

**Baylor Teaching, Learning & Technology Committee
Environmental Scan Subcommittee**

**Online Learning Annotated Bibliography
Draft March 2014**

Release of Online Learning Platforms and Tech advancements

<http://www.billboard.com/biz/articles/news/5893875/with-new-online-education-platform-dave-kusek-wants-to-build-musics-middle>

- Dave Kusek has released the new online education platform 'New Artist Model'. Currently Dave Kusek is the CEO of the online education program of Berklee College of Music called Berkleemusic. The platform will host online classes on "topics such as licensing, publishing, e-commerce, concerts, promotion, and networking." Classes are geared towards students desiring to be independent artists who are looking for cheaper and more flexible classes.

http://www.huffingtonpost.com/student-reporter/higher-education-gets-ano_b_4755762.html?utm_hp_ref=college&ir=College

- The World Economic Forum (WEF) launched a new online platform named 'Forum Academy' on January 22 that was provided by edX. Each course run by the platform will cost about 200 euros. Classes range from "Changing Landscape in the Arab World to New Vision for Agriculture." WEF stated that the price for the classes was not only for income but for higher student completion rates; students who have paid for online classes have had a greater incentive to watch the lectures and complete assignments.

<http://www.journalgazette.net/article/20140210/LOCAL04/140219917>

- The Fort Wayne Community School (FWCS) board granted \$156,000 to the company CVC Communications to create online training modules for teachers of FWCS in topics pertaining to special education. The training consists of 19 modules that are each 30 minutes long. Teachers who complete the training are awarded a certificate. The modules are expected to be up and running next year.

<http://gigaom.com/2014/02/14/better-data-means-better-education-online-and-in-the-lecture-hall/>

- Unlike on-campus classes, online classes carry the potential to retain data left by the students. University of Michigan has developed a platform named "LectureTools" that specifically captures data that can be analyzed to help both students and teachers. The platform has an automated feedback feature to help tell students if they're on track with the course. Additionally, teachers such as Perry Samson ask

the students more personal questions each class to correlate their responses to their performance in class.

<http://qz.com/179490/the-quick-fix-for-online-education-make-instructors-binge-on-ted-talks/#/h/50252,1,2/>

- Adam Ring, a managing director of global education and training company “First Finance” writes on the changing field of web-based videos used in online education. The web-based video platform “Spreecast” has become popular, providing “collaborative web-based video functionality.” During a live lecture on video the video leader presents material “while viewers can ask questions in real-time via chat functionality.”

http://www.huffingtonpost.com/avi-yashchin/will-online-learning-repl_b_4935348.html

- Avi Yashchin, CEO of CleanEdison, a clean tech vocational education company writes on the pros and cons of online learning and how tech is changing the educational field. Benefits include affordability, convenience, accessibility, preparation for future jobs, and customizability (for the student). The cons of Yashchin’s report focus on how online education is still at a very early stage. The Babson Research study has shown that most schools are undecided in their plan for online education while online enrollment continues to rise and pressure schools.

<http://recode.net/2014/03/10/are-moocs-really-failing-to-make-the-grade/>

- Andrew Smith gives a technologist’s point of view on the negative viewpoints pertaining to MOOCs. When confronted with the low completion rates (only 5%), Smith retorts that “equating online conversion rates to offline behavior is naïve, and any attempt to hold MOOCs to a classroom standard for learning is going to lead to disappointment.” The five percent completion is typical for early web companies in regards to conversion rates; MOOCs are simply right where they should be where most of the measurements of how students have felt in the classes are not telling much at all.

Statistical Findings and Reports on Online Education

<http://www.nmc.org/pdf/2014-nmc-horizon-report-he-EN.pdf>

- The yearly report by the New Media Consortium (NMC) and the EDUCAUSE Learning Initiative compiles and summarizes their ongoing research project over how emerging technology will impact higher education. Six technologies or practices that are likely to become mainstream in the education world within the next five years are highlighted. Against the prospect of new technology, six key challenges to online education are examined in depth. Within a year, universities will very likely adopt the ‘flipped classroom’ and learning analytics. Classes using

the 'flipped classroom' model will use technology to allow students greater freedom in using time away from the classroom to shift ownership of learning from the teacher to the student. The term learning analytics refers to the use of masses of student data from past online classes to improve the overall learning experience for online students. Other advancements such as 3D printing, quantified self, and virtual assistant that may impact online education later in the future are covered as well.

