

Goals and Motivations of Learning from Free and Open Educational Resources, Courses, and Learning Technology

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Learning is Changing New Technologies = New Delivery Methods...



Frank Basile, an aircraft technician, took an MITx course on circuits and electronics to increase his knowledge.



Joe Alfonso, a financial adviser from Oregon, is taking the online finance course as a "refresher."

Learning is More Open

(80-Year-Old WGU Texas Grad Keeps His Promise, November 30, 2012, Reeve Hamilton, Texas Tribune)

THE TEXAS TRIBUNE
 An 80-Year-Old Graduate With an Online Marketing Degree Kept His Promise



Audience Polls:

- I. Who remembers what they were doing on 911?
- II. Who remembers what they were doing on April 4, 2001?
- III. Who remembers what they wore for Halloween last night?



Charles Vest (April 4, 2001)


"This is about something bigger than MIT. I hope other universities will see us as educational leaders in this arena, and we very much hope that OpenCourseWare will draw other universities to do the same. We would be delighted if -- over time -- we have a world wide web of knowledge that raises the quality of learning -- and ultimately, the quality of life -- around the globe."



Fast Forward to October 2013 MIT OCW and the OpenCourseWare Consortium


MIT OpenCourseWare (OCW)

<http://ocw.mit.edu/index.htm>



OCW is accessed by a broadly international population of education and learners. MIT OpenCourseWare charges no tuition and only recovers minimal course production costs at one of the lowest rates in the world.

World Impact
Download our impact report (PDF - 138K)



This website is created among educators, educators, and self-learners.

43%	9%
42%	4%

- Educators
- Students
- Self-Learners
- Other

MIT OpenCourseWare is being successfully used for a wide range of purposes.

October 28, 2013 Announcing MERLOT II: Multimedia Educational Resource for Learning and Online Teaching

<http://www.merlot.org/merlot/index.htm?action=find>
<http://www.youtube.com/watch?v=V11NA6xv8k8&feature=youtu.be>




MERLOT II is the new and improved version of the world's largest and best-known educational resource community.

- MEMBERSHIP
- NEW! INFORMATION
- ADD TO COLLECTION
- SEARCH MATERIALS
- REVIEW ALL MATERIALS
- CONTACT FEEDBACK
- ABOUT MERLOT II

October 1, 2012: MOOC Students 4 Massive Open Online Courses and How They Work, Ben Gose, Chronicle of HE

<http://chronicle.com/blogs/techtherapy/2012/10/01/episode-59-what-wearable-computers-could-mean-for-campuses/>



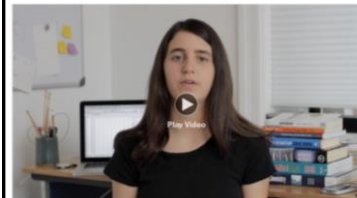
Krissa Swain, of Knoxville, Tenn., is taking "Operations Management" online to help develop her management skills.

Rajeev Bajpai, an airline pilot based in Mumbai, took an online computer-science course to gain programming skills.

August 23, 2013 Why I spent 10th grade online. Sophia Pink, Washington Post


<http://www.washingtonpost.com/archive/local/2013/08/23/2013-08-23/why-i-spent-10th-grade-online-story.html>

Why I spent 10th grade online



Video: Sophia Pink describes how she finished 10th grade online and why she's choosing to go back to the classroom.

By Sophia Pink, Published: August 22. Email the writer



Hunk if You Love Someone

STRONG PINES

Are You Feeling Better?

