



MOOCs4D: Potential at the Bottom of the Pyramid



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Presentation by
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Understanding Early MOOC Adoption: Empirical findings from the University of Pennsylvania

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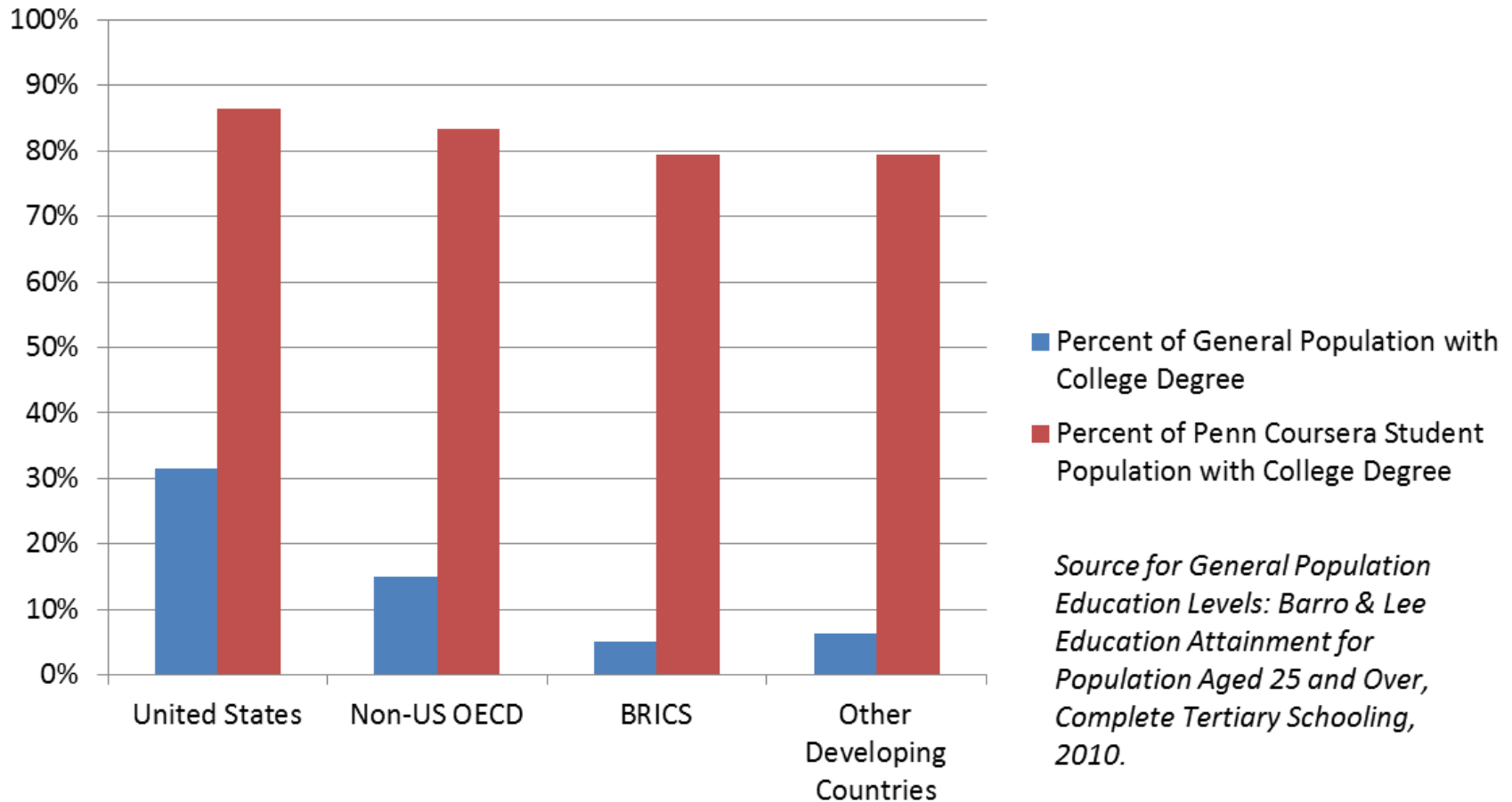
University of Pennsylvania