<http://www.comptroller.tn.gov/Repository/RE/DistanceEducation.pdf>

- Comptroller's OREA (office of research and education accountability) has released a statistical report on both the overall growth of online education and an in depth look of Western Governors University of Tennessee's approach to online education. Online education began with 1.6 million students enrolled in 2002 and by 2010 the number jumped to 6.1 million (a 283% growth increase). Concerning WGU Tennessee, the report highlights how a mix of face-to-face interaction with online learning improves the effectiveness of online classes. Additionally, the cost of online classes is addressed; identifying the costs associated with online courses (such as software development costs) is essential to running online courses.

<http://sloanconsortium.org/publications/survey/grade-change-2013>

- After a leap in interest over online courses over the past two years many schools have taken a small step back. The Babson Survey Research Group has created a report on the decelerating interest in online education and surveyed over 4,700 colleges and universities. The interest in online courses is still going up, but not nearly at the astronomical rate of the past two years. Less educators are claiming online education is a critical component to their long-term goals and strategies. Current online classes in colleges appear to be mostly experimental without a solid business model.
 - o Secondary link to report:
<http://www.onlinelearningsurvey.com/reports/gradechange.pdf>

<http://www.edtechmagazine.com/higher/article/2014/02/snapshot-which-colleges-are-embracing-online-education>

- Currently state colleges are embracing online education more and more while private colleges are only now slowly setting up online degrees. Almost "half of all state colleges in the United States offer at least five degrees online," compared to a meager 15% of all private colleges. State colleges appear to gravitate towards embracing online classes to bring in more students with bigger classes while private colleges feel more comfortable with 'hybrid' online learning.

<http://www.theguardian.com/education/2014/feb/19/moocs-online-universities-recruit-students>

- A summary of new demographic studies on the types of students registering and completing MOOCs in depth. The largest category of MOOC students appears to be males who live in the US; the male to female ratio was 64:36 and 22% of all students living in the US. Results from the study suggest that most students are already well educated (70% of all students already held a degree) and in the mid-thirties age range. Four students who have registered and completed a MOOC are listed with their personal view on the subject of online education.

University Announcements on Online Learning

<http://nhpr.org/post/unh-president-pushes-back-against-online-education-walmart-prices>

- In an hour-long speech Mark Huddleston, president of New Hampshire University criticized online colleges while addressing challenges facing the university. Huddleston lashed out at the idea of adopting online education as giving education at “everyday, Walmart prices.” The university plans to build a new athletic complex as well as other new facilities in the future.

http://www.mlive.com/news/grand-rapids/index.ssf/2014/02/ferris_state_universitys_sprin.html

- Ferris State University’s spring enrollment hit a record high 14,003 due to its new series of online classes. The amount of students taking classes on campus at Ferris State is far below the past record, but the addition of its online courses has given the University a jump in enrollment. Additionally, the dean of enrollment services, Kristen Salomonson is questioned on the success of bringing in more students through classes offered online.

http://www.bizjournals.com/albany/morning_call/2014/02/ualbany-names-online-education-chief.html

- A short announcement on the hiring of Peter Shea as the new associate provost for online education for the University of Albany. Shea has worked in developing UAlbany’s online infrastructure for years, creating the “SUNY Learning Network, one of the largest online higher education systems in the country.” UAlbany’s current goal is to achieve 100,000 student enrollments in online courses over the next three years.

<http://www.bu.edu/today/2014/registration-opens-for-bus-first-moocs/>

- The first four MOOCs of Boston University have recently launched to offer higher education courses freely across the globe. The MOOCs are run through the online platform vendor edX. Courses offered include Introduction to Baseball Analytics, War for the Greater Middle East, The Art of Poetry, and Alien Worlds: The Science of Exoplanet Discovery and Characterization.