August 5, 2013 MOOC at UPenn; Recession Fuels Explosion of Online Learning, Peter Struck, Professor, UPenn, Mythology class to 54,000 students, AOL News, 1:33 minutes

Video: <http://on.aol.com/video/recession-fuels-explosion-of-online-learning-517885092>

Inside a MOOC in Progress

June 21, 2013, 12:05 am
By Karen Hood

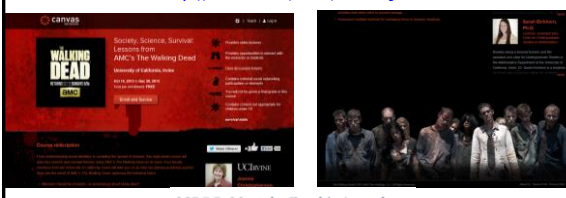


Five-Year Competition 2.0 with Karen Hood

Meet Our Team

September 4, 2013 MOOC Course from Canvas "The Walking Dead" (UC Irvine)

<https://www.canvas.net/courses/the-walking-dead>



MOOCs Meet the Zombie Apocalypse

September 4, 2013, 4:06 am
By Steve Edelwich

How do you get thousands of people excited about an online course in math, physics, and public health that will not earn them formal credit or any kind of certificate?

September 16, 2013

Rwandan Degree Program Aims for a 'University in a Box', Chronicle of Higher Education, Megan O'Neil <http://chronicle.com/article/Rwandan-Degree-Program-Aims/141631/>



Students attend an orientation session at Kepler, a new hybrid program in Kigali, Rwanda, which will use MOOCs and classroom time to help students earn competency-based associate degrees.

August 19, 2013

Entrepreneurship Curriculum

NovoEd, Amin Saberi <https://novoed.com/courses/entrepreneurship>

September 18, 2013

MIT Will Offer MOOC Curricula, Not Just Single Courses, on edX, Steve Kolowich, Chronicle of HE <http://chronicle.com/blogs/wiredcampus/mit-will-offer-mooc-curricula-not-just-single-courses-on-edx/46715>

MIT Will Offer MOOC Curricula, Not Just Single Courses, on edX

September 18, 2013, 4:59 am
By Steve Kolowich

MOOC companies are hardly universities unto themselves, but now a provider wants to move beyond offering one-off courses.
MITx, a division of the Massachusetts Institute of Technology that offers courses on the nonprofit edX platform, **announced on Tuesday** that it would soon offer special certificates to students who completed a prescribed sequence of massive open online courses from MIT. The sequences will be called XSeries.



February 5, 2013

Bioelectricity: A Quantitative Approach, Duke University's First MOOC http://dukepsac.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf

Figure 2: Bioelectricity Video Views
This graph shows the number of video views for the course over time, with a significant initial spike followed by a gradual decline.

Figure 5: Student motivations for enrolling

Other, please specify	12%
Geographically isolated from educational institutions	7%
Cannot afford to pursue a formal education	12%
Interest in how these courses are taught	34%
Professional Development	44%
Decide if I want to take college/university classes	11%
Supplement other college/university classes	26%
Extending current knowledge of the topic	51%
General interest in the topic	87%

The bottom right corner features a small photograph of a young child's face.

May 2013

MOOCs @ Edinburgh 2013 - Report #1

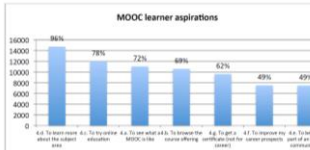
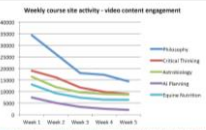


Figure 9 - Combined each survey responses to Q6 "What did you hope to get out of the course and did it meet your expectations?" - calculated as a sum of successful expectations, met expectations, and full before expectations responses - with percentage shown of total each survey respondents.

October 8, 2013

An Early Report Card on Massive Open Online Courses, Geoffrey A. Fowler, WSJ Online <http://online.wsj.com/article/SB10001424052702203759604570834083438072.html?project%3D0900CC&PRNT%3D%3D&tab%3Dinteractive>

Logging Off
Forty-four percent of those surveyed said they didn't finish their course. The biggest reason:

I was too busy to finish	38%
The learning experience didn't meet expectations	19%
Lost interest in the course	11%
Not enough incentive to finish (credits or certification)	11%
I forgot about the course	6%
Never intended to finish the course	3%
Other	13%

