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Instructions for Using This Template

1. Go to File > Make a Copy. Do not edit the template.
2. Rename the File (yourlastname_digital_learning_workshop)
3. Type appropriate information below the pre-set headings. Information starting on the abstract page count toward the 2-page limit (single-spaced and font as given). Page 1 is only for organizational purposes.
4. When complete, go to File > Download as PDF to upload to EasyChair.

Category

- Data-Driven Course Design
- MOOC Success Stories
- Blended/Hybrid Learning
- Applications of the Science of Learning (in Online and Blended/Hybrid Learning)
- Innovative Use of Digital Learning Environments (such as interesting uses of MOOCs, etc.)

Title

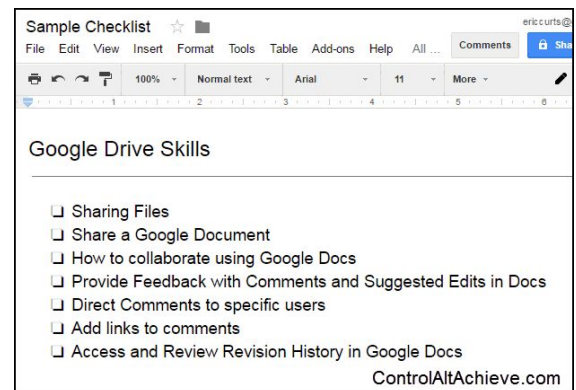
New Ways to Utilize MOOCs and Empower Learning

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Abstract

MOOCs have attracted attention for their ability to bring low-cost educational opportunities to the world, but learners are using them in so many more ways than most people are already aware. From a high school class in rural Georgia learning how to be entrepreneurs, to students across the country prepping for an AP exam in Microeconomics, to teachers customizing content for use in their own classrooms; MOOCs offer an adaptability that gives them incredible potential to create new pathways of learning.

Introduction

An MITx MOOC is not a simple copy of an on-campus course. Faculty put together a team of people to decide on the course content, create materials, and assemble it on the website. MITx staff support these efforts with video production specialists, educational technologists and learning scientists, intellectual property coordinators, and more. Learners then access the courses through the edX website. But personal growth isn't the only reason for taking a MOOC. Many learners have taken courses for academic credit or professional development (1). Schools have integrated MOOC content into their own in-person courses in different ways. There's enormous potential for using these courses and materials in more formal solutions. Survey results indicate that as many as 1 in 4 learners taking an MITx MOOC identifies as an educator; taking the course either to improve their own skills, or to adapt content for use in their own classrooms (2). We want to encourage this type of behavior, making it a more obvious possibility.

Results

At MITx, we are on the front lines of this new educational frontier. With over 170 unique MOOCs created, and more than 450 individual course runs since our inception in 2012, MITx is one of the largest and most pre-eminent providers of MOOCs to the global community. Driven by our mission "to transform teaching and learning at MIT and around the globe through the innovative use of digital technologies," our courses are already influencing education in numerous ways: improving methods of blended learning, providing a foundation of learning in seminars, and as an impetus for the expansion of research in educational fields and theories. We want to share these stories, talk about how MOOCs can be integrated into an existing educational environment, and encourage the audience to discover new applications for MOOCs in their own professional worlds.

There are a number of ways that MOOCs are already being used.

- For personal growth: a learner can brush up on subject matter, or learn about a new field.
- For official course credit: several MITx MOOCs already offer class credit directly, and past learners have submitted verified certificates for acceptance.

- As test preparation and/or placement exams: MITx MOOCs have been used, and in a few cases were designed, as AP preparation courses. There are also courses such as 7.00x which are being used on-campus as placement exams for students.
- Professional Development: Either in a formal setting when offered by an employer, or when submitted as proof of an accomplishment, lifetime learners are using MOOCs to grow in their careers.

There is also an option for creating a Custom Course, or CCx, based on an existing MITx MOOC. MIT licenses these MOOCs so that a teacher can build a version of the course specifically for their students; selecting specific content, setting their own schedule and pace, and having direct access to grading.

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2. Seaton, D., Coleman, C., Daries, J., & Chuang, I. (2014). Teacher Enrollment in MITx MOOCs: Are We Educating Educators?. <http://dx.doi.org/10.2139/ssrn.2515385>
3. Schmid, L., Manturuk, K., Simpkins, I., Goldwasser, M., & Whitfield, K. E. (2015). Fulfilling the promise: do MOOCs reach the educationally underserved?. *Educational Media International*, 52(2), 116-128. [10.1080/09523987.2015.1053288](https://doi.org/10.1080/09523987.2015.1053288)
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1. 15.662x project: Spectrum How We Learn (Behind the MOOC); Page 13: <https://spectrum.mit.edu/wp-content/uploads/spectrum-2016-spring-web.pdf>
2. 6.002x project: MIT pilots full-credit online residential course: <http://news.mit.edu/2017/mit-pilots-full-credit-online-residential-course-0612>
3. San Jose City College: San José City College's Technest Program Named Finalist for Bellwether Award: <https://www.einpresswire.com/article/476012236/san-jos-city-college-s-technest-program-named-finalist-for-bellwether-award>