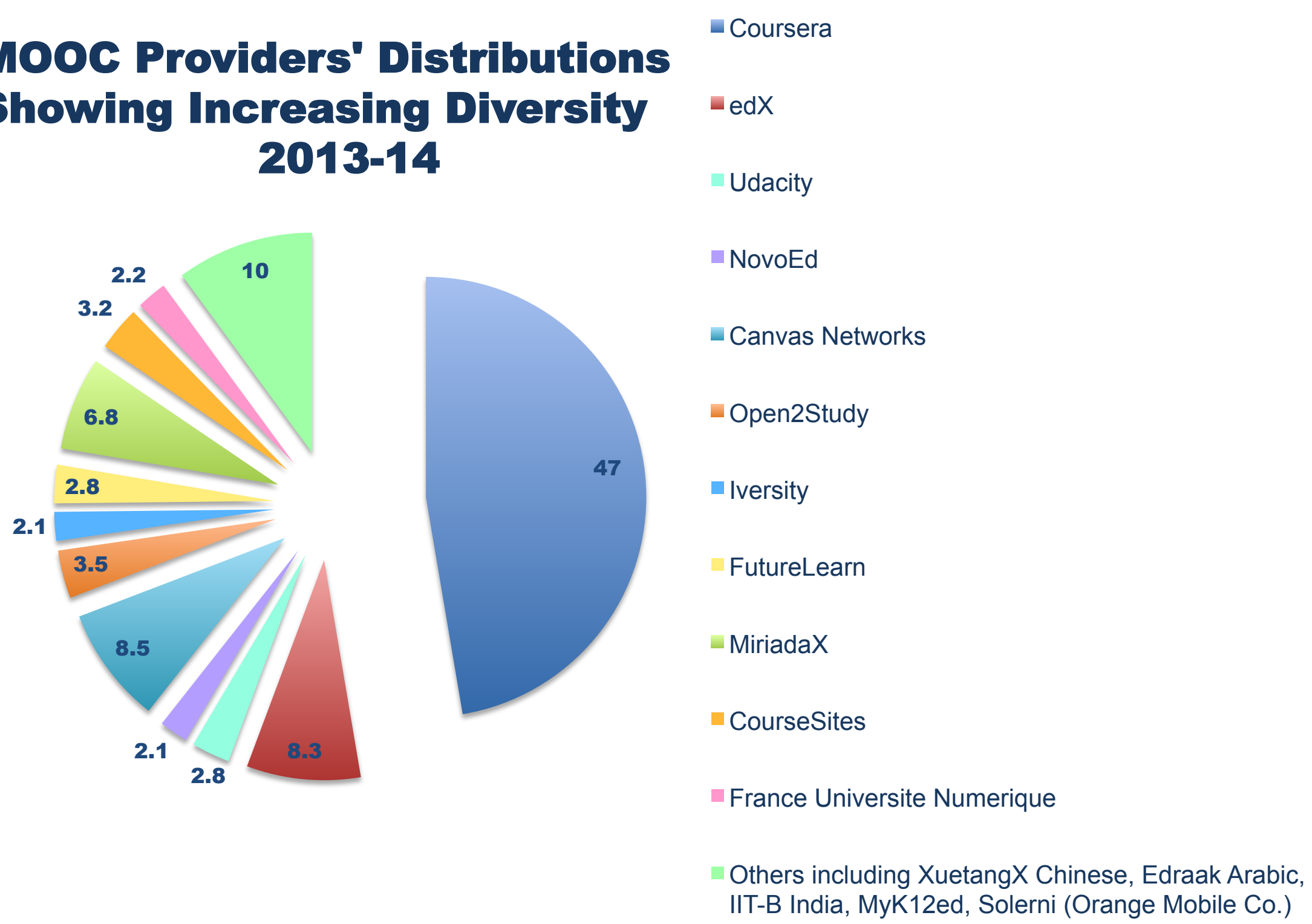