Signing On
Surveyed students said their main reason for taking a course was:

Interest in learning more about the course topic	35%
Personal professional development	24%
The course is offered for free	16%
Want to see what MOOCs are all about	14%
I prefer learning online	3%
I want to be part of a big community of learners	2%
A friend or colleague recommended it	1%
Other	5%



Self-Directed Learners (SDL) (Abdullah, 2001)

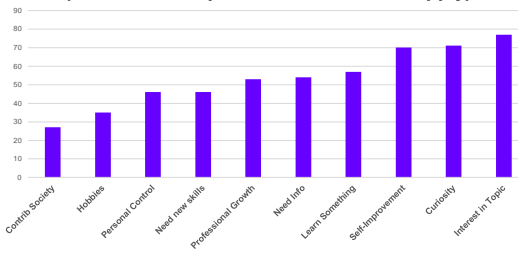
- Tend to be highly curious & generally enjoy learning
- View problems as challenges
- Desire change, willing to try new things,
- Persistent, self-disciplined, goal oriented
- Independent, self-confident
- Make learning meaningful and relevant
- Self-monitor, evaluate, and regulate one's learning

Study #1. MIT OpenCourseWare (OCW) Study

- E-newsletter subscription 156,000 people
 - 1,429 completed surveys
 - ◆ 613 completed open ended items
 - 50% over age 40
 - 76% males
 - North America (44 percent); Asia (23 percent); Europe (14 percent); South America (10 percent); Middle East (3 percent); Oz (2 percent).
 - ◆ Top countries in the MIT OCW subscriber list were the United States, India, China, Brazil, Nigeria, Pakistan, Iran, Canada, the UK, Taiwan, Indonesia, Mexico, and Egypt.

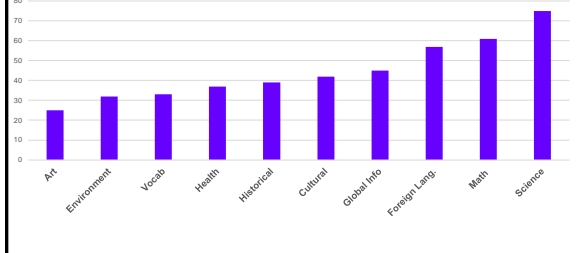
Reasons to explore?

Main Reason Explore the Web Informally to Learn
(MIT OCW Group; Note: Check all that apply)



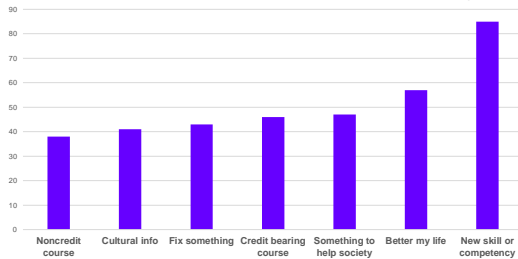
Skills hoping to acquire?

Skills Would Like to Learn Online Informally
(MIT OCW Group; Note: Check all that apply)



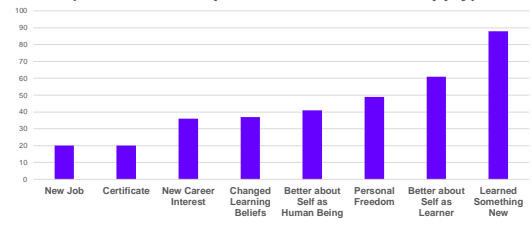
Hoping to achieve?

Like to Achieve from Learning Informally Online
(MIT OCW Group; Note: Check all that apply)



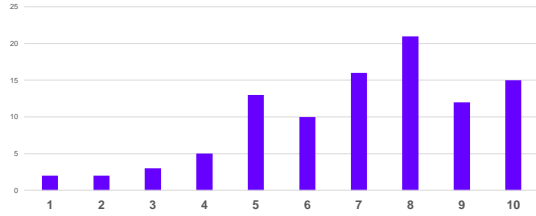
Actual achievements?

