EDUCAUSE Live! Participant Chat: Links and Abbreviated Transcript

**Massive and Open: A Flipped Webinar about What We Are Learning**

December 4, 2014: 1:00 p.m. ET (UTC-5; 12:00 p.m. CT, 11:00 a.m. MT, 10:00 a.m. PT)

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**Abbreviated Chat Transcript:**


Michael Feldstein: (13:04) HI Ed

Lisa Star, EDUCAUSE: (13:08) Here is the lnk to that video "homework" [http://e-literate.tv/s2-e1/](http://e-literate.tv/s2-e1/)

Laura Pasquini: (13:08) In fairness... I rarely do my homework. It's not you, it's me.

George Siemens: (13:11) [http://www.moocresearch.com/reports](http://www.moocresearch.com/reports)

D. Christopher Brooks: (13:11) Research > Rhetoric!

George Siemens: (13:14) That’s a good point Phil. in spite of the death proclamations, moocs are alive and well

Caryn: (13:15) interesting to think about where MOOCs fall on the Gartner Hype Cycle...

Keesa Johnson Muhammad (MSU): (13:15) I like that as well. What makes someone want to learn...

Keesa Johnson Muhammad (MSU): (13:16) Many courses in college you take because you have to... especially when it comes to online learning. So what would motivate me as a learner to take a course in my spare time... or even if it's required??

Phil Hill: (13:17) Great point Keesa, but this also raises question of learner motivations even for required courses. That mindset is important IMO.


Keesa Johnson Muhammad (MSU): (13:17) Thanks Phil!


Keesa Johnson Muhammad (MSU): (13:18) I'm all in when it comes to motivational learning..

Ed Garay - UIC: (13:18) I think, today we are in a much better position to make informed decisions on how to make good uses of MOOCs and/or to mix them with other initiatives at our individual institutions to facilitate learning.
Keesa Johnson Muhammad (MSU): (13:20) hmmm...interesting question Michael

Keesa Johnson Muhammad (MSU): (13:20) oops..interesting.. ;)

Keesa Johnson Muhammad (MSU): (13:21) Here's a question: How do universities create life long learners? That has nothing to do with paying for a degree...much more to do with society viewing life as an entire learning process.????

Keesa Johnson Muhammad (MSU): (13:22) Is this an attainable goal for our institutions?

Keesa Johnson Muhammad (MSU): (13:23) What can MOOCs do?

D. Christopher Brooks: (13:24) My colleague, JD Walker made the following apt comparison: MOOCs : HigherEd :: Microwaves : Kitchens. Initially hyped as revolutionary/transformational/disruptive, but now occupy a niche most of our kitchens as an easy way to defrost foods, make popcorn, and heating our coffee.

Laura Pasquini: (13:27) It's not MOOCs "disrupting" the learning - but rather the needs to assess modes, mediums, and delivery of learning needs in the post-secondary environment

Dale Johnson: (13:27) Good point George - MOOCs I have taken are still mostly static sites with common materials and one path through. They look like more like an LMS than they care to admit.

Keesa Johnson Muhammad (MSU): (13:28) LOL George that comment about they haven't innovated since 2011 ....love it.

Keesa Johnson Muhammad (MSU): (13:28) Dale Johnson I agree


Keesa Johnson Muhammad (MSU): (13:28) George and Phil what's your thoughts on changing the current model?


Bill Vilberg: (13:31) What research do we have on general public learning from books? The technical books, such as programming languages, are used by many people, but I don't think we have any research on that. The real value of the MOOC is the same as the book at Barnes and Noble., isn't it?

Billy Miller: (13:32) Interested in how moocs might tie into existing educational research - what was that link to moocs and affective learning?

Rick: (13:33) MOOCs are cheaper than text books
Rick: (13:33) Why not combine MOOCS with textbooks

Dale Johnson: (13:33) MOOCs are at a pivot point in their evolution. Like a struggling start-up, they need to pivot to meet the market needs. If they keep trying to "disrupt education," they will be relegated to the trash heap of history.

Keesa Johnson Muhammad (MSU): (13:34) The general public knows nothing about MOOCS...sad. :(  

George Siemens: (13:34) @Rick - some are doing it - see Ryan Baker's open online textbook based on his mooc: http://www.columbia.edu/~rsb2162/bigdataeducation.html

Neil: (13:34) @Bill Vilberg: "The real value of the MOOC is the same as the book at Barnes and Noble., isn't it?" -- Depends on how much you value P2P interaction among participants within the MOOC environment.

Rick: (13:34) Thanks for the resource, George!

Tsvet: (13:35) Life-long learning has been going on informally for a long time. It has largely happened outside the academic halls. MOOCs are offering a possibility for many people with similar interests to scale their learning beyond one-on-one.

Keesa Johnson Muhammad (MSU): (13:35) LOL 1998???