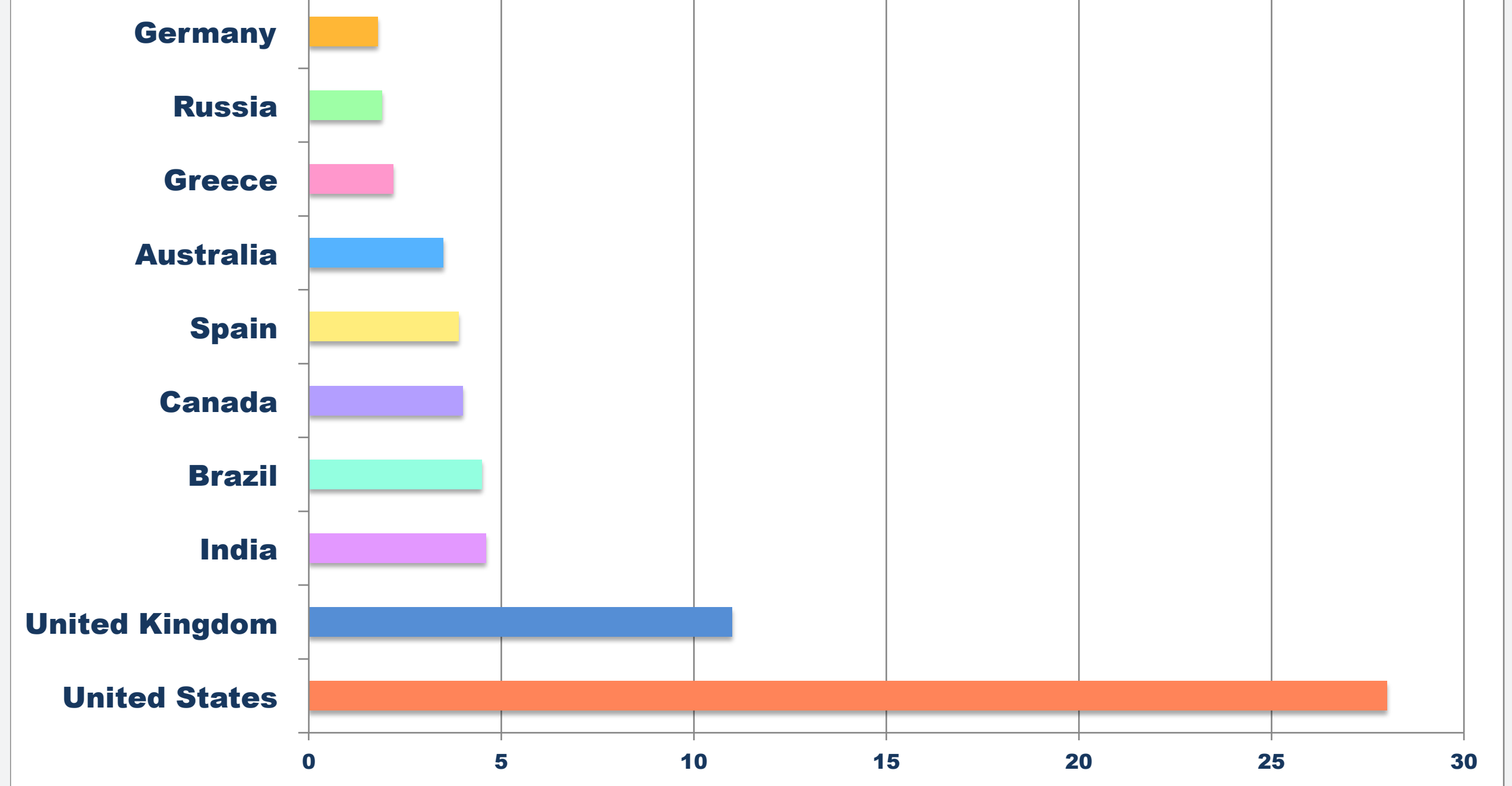