Achievements from Informal Online Learning Pursuits
(MIT OCW Group; Note: Check all that apply)



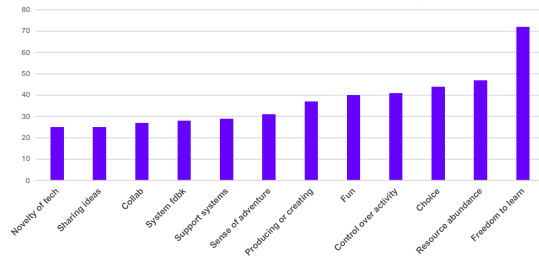
Experience life change?

Degree to Which Life Changed from Informal Online Learning
 (Scale of 0 (Not at all) to 10 (Very Significantly); 5 = Moderately)
 (MIT OCW Group; Note: Check all that apply)



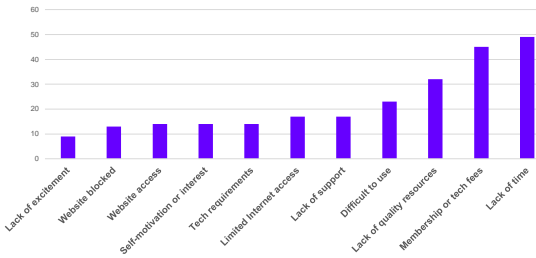
Factors leading to success or personal change?

Factors Leading to Success or Personal Change When Exploring Online
 (MIT OCW Group; Note: Check all that apply)



What obstacles faced?

What Obstacles Faced When Learning Informally Online
 (MIT OCW Group)



Open-Ended Questions

- (28) Can you describe your most interesting or successful informal learning experience? What did you accomplish?
- (30) Why did you want to do this learning activity or task? What was your **purpose or goals**? Please describe what captured your interest.
- (31) Has your life changed in a small or big way as a result of this informal learning activity or experience? If so, how?
- (32) What was the key moment when learning informally with technology where you felt a personal change? If so, please describe that moment, as best you can.
- (34) Did you face any **obstacles or challenges** during this time when learning informally with technology? If so, how did you overcome them?



MIT Data: Inspires and Changes Ed Systems (18-20 year old male, Middle East)

When i was 14 years old i found MIT OCW during my search in..(physics) by Prof Walter Lewin looked really interesting and i became interested in physics. **To be honest OCW changed my way of living and i found how beautiful physics is...informal learning is interesting because you can have access to some of the best courses provided by the best universities in the world...MIT OCW or Stanford open courses have also changed the educational system in some poor countries and have taught the teachers and professors in those countries how to teach a subject in a modern way.**



MIT Data: Self-Taught on Social Media

(21-30 year old unemployed female, North America)

At first my purpose was to fulfill boredom ...**After graduating with a MS, I was faced with unemployment.** I took the opportunity to read blogs, watch Youtube videos, and more to learn about blogging and social media. Since than I have become well versed in social media and other business topics and started a business... **I decided not to pursue a PHD because I am learning a more rapid pace.** Instead of spending 5 years in school, I can be flexible and work on what I am learning.



MIT Data: Enhances Current Job Prospects (31-40 year old male, Asia)

I learnt scheme from MIT OCW. Which helped in learning **elisp/lisp**. The programming techniques increased my software design knowledge. **Algebra - mit ocw course was very useful**, it helped me to refresh the basics of Digital signal processing. - I have learnt a lot of **"applying my knowledge"** than just learning the "theory" - Various online classes allow for multiple perspectives of the same topic thus showing us how the same thing can be applied in different fields.



