partial

Some of What's Happening with Online Learning

Oraft Outside and at UBC

Please help fill out

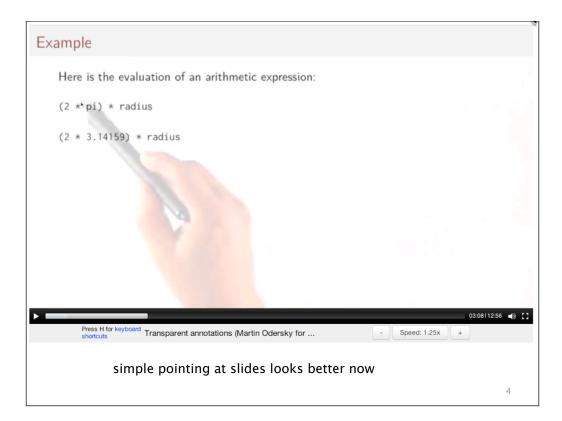
Scope of Online Learning Traditional Academic Players

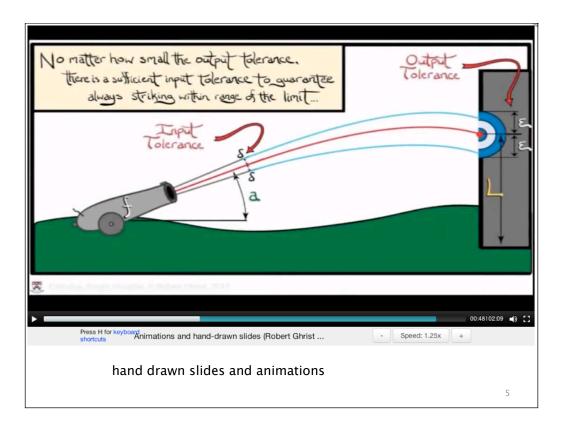
- Bulletin boards, Google hangouts, virtual office hours, virtual team meetings
- Pre-lecture videos, reading and online quizzes
- Peer assessment
- "Dumping" lectures online
- Videos of working through problem sets, midterms
- Assigned viewing of MOOCs, Ted Talks, ...
- Producing MOOCs

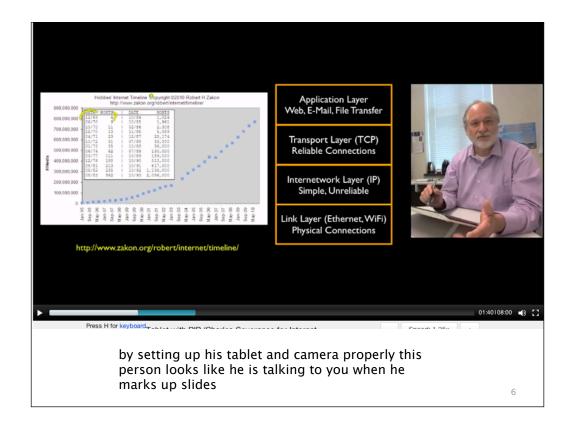
most exciting? but <u>rapidly</u> increasing quality/cost [videos] how fast will shakeout happen? all schools will be net importers of MOOCs

Platforms (WebCT, edX, Stanford online)

 some examples of recent classes showing how quickly the quality is improving





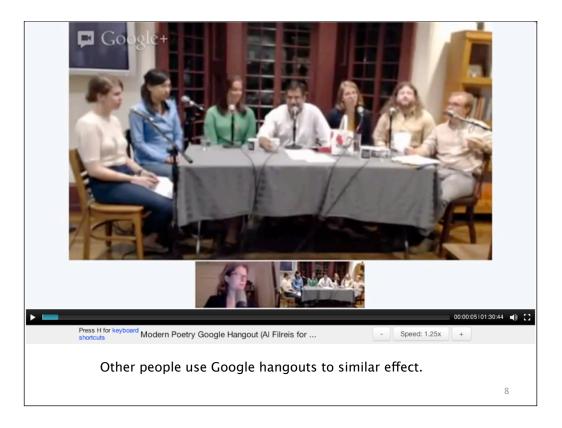




Press H for keyboard shortcuts Live office hours (Charles Severance for Internet ...

a number of people are looking at ways to make the online students part of the course rather than spectators. In this course, the instructor holds office hours in different cities around the US, records them, and puts that online. This gets actual students into the videos.

Speed: 1.25x +



Scope of Online Learning New Players

- Platforms (of course)
 - MOOC/general (Udacity, Coursera, udemy, ...)
 - vertical
 - discussion, assessment, sharing, community...
 - Piazza, notesolution.com,
- Testing services, accreditation
- Search firms
- Online support campuses
- ...

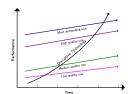
http://www.washingtonmonthly.com/magazine/septemberoctober_2012/features/_its_three_oclock_in039373.php?page=all

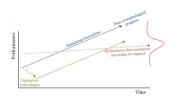
Scope of Online Learning Other Established Players

- Old style electronic publishers
 80% off!
- Publishers of course
- Discovery Channel
- Mozilla Open Badges
- ...

