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Conference or Workshop Item

Title: MOOC's - mass marketing for a niche audience?

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http://nectar.northampton.ac.uk/6790/

University of Northampton:
Learning & Teaching Conference 2014

MOOC'S – mass marketing for a niche audience?

Maggie Anderson, Rachel Fitzgerald & Ross Thompson

Agenda

- – **Research focus and problem**
- – **Overview of project**
- – **Theoretical framework**
- – **Design and Development**
- – **Findings so far, Forward look**

Research Focus and Challenge

New MBA Programme launched in 2013 – MBA Plus

– New modules and "plus" elements

– Opening module = **Critical Issues in Business**

- Introduces students to a range of pervasive business themes including: real options, social responsibility, globalisation.

- Taught via a number of industry and expert 'guest' speaker talks (TED)

"Smart Universities will embrace MOOCs … to advance innovations in teaching and learning, and expand markets for education."
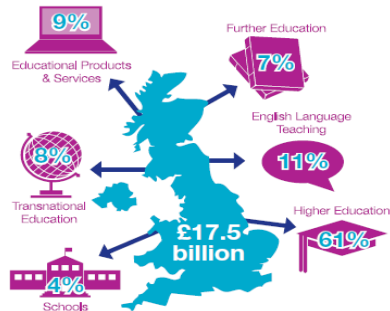
(Nutbeam, 2013)
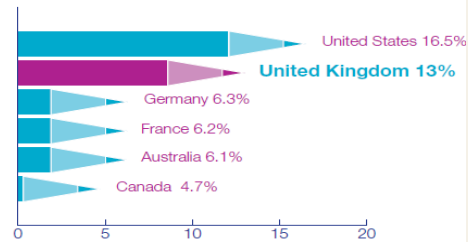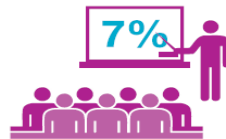
Transnational Opportunities

Overview of Project

Challenge: Convert Critical Issues Module into a MOOC

1. Create "open" shop window for the Northampton MBA

2. Develop a Marketing Channel for the MBA, Northampton Business School and the University of Northampton

3. Introduce transnational students to study requirements at Level 7

Top 50 UK Business School*
*Guardian University Guide 2013-2014

UK's highest climbing university*
*The Complete University Guide 2014

Theoretical Framework

- Literature very nascent
- Necessitated holistic literature search enveloping:
  - Professional journals
  - Academic journals
  - Industry reports

Theoretical Framework

Definitional issues and history
- Core features: open access, free, credit less, asynchronous learning (Papparo, 2012)
- Part of the ongoing **interactivity in education** movement conceived by Bagley (1911) and **Connectivism Theory** (Downes, 2007)
- Two main types:
  - xMOOC
  - cMOOC

Theoretical Framework

Definitional issues and history

- Roots lie in MIT open courseware in 2001 (Bryerly, 2012)
- First programme: University of Manitoba 2008 (Mackness et al, 2010)
- 43% of US Universities have or plan to have at least one MOOC by 2013 (Stine, 2013)

Theoretical Framework

Business Models

- Not currently financially viable (Matkin, 2013)
- 2 main orientations observed:
    1. CSR
    2. Some monetising initiatives e.g. licensing, advertising (Matkin, 2013)
- May penalise smaller less opulent HEIs?

Lessons Learned

From current MOOC experiments

- Poor completion rates – c10% (Stine, 2013)
- Academic quality issues, e.g., assessments (Papparo, 2012)
- Control of MOOC classes – agency/structure debate refocused (Bandura, 1977)
- Academic support (Mackness et al, 2010)
- Academic disruption (Youngberg, 2012)
- Keeping activities succinct – maintaining interest (Alario -Hoyos et al 2013)
- Badging / Rewarding (Oliver & Souter 2013)

Gateway MOOC

Core Learning built around reflective eLearning activities that stem from a debate sparked by an expert discussion

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Critical Issues

Tim Curtis & Wray Irwin - Social Enterprise Discussion | Change

Top 50 UK Business School*

*Guardian University Guide 2013-2014

UK's highest climbing university*

*The Complete University Guide 2014

Ross Thompson ~ Strategic Management-Life after Porter?

Quality Learning Activities
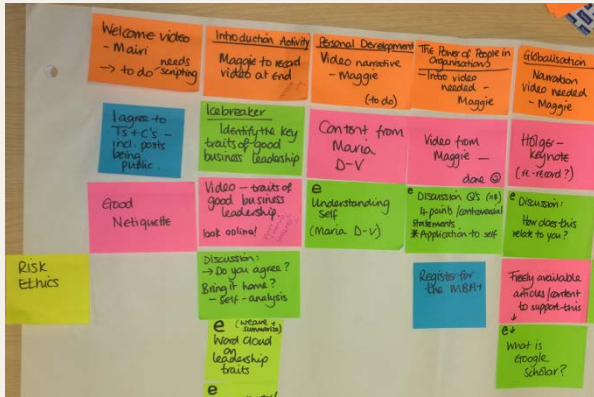
This Storyboard with the support of a Learning Designer

Activity 5.1 - The Key Components of Strategy

Enabled: Statistics Tracking

Consider the contents of the above videos (transcripts). Use these to begin to formulate your own definition of strategy by engaging in a discussion on what strategy is, with the other students. This will help you organise your thinking in preparation for your assignment.

Purpose

To identify the key components of strategy

Task

In less than 70 words and as a response to the root message in this activity's discussion forum (see link below):

(a) Indicate your preferred definition of strategy (either Barney or Porter) and explain why you like this particular definition.
(b) Comment on the definitions and explanations. Feel free to draw on and refer to other materials you have found that will help deepen your understanding of strategy.

Reflection and Feedback

Return to the Discussion Forum regularly (refresh the page!) and choose someone else's response and definition. Do you agree with it? Explain your reasoning. How do their thoughts contribute to your own understanding?

Translates into this online activity

Incentives to Complete

- Certificate of completion will be offered

- An opportunity to complete a piece of assessment for credit.
  - Reflective, nominal fee, module accreditation for the MBA Plus

Looking Forward

And Issues to Consider

- Run Pilot in Sept 2014

- Action Research and review

- Marketable but is it sustainable

- Growth and Academic support

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