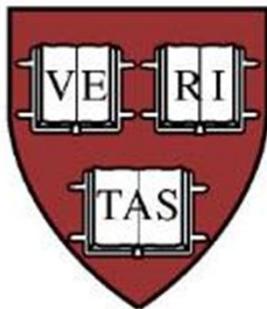
- Scott Jaschik, editor of *Inside Higher Ed*
- Doug Lederman, editor of *Inside Higher Ed*

The Rise of MOOCs

- Origins of movement in small, professor-created courses
- The creation of MOOC providers, with backing from top universities and (in some cases) venture capital
- The significance of the players involved



UDACITY



How MOOCs Have Changed in Last Year

- A move toward awarding credit
- Growth in number of institutions
- Growth in number of students
- Shift in focus toward general ed and introductory courses



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EdX Expands xConsortium to Asia and Doubles in Size with Addition of 15 New Global Institutions

EdX continues to grow its network of the world's leading institutions of higher education to meet global demand and increase access to quality education

CAMBRIDGE, MA – May 21, 2013 – EdX, the not-for-profit online learning initiative composed of the leading global institutions of the xConsortium, today announced another doubling of its university membership with the addition of its first Asian institutions and further expansion in the Ivy League. The xConsortium is gaining 15 prestigious higher education institutions, bringing its total to 27, including Tsinghua University and Peking University in China, The University of Hong Kong and Hong Kong University of Science & Technology in Hong Kong, Kyoto University in Japan, and Seoul National University in South Korea, and Cornell University in Ithaca, New York. The expansion reflects edX's rapidly growing global student body and supports its vision of transforming education by bringing the power of learning to all regardless of location or social status.

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The International Dimension

- Who the students are – and the competition
- MOOCs in Britain and Australia
- Do MOOCs help the developing world?

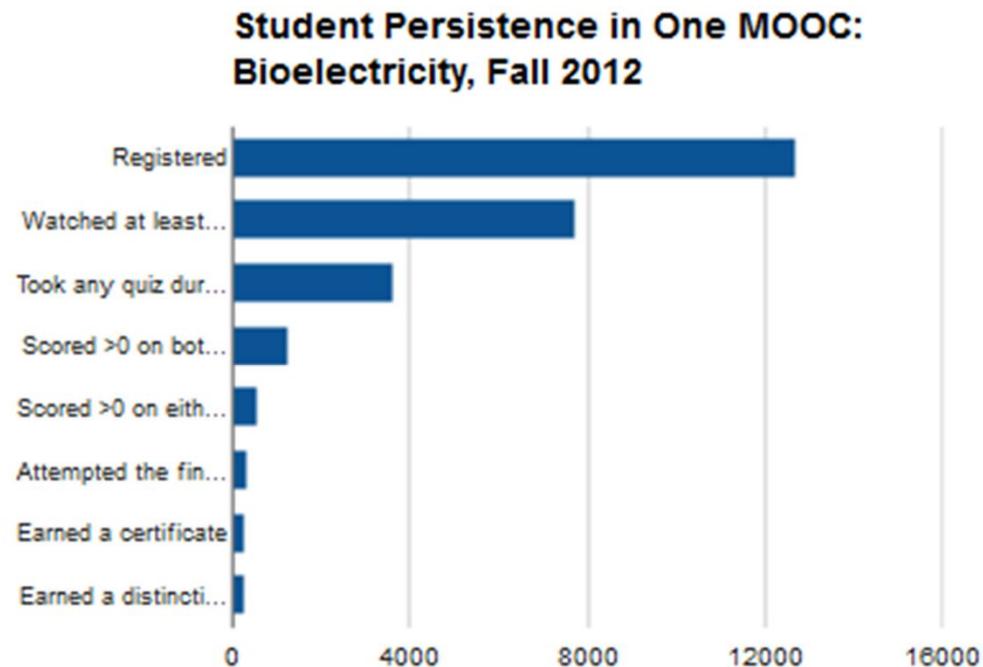


“Britain boasts some of the best universities in the world. This innovative new offer .. will mean that Indian students can access some of the best teaching and learning online from their home in Mumbai or Delhi.... I hope it will encourage many more Indian students to take the next step and study with a UK university.”

