MOOCs4D: Potential at the Bottom of the Pyramid

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

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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

- Employed
- Student
- Unemployed or Retired

United States
Non-US OECD
BRICS
Other Developing Countries
Where in the world?

Geographic Distribution of MOOCs learners

- United States: 34%
- Non-US OECD Countries: 31%
- Rest of the World: 35%

WHERE THE SURVEYED MOOC STUDENTS COME FROM

- United States: 34.32%
- India: 5.76%
- Brazil: 4.07%
- Spain: 3.60%
- Mexico: 2.01%
- Italy: 1.43%
- Australia: 1.99%
- Colombia: 1.35%
- Greece: 1.99%
- France: 1.22%
- Ukraine: 1.77%
- Netherlands: 1.17%
- Germany: 1.73%
- China: 1.08%

Image Source: “Who Takes MOOCs: For online higher education, the devil is in the data” The New Republic
Gender Gap

Gender Gap Among Higher Education Students in Developing Countries

Traditional Education: 10%
MOOCs: 30%

Gender and MOOCs Participation:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total (34,779 respondents)</th>
<th>US (11,933 respondents)</th>
<th>Non-US OECD (10,784 respondents)</th>
<th>BRICS (5,151 respondents)</th>
<th>Other developing countries (6,911 respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56.9%</td>
<td>48.1%</td>
<td>58.4%</td>
<td>67.9%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Female</td>
<td>41.3%</td>
<td>49.4%</td>
<td>39.9%</td>
<td>31.1%</td>
<td>37.3%</td>
</tr>
</tbody>
</table>

Image Source: “Who Takes MOOCs: For online higher education, the devil is in the data” The New Republic
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