The TMT report 2014 predicts a "perfect storm" of conditions that could make (MOOCs) a major factor by 2020, representing over 10 percent of all courses taken in tertiary and enterprise continuing education. New technology, alternative modes of teaching and a need to continuously update quickly obsolete skills are driving the trend, suggesting MOOCs will grow enormously.¹

MOOC Providers' Distributions Showing Increasing Diversity 2013-14



How Global Are MOOCs? 2013 Data

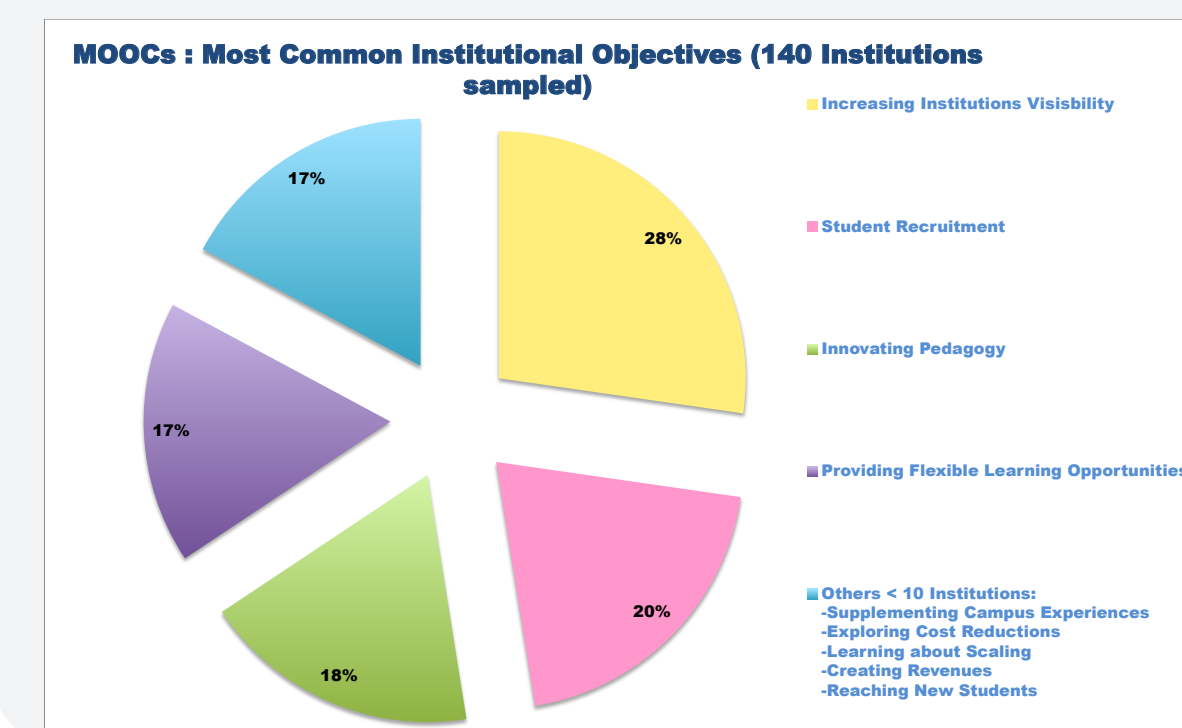


Hollands & Tirthali May 2014 Interviewees mentioned several ways in which MOOCs may lead, directly or indirectly, to improvement in educational outcomes:

- Motivating instructors to rethink pedagogy
- Course re-design
- "Chunking" lectures and interspersing questions
- Fine-tuning instructional materials
- Providing instant feedback
- Gamification and badging to increase motivation
- Outreach to participants to encourage persistence
- Adaptive learning/personalization/mastery-based learning
- Using MOOCs in FE to prepare students for college/university

Institutional goals in MOOC initiatives

- Extending reach of & access for student recruitment
- Building & maintaining brand > visibility
- Promoting research impact
- Providing flexible learning opportunities
- Conducting research on teaching & learning
- Supplementing current face to face course studies
- Innovating pedagogy
- Improving educational outcomes
- Learning about scaling up



(Data from interviews involving 62 US HEIs)

Subject Distribution 2013

- Humanities : 20%
- Computer Sciences : 16%
- Business & Management : 15%
- Sciences : 11%
- Health & Medical : 11%
- Education & Teaching : 8.6%
- Maths & Statistics : 6.6%
- Social Sciences : 5.7%
- Engineering : 5.1%

