Why Publishers Should Care About MOOCs

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What is a MOOC?

• Massive
• Open
• Online
• Course

• Term coined in 2008 by George Siemens (Athabasca Univ.) and Stephen Downes (The National Research Council in Canada), but many precursors. Many other terms.
Major MOOC Providers

- Coursera (2011)
  - Daphne Koller and Andrew Ng
  - 62 institutions, 220 courses
  - 3.1 million registrants

- edX (2011)
  - Anant Agarwal
  - 12 universities, 15 courses,
  - 700,000 registered users

- Udacity (2011)
  - Sebastian Thrun, David Stavens, Mike Sokolsky
  - 20 active courses
  - 400,000 students

(Numbers constantly in flux.)
Other Providers

- Udemy
- NovoEd (Venture Lab)
- Futurelearn
- Khan Academy
- iversity
- Open2Study
- UniMOOC
- “Online Course Enablers”: 2U, Deltak, Embanet/Compass, Academic Partnerships, Canvas Network
Business Models or Lack Thereof

• Courses for Academic Credit
• Courses for Certificates
• Signature Track
• Proctored Exams
• Leads for Job Recruiters
• Leads for Admissions Officers
• Competency-based (federal funding)
Why MOOCs are Multiplying

- Brand extension
- Courses for Credit
- Remedial Education
- Oversubscribed Courses
- Intra-system courses
- Satellite Campus Connection
- Test Prep
- Recruiting/Admissions
- Continuing Education (CME)
- Master’s Level Education/Executive Programs
- “Celebrity” MOOCs
- Corporate Training
Data/Trends

• Who takes a MOOC? (Phil Hill, e-Literate)
Trends

• Why take a MOOC?
  – Learn a new topic
  – Augment traditional learning
  – Find out what it’s like to take a MOOC
  – Faculty who want to study other faculty

• Why drop out of a MOOC? (OpenCulture)
  – Too much time/Just shopping
  – Too advanced (or too basic)
  – Poor course design (not enough guidance)
  – Poor tech tools (community, communication)
  – Peer Review
  – Hidden Costs
Trends (2)

• How do you measure success?
  – Attrition/Completion rates
  – Assessment Type
    • ACE Accreditation
    • Final Project
    • Credit-by-exam
    • Independent Educational Portfolio

• Automated grading/Peer grading
• Student Interaction Opportunities
• Inter-state reciprocity
Why Publishers Should Care

• Courses expanding beyond coding and equations increases need for content (all types)
• Business models are driving students towards copyrighted materials
• Extension of existing activities on campus, both with universities and libraries
  – Universities with MOOCs
  – MOOCs across Universities
• Opportunity to reach new markets and experiment with new business models
Clearing Content for MOOCs

• SIPX’s early reflections
• Understanding the university relationship
  – Matching students to holdings
• Education of Faculty and Publishers
  – The new frontier
• Messaging to prospective students
  – Setting expectations
• Willingness to experiment--pricing
• Analytics
Virtual Office Hours

Galaxies and Cosmology, S. G. Djorgovski, Coursera, January 2013

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Librarians are talking…

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Differential Pricing

Publisher

Differential Pricing

University with library subscription in the U.S.

$0

University alumni

$10

Japanese corporation

MOOC student in Brazil

$0

MOOC student in developing country

$20
Analytics: What’s Possible?

• Geographical Data
• MOOC to Traditional Comparison
• Benchmarking against other like Publishers
• Analysis over time
• Title or Series based Analysis
• Subject Area/Course Mapping
Purchases/downloads over time
transactions by geo and price

- ~30 countries had more than 20 transactions
  - More than 300 total users in these countries
How Publishers Can Work with MOOCs Now

• “True” MOOCs
• Intra-system MOOCs
• Online Master’s Programs
• Satellite Campus Access
• Alumni Access
Where Do We Go from Here?

• “Elite” schools only?
• Brand dilution?
• Role of Individual Professors/Star faculty
• Intellectual Property Concerns
• Pushback from Faculty
• University Liability
• Connectivity or Censorship Issues
• Un-College or Flipped College?
Any Questions?

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