Scope of Online Learning Investors

- edx (Harvard, MIT, Berkeley, UTexas)
- Stanford (as apart from spinouts)
- Learn Capital [web page]
- a number of angel, and later round firms
- Gates foundation
- ...
- \$429M education broadly 2011
- What do these investors see?
 - technical innovation
 - market innovation
 - disruptive innovation





Context

- · Increasing university cost base
 - salaries, facilities ...
- Declining government support
- Increasing student debt loads
 - increasing tuition / decreasing aid
- Many university graduates un/under-employed
- All US/Canada schools chasing one golden egg
 - international students
 - at some point price discrimination may not hold?
- Universities are last non-restructured segment?

AGREED FDL PROJECT OBJECTIVE

How does UBC leverage its current strengths to reshape the UBC experience over the next five years through the development of financially sustainable models for the flexible delivery of learning?

Source: Discussions with Leadership Team



One Possible Model of Space

other accreditation

non-credit

current university learners blended learning more flexible programs portfolio programs

credit

more distant

work w/ former colleges Bridge entry?

pre/post university

develop our MOOCs

community professional community ed.

rural community engagement

practitioners professional continuing ed.

GOVERNANCE AND MANDATES IN FDL - STRATEGIC VISIONING PHASE Shape the strategic direction of the project, providing leadership and approval for FDL recommendations developed by the CWG, ensuring project alignment with university priorities FDL Leadership Team Chair: David Farrar Topical Think Tanks compiled / Members: Oliver Gruter-Andrew, scheduled as necessary to Gage Averill, Hugh Brock, Bob brainstorm / challenge emerging Helsey, Michelle Lamberson, Pierre FDL project findings Ouillet, Simon Peacock, Judith Plessis, James Ridge, Dave Shorthouse FDL Core Working Group Members: Shona Ellis, Nancy Gallini, Mary Holmes, Don Krug, FDL Academic Council Chair: Hugh Brock **MOOC Academic Council** Graham McIntosh, Jeff Miller Members: Simon Bates, Karen Consulting team: Carolyn Kirkwood, Patricia Tewfik, Matt Ritson-Bennett, Chair: Simon Bates Bakker, Mark Edwards, Ran Members: thd Goldman, Sara Harris, Gregor Catherine Ambrozewicz, Namir Kiczales, others tbd Hallak, Diwen Gu
Industry expert: Tony Bates Challenge findings and distil insights Guide development and delivery of Conduct research, analysis and MOOC pilots, including QA, assessment of results and formulation faculty / SME consultation; develop from the faculty perspective; help build frameworks and synthesize models and findings with the objective of alignment in emerging project of next steps post pilot recommendations. providing FDL recommendations to the Leadership Team Source: Discussions with Leadership Team members HUNTERKIRKWOOD

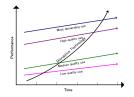
PROJECT PHASING - STRATEGIC VISIONING Leadership Team Generating and **Building the foundation** assessing alternate **Consolidating direction** options Timing September and October November (3 weeks) December (4 weeks) 23 22 13 October November December Objectives • Conduct systematic · Assess options against Finalize the assessment of the current agreed criteria (the 'what') recommendation on the right option(s) for UBC, including situation through three · Define potential mitigation a high-level view on lenses: actions for key constraints investment required - 'Competitor' models and · Model revenue streams and performance · Define the roadmap for operating costs associated implementation Current and prospective with the lead options 'customer' (student / · Highlight any associated · Distil 'no brainer' moves and faculty) requirements strategic issues and risks bigger bets / decision points Current UBC capabilities, · Agree next steps, including given the uncertainties further leadership alignment constraints and Develop implementation building economics approaches (the 'how') -· Develop an initial set of FDL e.g., organization, partnerships etc options · Agree assessment criteria

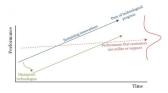
Source: Discussions with Leadership Team

HUNTERKIRKWOOD

Some Questions

- What does scaling do to quality and costs?
 - How many people will see improved course options?
 - More convenient, flexible, tailored... Less expensive...





- What will the demand-price curve be?
- Will market support price discrimination?
- Will Google (and peers) care about BSc degrees?

Students anywhere are being offered free instruction online. What will that do to the trillion-dollar education business?

Some Questions

- What happens to offering space?
 - 1st and 2nd year at online campus?
 - courses come with placement service?
 - ..
- What does that mean for students and schools?
 - What will be highest value route to a good career?
 - How many of each kind of course will there be?
 - Will there be education superstars (Krugman effect)?

_

Students anywhere are being offered free instruction online. What will that do to the trillion-dollar education business?

Some Questions

- As scaling restructure value space (as offering space disaggregates):
 - where can we (dept/UBC) provide value?
 - where can we no longer provide value?
 - what income and cost pressures will we face?
 - what will it cost to play in different segments?
 - what old offerings do we defend?
 - what new offerings do we invest in?

Students anywhere are being offered free instruction online. What will that do to the trillion-dollar education business?