MIT Data: Prepares to Reenter University (41-50 year old male, Middle East)

Most interesting experience of my own was my use of MIT OCW to refresh on Calculus. I purchased the textbook and followed one of several calculus options on the site. **This was quite successful in re-introducing Calculus, as a prep to re-entering college 28 years after graduation - this time to study for a Master's.**



MIT Data: Builds Expertise and Expert Connections (51-60 year old female, North America)

I'm a virtual reference librarian...My friend and I have a blog about music cognition, which is a little crazy because we don't know anything about it. Nevertheless, we blog about current articles, and one experience was especially meaningful, where **I tweeted a question to Daniel Levitin, who answered. He's the guy who wrote The World in Six Songs, among other things.** The fact that you can communicate with an expert in the field who will take the time to give a thoughtful tweet (and yes, 140 characters can be thoughtful)--well, that's amazing...**I think it was the single most exciting learning moment I've experienced.**



MIT Data: Retiree Develops New Hobby (65 year old male, North America)

I retired from education I became a lifestyle entrepreneur. I was trying to learn software to develop a business website for our sailing business. I discovered...**Lynda.com**. I was learning web development, video editing and photoshop. **I realized that I could learn this software without going to a formal class and that was an "eureka" moment.** My wife and I travelled and started a yacht delivery and training business that has taken us all over the world. We learned technology and social media as we travelled and ended up with many fantastic experiences in some very exotic places. **We taught ourselves web development and have been figuring out online learning as we went. Now at 65 years of age we are going back to university to take a Computer Science Degree and start a new tech business relating to interactive educational media and games. All very exciting :-)**



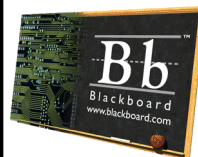
MIT Data: Retiree Develops New Hobby (70+ year old female, North America)

I'm an avid photographer and have developed skills for developing my own website for display of my photography and books I have written that include my photographs...I've had multiple careers, from science, to public administration, and information technology. The development of my art is a new and exciting experience.



Study #2. Blackboard (CourseSites) MOOC

<http://events.blackboard.com/open>

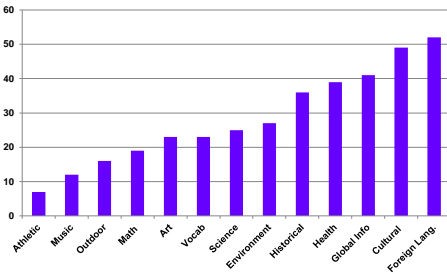


Blackboard MOOC Sample

- Survey notice sent to 3,800 MOOC participants
- 159 completed surveys
 - ◆ 49 completed open ended items
 - 72% over age 40
 - 73% females
 - North America (81 percent); Asia (2 percent); Europe (6 percent); South America (1 percent); Middle East (2 percent); Australia/NZ (7 percent); Africa (1 percent)