Research Overview

- MOOCs at Penn
- Why research MOOCs?
- Research goal
- Methodology

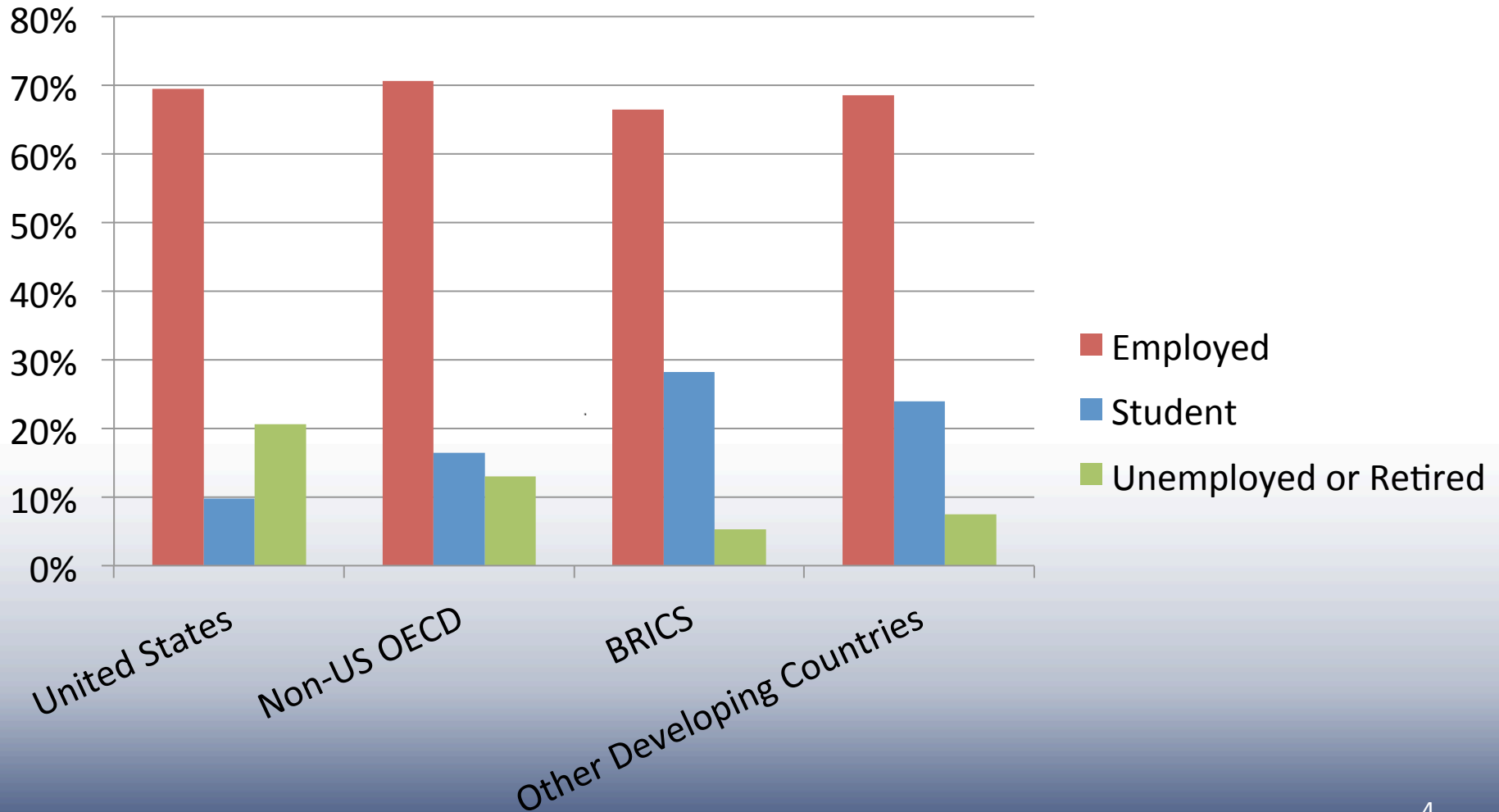
Education Levels

General Population Education Levels Compared to Education Levels of Penn Coursera Students

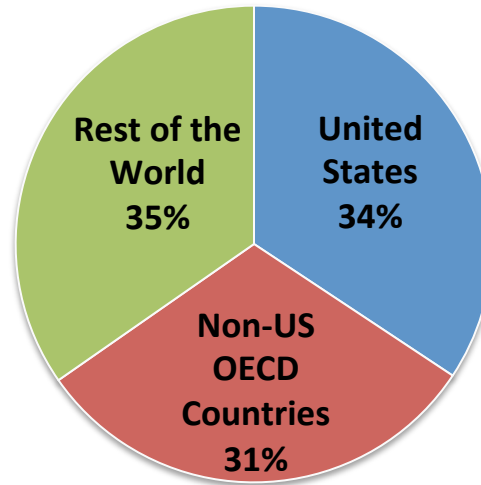


Employment

Occupational Status of MOOCs Learners



Where in the world?