Challenges - Accreditation / Certification Adaptive / Personalised Learning

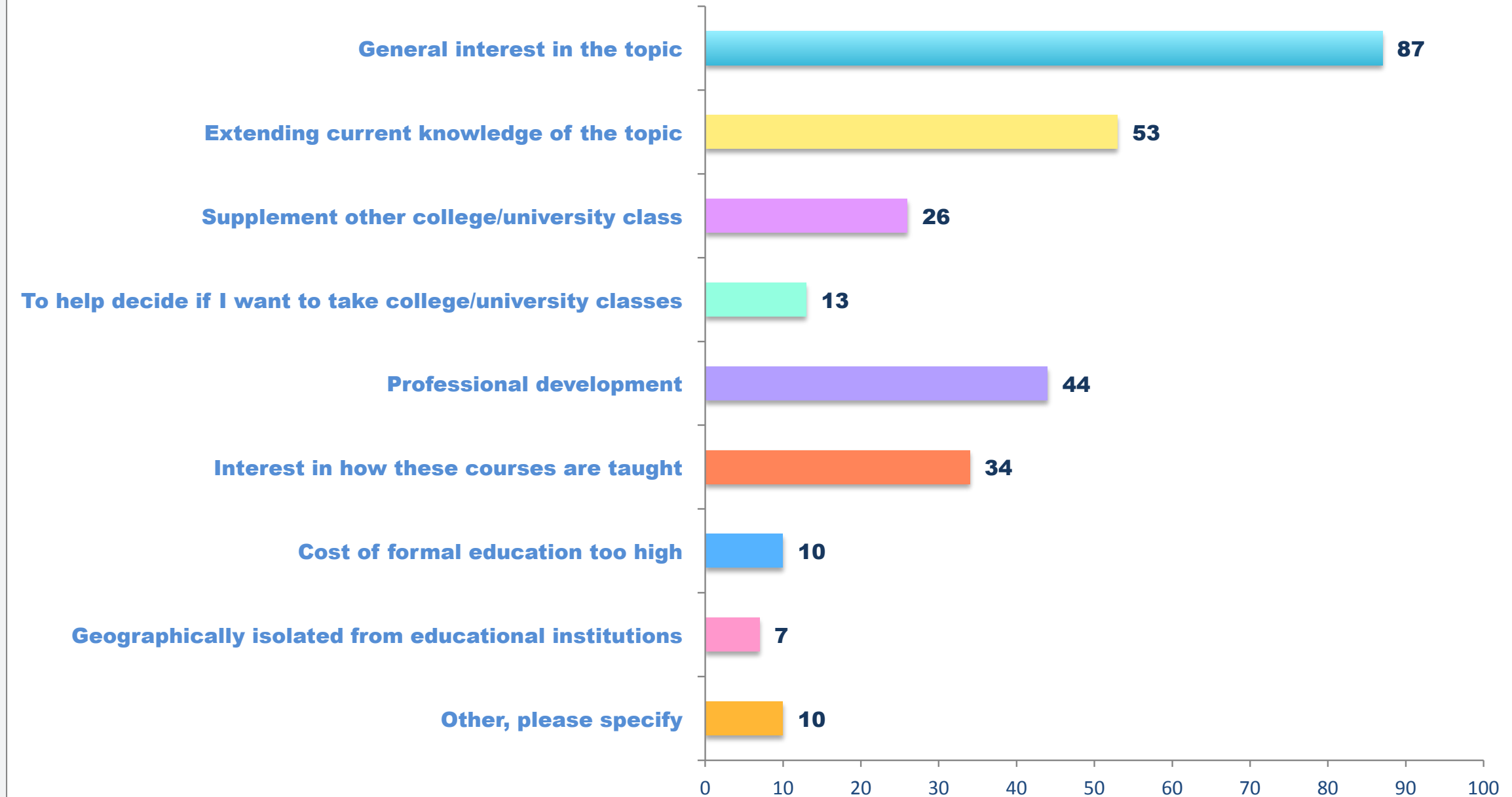
Mongolian Student Battushig Myanganbayar teaches MIT edX how to improve design of MOOC for improved outcomes

In Development

- MOOC.org - Partnership between Open EdX and Google to create a MOOC authorship platform
- Solerni - New MOOC platform & MOOC course provider from Orange Mobile Company

MOOC Participation Motivations for Learners

Bioelectricity: A Quantitative Approach Duke University's First MOOC Balanger, Yvonne, Thornton, Jessica 2013-02-05



Re-evaluating course statistics

Coursera - 'drop-out and completion statistics have been incorrectly assessed in the past.'²

By focusing instead on learner intentionality (as derived from entry surveys about completion) Coursera was able to show that there is a high level of completion among students that self-identified as intending to complete the course at the outset:

approximately 85% completion rates.

'if you're assessing the viability of MOOCs, this is the variable that matters: number of students still participating at the end, not what percentage of those who enrolled are participating at the end.' Robert Wright, Princeton.

¹ <http://www2.deloitte.com/global/en/pages/technology-media-and-telecommunications/articles/tmt-predictions-2014.html>

² http://www.slate.com/articles/technology/future_tense/2014/04/mooc_completion_rates_don_t_matter.2.html