University of Edinburgh

Lessons from an early adopter

Making MOOCs sustainable and "new" business models

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MOOCs

Massive open online courses

1. Content

MOOCs do not have an in-built business model

People use MOOCs for different reasons, likewise institutions have different purposes for MOOC development

They are what you make them!

Image: Larry Press

Why MOOCs?

- Never intended to be money making
- Capacity building – online learning
- Seen as knowledge exchange initiatives
- Research project into new online delivery methods
- Research project into new audiences
  -- who takes a MOOC? And why?
- Logical progression of University strengths and interest
  -- keen to explore technology enhanced learning
- **It was new, it looked fun!** ☺

Open-mindedness to "success"

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What did we achieve?

- ✓ Small amount of direct income to reinvest into MOOC dev.
- ✓ Capacity building – online learning
- ✓ Knowledge exchange, e.g. research outputs
- ✓ Development of new online delivery methods
- ✓ Research outputs

  -- better understanding of who takes our MOOCs and why
- ✓ Strengthened the University's development areas

  -- enabled new-to-online-learning to explore in safe-space
- ✓ **Tremendous fun!** ☺

All achieved and more

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	Direct use of MOOCs	Indirect + student input
Research	Creating data Testing boundaries Risk taking Scripts = open Breaking norms **Pure Educational research** Virtual mobility Digital literacy True outreach first creation Outreach for research Uruguay Erasmus+ NMS	Data mining student projects – feed directly into body of research Analysing the whole project, e.g. MBA project
Capacity	Collaboration **Joint course creation** **Experiment and experience** w/ online learning New academics Sparked creativity Enthusiasm New ODL programmes **Sharing practice** **Consultancy** Exploring unknown spaces Setting standards leading example Innovation Agility Internal impact **New processes** **New services**	Student involved in summer projects Community outreach Tutoring / learning hubs Student surveys to understand MOOC experience and how it relates to UoE learning experience
Materials	**Utilising own/other MOOCs**, e.g. embedding videos or as textbooks Created short, structured courses OERs Visually mindful Making content **High quality components** Showcasing	Feedback / feeding into course creation Design students for new content types

Equine Nutrition MOOC – example impact

Direct revenue

- Paid-for certificates
- 1-2 students on Equine Science programme directly due to MOOC

Indirect benefits

- Internationally one of the lowest MOOC attrition rates
- Academic status
- Journal publications + chapters
- Significant increase in programme applications
- Internal capacity building
- Strong community development and charity donation
- New research opportunities
- Content for credit courses

MOOCs provide a unique opportunity to enrich every aspect of University business but only focusing on one loses sight of bigger picture impact

Change for the future

- **Noticeable culture change**
  - enthusiastically embracing learning and teaching at all levels
  - All academic Schools developing online learning provisions
- **Community-built attitude to course development**
  - impact on future development of processes
  - acknowledgement broad spectrum of skills and support required
- **Reflection on Learning and Teaching future trajectory**
  - vision for 2020 Edinburgh experience underway
- **Reflection on internal provision gaps**
  - development of new IS Division (Learning Services & Web)
- **Senior Academic and Senior Management changes**
  - Multiple Chairs in Online Learning around the University
  - New Head of School appointments with online learning explicitly in remit
  - Vice Principal online oversight changes