Geographic Distribution of MOOCs learners

WHERE THE SURVEYED MOOC STUDENTS COME FROM



34.32%
UNITED STATES



5.76%
INDIA



4.07%
BRAZIL



3.60%
SPAIN



3.57%
GREAT BRITAIN



3.50%
CANADA



3.25%
RUSSIA

2.01% MEXICO

1.43% ITALY

1.99% AUSTRALIA

1.35% COLOMBIA

1.99% GREECE

1.22% FRANCE

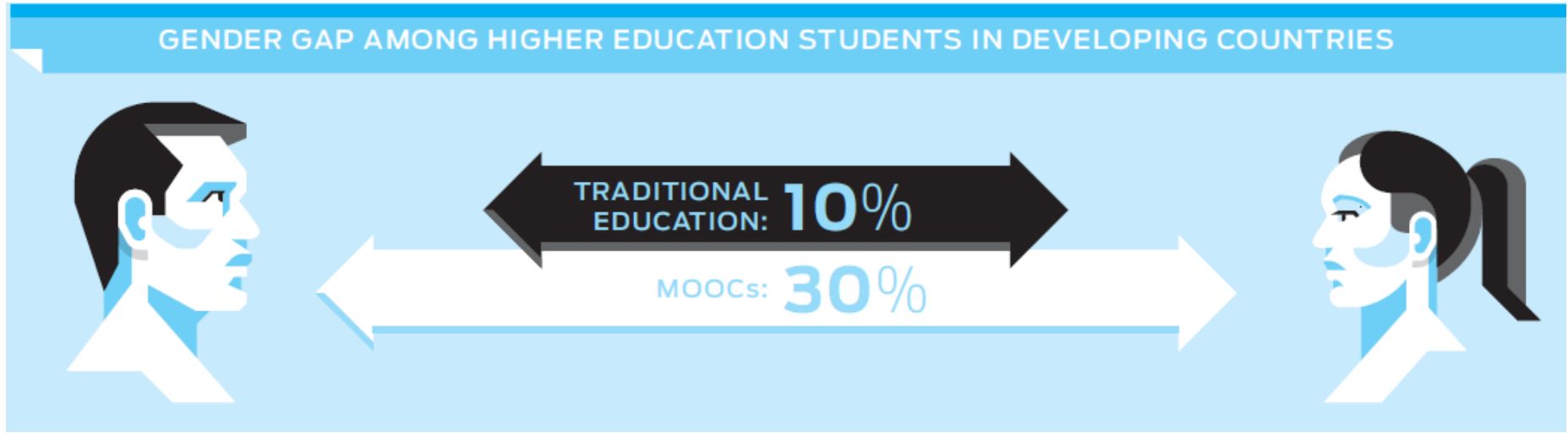
1.77% UKRAINE

1.17% NETHERLANDS

1.73% GERMANY

1.08% CHINA

Gender Gap



| | | Total (34,779 respondents) | US (11,933 respondents) | Non-US OECD (10,784 respondents) | BRICS (5,151 respondents) | Other developing countries (6,911 respondents) |
|--------|--------|----------------------------------|-------------------------------|---|---------------------------------|--|
| Gender | Male | 56.9% | 48.1% | 58.4% | 67.9% | 61.5% |
| | Female | 41.3% | 49.4% | 39.9% | 31.1% | 37.3% |

Ongoing Research – Business MOOCs

- More international, more emerging economies
 - 45% from non-OECD countries compared to 36% in non-business MOOCs
- Many foreign-born US residents
 - 35% of all US residents enrolled in business MOOCs were born outside US
- Reaching nearly double the number of underrepresented US minorities than traditional business schools

Conclusions

- Considerations for partners and providers
- Areas for further research

