ONLINE EDUCATION: MORE THAN MOOCS

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What Online Education Is and Isn't

Distance education is not (despite what many say):

- -New
- –Unaccredited or unregulated
- -Separate from traditional higher education
- -Only important to for-profit higher education
- -Only important in a few fields
- -Only about MOOCs

Why knowing what online education is and isn't matters



The Real Trends I: Sustained Growth

- In fall 2002, 1.6 million out of 16.6 million American college students were taking at least one course online.
- A decade later, 6.7 million out of 20.9 million students were doing so.



The Real Trends II: Mainstreaming

- In fall 2002, 9.6% of enrollment was online.
- A decade later, 32% of enrollment was online.
- Major institutions, accredited, for credit or certificates.









Key Issue I: Truly Equal, Better or Good Enough?

• Is this the ideal? Was it ever reality for many?



Key Issue II: The Changing Faculty Role



Key Issue III: Who Decides What to Offer?

- Program structure
- Criteria for program approval
- Relative power (or lack thereof) of the faculty



Key Issue IV: Measuring Learning

- The Education Department analysis.
- Which students are most likely to succeed online?
- Is it online learning or support (or lack of support) that matters?



Key Issue V: States' Vision vs. Reality

- California
- Texas
- Florida
- New York







Issue VI: The Competitive Market

- Size
- Marketing
- Niche
- Resources



How MOOCs Change the Picture

- Entry of big name (deep pocket) players
- Ability to enter accreditation-free
- Attention from the press and politicians
- Heightened interest by trustees

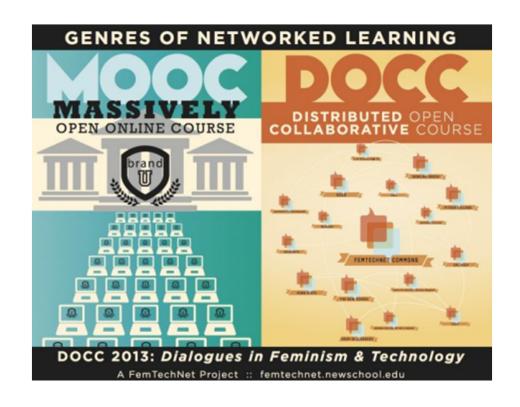
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The Rise of MOOC-Like – I

- -University of Texas course
- -Women's studies course





The Rise of MOOC-Like II: Business Models That Matter

Georgia Tech and edX/MITx



- -Ways they are not MOOCs
- -New business models
- -How they compete potentially with other in-person and online programs



Questions?

And thanks to ...