<http://www.insidehighered.com/news/2014/02/21/elite-universities-face-lower-stakes-familiar-concerns-mooc-space>

- The three universities of Cornell, Princeton, and Yale have been discussing whether to join or stay with Coursera and edX. Each university has lightly experimented in online programs and hope to expand their efforts in launching MOOCs. Both Yale plans to launch four MOOCs next spring through Coursera. Cornell plans to launch four MOOCs as well in a matter of weeks through edX. Princeton has had great success in what little they have released in online learning, and is currently debating whether to launch MOOCs.

http://www.slate.com/blogs/moneybox/2014/03/10/khan_academy_s_free_sat_classes_a_sign_that_online_education_could_be_awesome.html

- The College Board is currently rethinking the framework of the SAT and how it has been disconnected from the classes taught in high schools; the president of the College Board, David Coleman announced a new partnership with Khan Academy to help engage students online for the SAT. Khan Academy will supply free materials, videos, and practice problems online for students who cannot afford the staggering cost of SAT review classes.
 - o Article on SAT being redesigned in detail:
<http://www.nytimes.com/2014/03/06/education/major-changes-in-sat-announced-by-college-board.html>

http://www.huffingtonpost.co.uk/malory-nye/what-does-a-free-range-st_b_4869358.html

- The buzz word 'free range human' coined by Marianne Cantwell suggested an emerging lifestyle in modern society where one can work from anyplace on their own time on what they enjoy. Malory Nye believes that another emerging lifestyle has found its place in the 'free range student.' Online education will most likely become critical in the development of future education, encouraging students to be less dependent on rigid campus classes. Harvard is making moves to bring its MBA program closer and closer to a full online degree, illustrating a rapidly changing standard in higher education.

Faculty and Student Interviews Regarding Online Courses

<http://www.bizjournals.com/sanjose/news/2014/02/03/stanford-head-moocs-arent-open.html>

- In a statement to the Financial Times Stanford University President John Hennessy said “two words are wrong in ‘MOOC’: Massive and open.” Hennessy believes that average students lose interest for courses that fail to engage them. Often less than half of the students who sign up for a MOOC attend the first lecture and nearly half who finish the first MOOC assignment finish the course.

<http://www.observer-reporter.com/article/20140208/NEWS01/140209489#.Uvfo1fZrVe4>

- An interview on Sherry Yancosek who achieved her master’s degree in nursing through California University’s online nursing program while in the midst of a heavy work schedule. Yancosek balanced her work as a nurse in the Washington hospital and as a program coordinator of practical nursing for the Penn Commercial business and technology school while completing her degree. Going back to school for many adults who are currently locked in a job is difficult, but quality online degree programs have been a successful alternative.

<http://www.forbes.com/sites/skollworldforum/2014/02/13/the-future-of-online-education/>

- A Forbe’s interview of the Rice Professor Richard Baraniuk who is working towards creating an online platform (named Conexions) to release books and materials of higher education classes to the rest of the world freely. Baraniuk ambitions started when he digitized a book for an electrical engineering course. The book has been used by 20,000 different e-learning modules and has been downloaded three million times. Furthermore, Baraniuk launched “OpenStax College” which provides numerous college textbooks. The net savings by students downloading textbooks from OpenStax College is \$5.5 million.