GUEST 3: (13:36) Agree with you, Tsvet. Also note, Keesa, that MOOCS are known amongst the general public -- homeschooling high schoolers (esp. non-traditional, progressive homeschoolers) are all over MOOCS.

GUEST 3: (13:37) As well as older folk such as myself who have been away from our higher ed experiences for many years.

Keesa Johnson Muhammad (MSU): (13:38) Thanks Guest 3 I'm speaking of the average person you see on the street. Not educational hubs...

Keesa Johnson Muhammad (MSU): (13:38) oops educational....my keyboard is not good today.

George Siemens: (13:38) A few resources on student profiles: http://www.oecd.org/edu/skills-beyond-school/EDIF%202013--N%C2%B015.pdf

Laura Pasquini: (13:39) We need to stop outsourcing our educational development and support, when really higher edu could the producers of this innovation & updating our learning models.


Keesa Johnson Muhammad (MSU): (13:40) Thanks George!
Dale Johnson: (13:41) One innovation I'd like to see MOOCs focus on is how to make massive courses feel like personalized learning communities. Flip the focus from "massive" to "individual".

Steve: (13:41) are many (any?) schools offering credit for their own students taking moocs offered through their institutions? Credentials seem to be an open questions for moocs.

Keesa Johnson Muhammad (MSU): (13:42) George is there an example of a MOOC being a PLC?

Michael Feldstein: (13:42) MOOCs for credit have been off to a very slow start, on both supply and demand sides

G.S.: (13:43) Was just thinking of Martin Weller, wondering about his take on open access. Thanks, Michael, for asking about this. :-)

D. Christopher Brooks: (13:43) It's not low-hanging fruit, though. If this really is a new educational phenomenon, we need to understand the basics before we pursue more advanced theoretical questions.

D. Christopher Brooks: (13:43) In other words, you have you have to understand what it is you are researching before you research it more deeply.

Phil Hill: (13:44) Yes - good for basics. But we already know that for more meaningful research we need to understand learning theory. I'm eager for us to get to that next level.

George Siemens: (13:44) @G.S. - have you seen Weller's new text
http://www.ubiquitypress.com/site/books/detail/11/battle-for-open/

Keesa Johnson Muhammad (MSU): (13:44) How do you look at the research while you're creating something that hasn't been created before? Is it more about the design or the research?

D. Christopher Brooks: (13:44) @Phil: I am, too. But we have to walk before we can run.

D. Christopher Brooks: (13:45) We're probably beginning to learn how to skip.

Phil Hill: (13:45) Agree, and I do like the early results on basics.

G.S.: (13:45) Not a plug... I just heard about, haven't read, Weller's new "The Battle for Open": http://www.ubiquitypress.com/site/books/detail/11/battle-for-open/

Phil Hill: (13:46) Haven't read Weller's book yet, but will soon!

Ed Garay - UIC: (13:47) Are there any good examples of just-in-time MOOC module repositories (say, one-week-long MOOCs) to facilitate personalized learning or competency-based education?

Phil Hill: (13:48) Ed - is that a question or a suggestion? :}

Hyrum BYU Graduate Student: (13:52) I think that MOOCs are really good as a supplement to the classroom experience. I think that khan academy has a great tool for teachers to connect with students. I think a similar tool could be used to help use MOOCs enhance the classroom.

Dale Johnson: (13:53) MOOCs serve as an interesting laboratory for learning, but I'd like to see some best practices emerging to use elsewhere. They value they represent for me is the lessons learned we can apply to other courses.

Laura Pasquini: (13:53) @Ed Garay - George Veletsianos did a mini MOOC on the topic of networked scholarship for 4 weeks http://www.networkedscholars.net/

D. Christopher Brooks: (13:53) @George: +1 on the differences in the populations. Our initial models at Minnesota failed beautifully because they were based on assumptions drawn from research based on the "traditional" student.

Ed Garay - UIC: (13:56) Phil - For extra credit, complement related just-in-time week-long MOOC modules with a focused social network ;-)

Laura Pasquini: (13:56) They have been talking about JIT MOOCs for training & development for a while now How #MOOCs Will Revolutionize Corporate Learning And Development http://onforb.es/1FU4ufA

Vanderbilt Institute for Digital Learning: (13:57) Thank you, all!

WJRyan: (13:57) Think MOOCs would be a great corporate tool for onboarding tool - maybe Ed could partner with Biz?

Ilene Frank: (13:57) Thanks for the session!!

Keesa Johnson Muhammad (MSU): (13:57) This was GREAT!!


George Siemens: (13:58) Thanks all!

Ulrike Kessler: (13:58) Thanks a lot - it has been so interesting! Would have loved a longer seminar...

Kathleen Hudson: (13:58) THANKS......MY FIRST WEBINAR!

Michael Feldstein: (13:58) I like the idea of a flash MOOC. We should try that.

Michael Feldstein: (13:59) Thanks for coming, everybody.