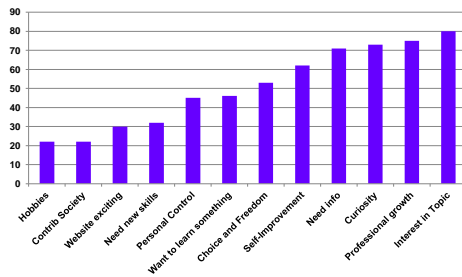
Blackboard Data

Figure 3. Specific skills wanting to learn informally online



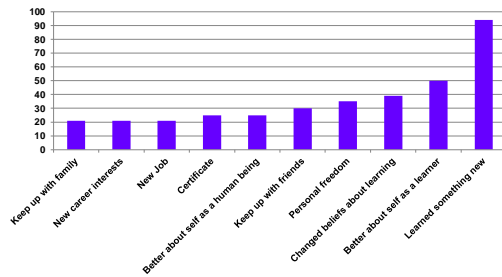
Blackboard Data

Figure 4. Main reasons to informally explore the Web to learn



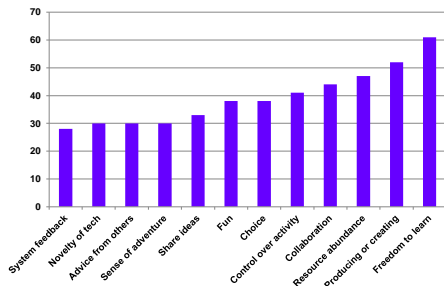
Blackboard Data

Figure 5. Achievements from learning informally online



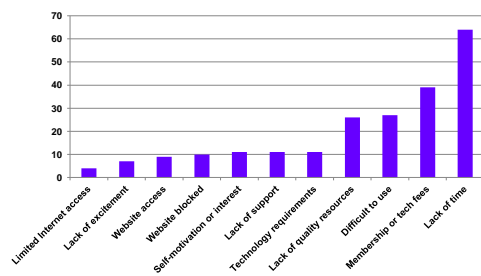
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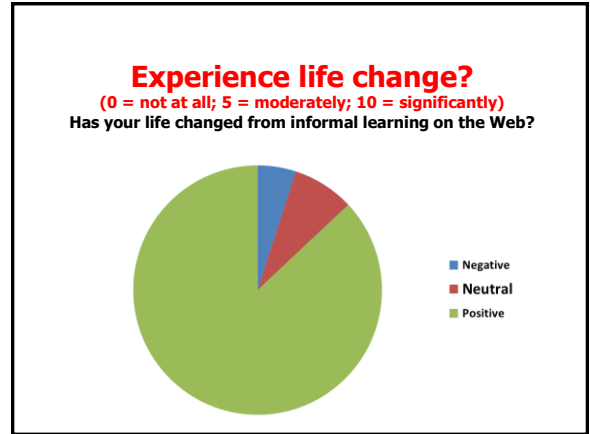
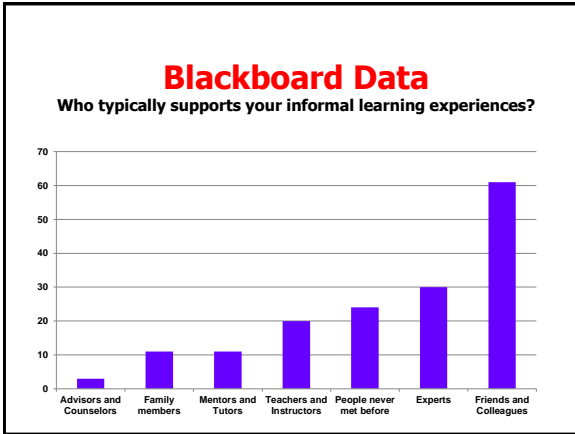
Figure 6. Factors leading to success or personal change when learning informally online



Blackboard Data

Figure 7. Obstacles and challenges faced when learning informally online.





Open-Ended Questions

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Goals and Motivations (Blackboard MOOC)

- Improve their job prospects
- Pursue personal interests or hobbies
- Seeking certification of some type
- Information seeking
- Means to expand one's formal learning

Life Changing Example #1

"I grew in every possible way. Not only were my own ideas validated but I was encouraged to go beyond what I thought possible - maybe I would call it **Extreme DOING" the other half of extreme learning no? These bold steps have shaped my personal and professional life to a profound level."**

Life Changing Example #2

"Yes, I view the way I make choices, the way I raise my children, the way I teach, the way I negotiate international agreements fundamentally different. There are no huge differences in the decisions because the same set of values inform the decisions, but the approach, the motivations, the incentives are modified in substantial ways as a result."

Life Changing Example #3

Yes. I plan to focus my Ph.D. research on alternative forms of learning (informal DIY) and credit (like open badges) and the changes higher ed and employers will have to make to accept these forms of credit.



Life Changing Example #4

It has made my job much easier and it's been easier for me to execute certain tasks, making me more willing to take on bigger challenges. It was also shown me how enjoyable it is to learn a computer language. It opened my mind to considering possibilities in this area. It also made my husband respect my ability around computers a bit more.



Life Changing Example #5

Some of my friends tell me that they love the nuggets of information that I share with them when talking about things I learned during short commutes, etc. They have started listening to podcasts and share similar nuggets about the fields that they care about.



Life Changing Example #6

My life has changed in a big way. I used these new skills to create a small business that supplements my income. I couldn't use this income solely to support myself, but it does pay some bills.



