Lawrence Summers, president emeritus of Harvard University: “Just as we've seen the forces of technology and globalisation transform sectors such as media and communications or banking and finance over the last two decades, these forces may now transform higher education. The solid classical buildings of great universities may look permanent but the storms of change now threaten them.”

0. Brief overview of panel
   • MOOCs in the media (NYT: 2012 is “Year of the MOOC”)
   • Summers quote
   • Questions raised in Howard Lurie’s keynote further the discussion
   • Background of panel and introduction to panel guests
     - “We’ve really enjoyed our own discussions this summer and hope to share it with all of you.”
     - “We’re focusing on change first and foremost, not tech or newfangled tools.
     How do MOOCs support cultural change?”
   • What questions are we considering:
     - Make some headway in sorting out the “mess” of learning (building a rocket!)
     - How can a MOOC fit in with core institutional goals?
     - Can a MOOC lead to measurably significant institutional change?
     - How can students benefit?
     - What does MOOC implementation involve?
     - What is the potential value of a MOOC?
   • Who is in the crowd? Tailor discussion around crowd’s questions.
     - history of MOOCs
     - technical details of a MOOC
     - types of MOOCs
     - student perspective
     - research in MOOCs
     - administrator perspectives
     - other questions?

1. History and a Survey of the MOOC Landscape (Moss to Sanje):
   • Where did the idea come from?
   • Who are the major players?
   • What is their strategy?
   • Why are Colleges doing it?

2. What does a MOOC look like inside? (to Vaz)
   • How similar to an LMS
   • How easy to set up?
   • What are the main components?
   • What could be added to make it more developmentally appropriate(Moss too)
   • What does making it open source mean for us?
   • How much code is there?
   • What would it cost to set up a MOOC?
3. What exactly is a MOOC and what types have emerged? (Dave to Moss)
   • xMOOC
   • cMOOC
   • How do they differ from online courses, correspondence courses etc
   • MOOC vs. LMS
   • Is “curriculum” the right word to use?

4. Where could this fit in from a student perspective? (Moss to Dave)
   • How are students thinking about them?
     • Within scope of electives --> Blended MOOC
     • For Conceptual Framework / Scope of Question Focus --> leading to
     • Student-own' Lines of Inquiry / Senior Thesis / Independent Research
   • Issues and Concerns
     • Developing Critical Consumers of Information: How do we choose from a
       massive buffet of options? Thoughts on Bias, Curation and Filtering
     • Motivation issues: credit / no credit; To what extent is “completion” our goal?
       Should there be pre-requisites?
   • What does a “successful” MOOC experience mean for students?

5. What is the latest research on MOOCs showing (to Sanje)?

6. Why should independent schools be interested in MOOCs? (to Moss)
   • changing school culture to reflect more “open” philosophy
   • connectivism/creativity (especially in a world where we need to create opportunities)
   • design-based thinking
   • professional development and rethinking learning
- tend to separate teaching from our own learning
  • opportunity for game-based learning, flipped teaching, etc.
  • value
  • testing pedagogy

7. What issues come up on a MOOC from an administrator perspective (to Sanje)?
   • What is being assessed?
   • Transcript/credit
   • Fit in course of study
   • Will core courses be taken
   • What is the value of a certificate
   • Will they be accredited? Could a school use the content assign a teacher and then give a grade?
   • How is it graded? How do you assess collaboration?
   • What do the high dropout rates mean?
   • What trends are emerging with high schoolers taking MOOCs?

Additional Questions

8. What issues come up from a parent perspective?
   • Does it help the College process?

9. Could you see a School offer a MOOC as a marketing tool to build brand by having students at other local schools taking a course offered by an expert teacher?

10. Would a working group of schools for evaluating MOOCs (like the other 6 consortia presenting) make sense? How would we operationalize the concept?

11. Our own personal views and visions for MOOCs in independent schools

Further Reading
  • NAIS Online Learning Guide
  • Good discussion of MOOC/LMS
  • Effective Habits of Power Users: A Look At Recent MOOC Research
  • Massive MOOC Grading Problem – Stanford HCI Group Tackles Peer Assessment
  • Massive Open Online Courses and Beyond: the Revolution to Come
  • How Do Learners Experience Online Learning?
  • Meaningful Collaboration: Revitalizing Small Colleges with MOOC Hybrids
  • MOOCifying K-12: Relationships, Collaboration, Risk-Taking
  • In Connectivism, No One Can Hear You Scream: a Guide to Understanding the MOOC Novice
  • What Grows when MOOCs Grow?
  • Educational Hucksterism: Or, MOOCs are not an Educational Technology
  • Opener than Thou: On MOOCs and Openness
  • What Campus Leaders Need to Know About MOOCs