<http://venturebeat.com/2014/02/18/what-i-learned-by-flipping-the-mooc/>

- Steve Blank writes on his experience with massive open online courses and how his theories on flipped classrooms did not fully work in an actual practice. In a flipped classroom the teacher assigns lecture videos for students to watch at home for homework. However, many of the students did not watch the videos, Blank could not keep track of who watched it, and the videos seemed inflexible in comparison to a face-to-face class. Blank helped resolve the issue through opening the class with questions sent in by students who watched the video rather than just assigning a video to watch and hoping the students would be prepared.

http://www.slate.com/articles/life/education/2014/02/degree_of_freedom_project_earning_a_one_year_b_a_through_moocs.html

- John Haber writes on his completion of the “Degree of Freedom One Year BA project,” a 12-month online program that hopes to become the equivalent to a four-year liberal arts bachelor’s program. The ‘final exam’ for Haber’s degree in philosophy was a visit to the American Philosophical Association Eastern Division Meeting. Haber explains how people who have never taken online classes or have had to juggle classes with work are the ones who criticize online education.

http://www.huffingtonpost.com/anant-agarwal/mooc-learners-who-they-ar_b_4934941.html

- Anant Agarwal, CEO of edX sheds light on who the students of MOOCs really are as well as why the negative statistics surrounding MOOCs are a poor indicator of online education’s success. Over two million learners are enrolled in edX with ages ranging from eight to ninety five. Agarwal claims that the discussion on completion rates does not connect to what the students are truly gaining: knowledge, interaction with an online community, and free course tuition.

<http://readwrite.com/2014/03/08/mooc-moocs-online-internet-education-fail#awesm=~oyxazfjqZKzxzl>

- Selena Larson shares her experience on failing a MOOC and gives a straightforward hypothesis on why students have a hard time completing and passing online classes. Lectures online are hard to get engaged with as in a classroom while the grading of essays and materials from the class could be improved. Larson explains that the low cost of the class gave far less of an incentive than an expensive university class.

Costs and Business Models

<http://www.economist.com/news/finance-and-economics/21595901-rise-online-instruction-will-upend-economics-higher-education-massive>

- Costs in Universities to run on-campus classes continues to get higher and higher. Quality online classes may take a great deal of money to start up in fixed costs, but there are zero costs for adding students with no real limit to enrolled students. Today marginal costs of adding students for on-campus classes are fairly high with teachers constricted by teaching a fixed amount of students. If a dramatic change towards adopting online education gains momentum it could result in significant business model changes in colleges.

<http://www.chicagobusiness.com/article/20140215/ISSUE02/302159997/getting-a-gilt-edged-biz-education-for-less-moocs-may-make-it>

- A look into the rapid advancement and progress of online education in business schools. Costs of classes online versus costs of on-campus courses are contrasted, showing a clear advantage in online learning with a growth in students enrolling in online business courses. Wharton's MBA course offerings are examined with its high success in attracting students. The director of executive education of the University of Chicago's Booth School of Business, Ron Bendersky is asked a few questions on the disruption of online classes. Bendersky explains that they still miss the key component of classroom interaction and the disruption will still stay relatively minimal.

<http://www.businessweek.com/articles/2014-03-14/online-programs-could-erase-half-of-u-dot-s-dot-business-schools-by-2020>

- Richard Lyons, the dean of University of California, Berkeley's Haas School of Business, suspects that nearly half the business schools in America will cease to exist in 10-5 years. The dire forecast relates to the increasing use of online education in business schools. MBA programs are slowly, but strongly shifting towards online degree models. Lyons claims that online degrees from ivy league colleges such as Harvard will be strong competition for colleges with business schools that are lower-ranked.

<http://venturebeat.com/2014/03/13/online-education-site-renaissance-learning-sells-for-1-1b-a-month-after-google-capital-invests/>

- The online learning analytics and assessment company Renaissance Learning has sold for \$1.1 billion to Hellman & Friedman. Previously, Google had invested \$40 million in the company with a valuation of \$1 billion. Schools are clearly putting a higher value on online education these days with a great desire for more intelligent online learning services.

