MOOCs4D: Potential at the Bottom of the Pyramid

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Presentation by Michele Petochi
the advent of the MOOCs...

...and the lent of the user
MOOCs: A Normal Hype Cycle

Future
Multiple forms
Different blends
How useful for me?
Business models?

Outlook:
Here to stay

Key Ingredients
Great offering
Tech, Data, Visualization
Know learning more

MOOCs help redefine the boundaries between education and life (long learning & professional dev)
The User at the Center: What is More or Less Relevant to Whom

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<thead>
<tr>
<th>MOOC Aca</th>
<th>Undergrad Student</th>
<th>Grad Student</th>
<th>MOOC faculty</th>
<th>Secondary School Student</th>
<th>Teacher or School leader</th>
<th>Other student</th>
<th>Mother</th>
<th>Elder</th>
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x = relevant; xx = very relevant; xxx = key

*Massive Online Open Vocational Education

...and the user is not like me!!!
How do we serve **people** in resource poor communities across the world?

How to serve every individual and group, and **in the right way**?
Opportunity 4D - Dissemination

-> Innovative solutions for access to **bandwidth** seem not impossible

-> Some off-line solutions may offer viable options on the short term

-> Increasing use of the right teaching **language**

-> Increasing involvement of faculty and administrators in including MOOCs into the local curricula

-> **Blended** configurations, including distant faculty
EPFL Flying Donkey Challenge 2013 – [www.flyingdonkey.org](http://www.flyingdonkey.org)
Opportunity 4D – Academic Environment

- Get credit (university) and certification (self-learner) right
- Adapt governance (broad opportunity to look at the reward system)
- Work on the regulatory environment (or simply allow to test)
- Continue to pursue multi-partner collaborations, no matter if challenging
- Continue to test the blend
- Facilitate evaluation for quality and knowing the user more

The same EPFL MOOC “Numerical Analysis” was evaluated...

- Negatively by Physics students
- Positively by Mechanical Engineering students
Opportunity 4D – Content Development

**Foundation courses** are potentially key. MOOCs is a powerful enabler *as long as*:

- Students have enough basis to take them
- There is collaboration at the *teachers’* level
- Teacher and instructor are trained and mobile
- Should the MOOC be integrated into the curriculum?

**Courses developed around areas of priority** for a particular region (water, energy, nutrition, health...) are an opportunity for specializations and continuing Education.
Opportunity 4D – Harnessing Networks