--British Prime Minister David Cameron

MOOCs and Student Success

A new debate over how to judge completion rates



Source: Duke Center for Instructional Technology

The Challenge of MOOCs to Colleges' Traditional Business Models

- Licensing course content
- Centralizing distance education
- What to do when students demand credit (and tuition discounts)
- Can higher education cut costs?
- MOOCs as entryway into non-MOOCs (and boosting enrollment)?

The California Bill

- What Senator Steinberg's bill says
- Why it matters
- How higher ed is responding (or not)



MOOCs and the Faculty Role

- Are MOOCs a path to the flipped classroom, or a path to faculty-free education, or something in the middle?
- IP issues for those who teach, and for their institutions
- The debate over governance

58 Professors Sign Letter Calling for Faculty Oversight of edX

By NICHOLAS P. FANDOS 3 days ago

Fifty-eight professors from the Faculty of Arts and Sciences requested in a letter Thursday to FAS Dean Michael D. Smith that he appoint a faculty committee to draft “ethical and educational principles” that would provide a framework for FAS engagement with HarvardX, the University’s curricular contributions to edX.

6 COMMENTS

San Jose State to Michael Sandel: Keep your MOOC off our campus

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The MOOC Frenzy and Its Impact

- The media focus
- Overshadowing non-MOOC online education?
- Are MOOCs a true innovation or a new form of the textbook?

OP-ED COLUMNIST

Come the Revolution

By THOMAS L. FRIEDMAN

Published: May 15, 2012 | 370 Comments

Palo Alto, Calif.



Josh Hansen/The New York Times
Thomas L. Friedman

Op-Ed Columnist Blog

Andrew Ng is an associate professor of computer science at Stanford, and he has a rather charming way of explaining how the new interactive online education company that he cofounded, Coursera, hopes to revolutionize higher education by allowing students from all over the world to not only hear his lectures, but to do homework assignments, be graded, receive a certificate for completing the course and use that to get a better job or gain admission to a better school.

Calm the %*# down about MOOCs

[4 Replies](#)

Dear everyone,

Please stop freaking out about MOOCs. Seriously.

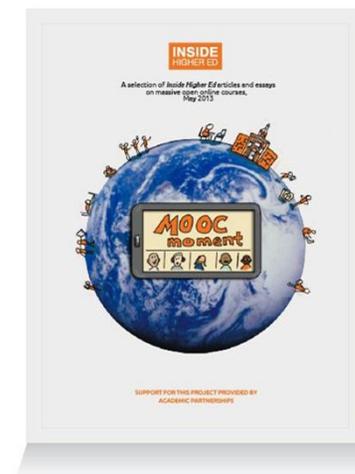
The national conversation about MOOCs is driving me bonkers. Like some of you, I have read (too) many articles on the topic of Massive Open Online Courses. I already feel saturated, but over the past few days, two more snippets have appeared in my Facebook feed:

Crucial Issues Ahead

- Accreditation and quality control
- The role of peers in class and micro-communities within MOOCs
- How to judge success
- The relationship between MOOCs and other big trends (for-credit online education, “stacking,” moves away from traditional credit hours, etc.)

Resources

- *Inside Higher Ed's* free print-on-demand booklet of articles and essays about MOOCs is available at <http://www.insidehighered.com/content/editorial-booklets>
- *Inside Higher Ed's* latest news coverage on MOOCs and other developments in online education (plus the insights of bloggers) may be found here: <http://www.insidehighered.com/news/focus/technology>



Questions and Answers

- Follow-up questions and story ideas welcome:
scott.jaschik@insidehighered.com and
doug.lederman@insidehighered.com

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