International Changes in Online Education

http://www.nytimes.com/2014/02/19/opinion/friedman-breakfast-before-the-mooc.html?_r=0

- A new massive open online course for the Arab speaking world on nanotechnology will be available on March 2. The course is taught by Dr. Hossam Haick who has made the class free and relatively short (10 lessons long). Classes consist of lecture videos, weekly quizzes, forum activities, and a final project. Roughly 4,800 students have registered for the class from "Egypt, Syria, Saudi Arabia, Jordan, Iraq, Kuwait, Algeria, Morocco, Sudan, Tunisia, Yemen, the United Arab Emirates and the West Bank."

http://www.techworld.com.au/article/538950/monash_reveals_mooc_coding/

- An announcement on the launch of Monash University's first two MOOCs. The first MOOC, named "Creative Coding" will begin on June second while the next MOOC, named "The Science of Medicine" will launch on September first. Overall, the

university is very positive towards the new MOOCs and hope to see creativity in the courses that are provided from FutureLearn.

MOOCs

<http://www.insidehighered.com/news/2014/02/18/stanford-u-mooc-instructors-trial-and-error-breeds-success>

- The first MOOCs developed by MIT and Stanford seemed to fall below their forecasted potential, however the newer MOOCs created today have begun to reach the promised potential. Keith Devlin of Princeton University claims that the most significant change has been the emphasis on participation in online classes rather than just getting a good grade. Interaction between online peers on discussion forums has shown that group collaboration online has helped students greatly in passing online courses.

<http://www.kplu.org/post/uws-mooc-public-speaking-proving-be-massively-popular>

- Professor Matt McGarrity of University of Washington has had a great deal of success in his massive open online classes over the subject of communication. McGarrity begins each class similar to “a yoga class that might air at 6 in the morning on TV.” The class brings in an average of 100,000 students globally with 8,000-9,000 students completing the course. The University of Washington hopes to make the class part of its new online degree program that will launch this fall.

http://www.dailyillini.com/news/campus/administration/article_fc41cc36-9832-11e3-83b7-0017a43b2370.html

- The University of Illinois plans to continue launching new MOOCs and explains how creating the free courses require a great deal of resources. Each course costs roughly \$30,000 to \$50,000 with plenty of faculty work time spent in developing the class. The university has begun to make the process of producing online classes more streamlined to save resources.

<http://www.cavalierdaily.com/article/2014/02/the-shortcomings-of-moocs>

- The University of Virginia currently offers 12 MOOCs via Coursera and has experienced a number of shortcomings. MOOCs present an ideal free education, however lower income students are still left out from obtaining class credit while the courses cost universities a large amount of time and resources. However, the inherent value of learning from the classes should not be left out; analyses should be less simplistic and look at other benefits from MOOCs outside of what one can put on a résumé.

<http://www.cm-life.com/2014/03/02/global-campus-receives-10k-in-funding-from-mooc-study/>

- A total of \$10,000 in funding has been made to Central Michigan University's participation in a study of free Massive Open Online Courses. The study hopes to determine "if students who take courses via MOOCs could transfer the credits to a university." Overall, the study includes six other universities, including Kaplan University, Regis University, and Western Carolina University.

Online Learning Platform Vendors

<http://edition.cnn.com/2014/02/24/business/facebook-pitches-online-education-rwanda/>

- Facebook and EdX have created the platform of SocialEDU for online education programs in Rwanda. Class materials will come in from EdX course materials from prestigious universities including Harvard, MIT, and Berkeley. The main drive for a shift to online classes in Rwanda is the affordability and social educational experience seen in ongoing online courses today.

<http://www.inc.com/abigail-tracy/big-ipo-validates-the-online-education-industry.html>

- The online platform vendor 2U plans to raise \$100 million in a public offering. 2U has had an increase of 49% in revenue from last year as it continues to become a bigger contender in the field of online education. Furthermore, 2U stated that it would list its stock under the symbol "TWOU" on the NASDAQ exchange.

<http://www.wbir.com/story/news/local/maryville-blount/2014/03/13/k12-blount-county-jobs/6381811/>

- The company of K12 Inc. hopes to open a new facility in Alcoa, Tennessee. This facility hopes to create 300 jobs and pull in revenue of \$2.4 million within only five years. The program of K12 will provide online homeschooling for parents while the campus "will serve as a family support campus." However, the company has been criticized after an email leaked to the public. The email was a request from the company for the teachers to bump up the grades of failing students. Overall, the students scored in the bottom 11% of Tennessee.