Life Changing Example #7

Without the opportunity to learn informally, my options within my doctoral program would be limited to the ideas and experience of the three instructors in my program track. I would be graduating with a firm grasp of 20-year old dated ideas!



Life Changing Example #8

"Well, my life changed in that I thought I knew how important place and stories were to indigenous people...I learnt loads about indigenous culture and places and loads about augmented reality so now I know I have to change the project to allow students to have the same experience - them creating the content not me which I knew but didn't take it into consideration enough when planning the project....I wanted to create a project that made students (university) aware of how pervasive indigenous culture is contemporary Australia - how important place is to indigenous people and how their culture is so connected to place through stories...."



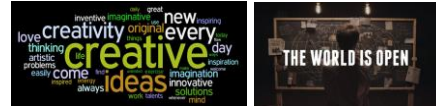
Life Changing Example #9

My life has changed in a big way - as the MOOC helped me to re-design one of the educational approaches in my workplace by providing a more interactive, innovative learning experience.



Life Changing Example #10

It has changed because I have learned new things and got more creative in my own field...The key moment was when I felt that **the world is now becoming open** as Dr. bonk describes it. I don't need to travel to different countries and spend my time and money trying to get a new idea or learn a new skill. I can have the access to quality materials, novel ideas and experts anywhere and any time.



Information Seekers (DIYers): Personal Identity

"Today, we were trying to install a pool filter--we got instructions off You Tube. I also just bought a recumbent exercise bike--I looked at online reviews before making a choice." She then added, "Knowing that I did not need to ask an actual person for help was life changing. I am an introvert by nature, and I prefer to figure things on my own. Knowing that I can research informally on the Web is reassuring."



Joining a Learning Community

"My key moment came when I discovered a **community of like-minded scholars** from around the world. I no longer felt isolated or disconnected. This has become my most valuable support network and I am grateful."



Joining a Learning Community (social and intellectual capital)

"Socially the impact was great as well because **now I have friends I can talk technology with a lot.**"



Seeking Relevance

"I almost always listen to podcasts or .mp3 audio books, etc. when biking. **After one session of learning some Korean language on a bike I was on my way home and chose to stop into a store for some take-out food. The conversation was almost identical to the lesson I had just learned.** Although the questions and answers were simple and predictable small talk, it really was surreal at just how closely the real-world small talk conversation matched the mp3 that was produced a few years ago. It really gave me confidence that the audio recording method was not a joke."



Challenges and Issues

- Discern the quality of information
- Evaluate the quality
- Informal learning not taken seriously by their superiors
- Certificates and badges may reduce sense of fun and learning enjoyment



Learning for Enjoyment Versus Credentials and Badges

"**Just play around** with ideas for alternatives to printed texts and don't be afraid to create your own, even if they're amateurish...I think we need to de-emphasise formal assessment and accreditation and encourage our playful side to see what is possible. **Too much informal learning wants to get itself 'badged' or validated too quickly and this means its losing its genuine amateur status.**"



Informal Learner Characteristics

- Strong intrinsic motivation, pride themselves being a "self-directed learner" ---"my own pleasure" and values autonomy, considers it empowering
- Considers sharing as important part of educ/learning
- Takes pride in creating and contributing
- Enjoys the community of people with similar interests---but not necessarily the human f2f interaction



Informal Learner Characteristics: Self-Reliant

"**Knowing that I did not need to ask an actual person for help was life changing. I am an introvert by nature, and I prefer to figure out things on my own. Knowing that I can research informally on the Web is reassuring.**"



Components of Successful MOOC Learner

- Self-motivated
- Enjoys sense of creating
- Shares their creation
- Delights in wide range of info resources
- Takes pride in learning on their own



We thank you for attending!



Slides at: TrainingShare.com



Papers: PublicationShare.com



Books: <http://worldisopen.com/>

Email: curt@worldisopen.com

cjbonk@indiana.edu

