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What the death of MOOCs has taught us.

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One of the loudest hyps in the history of high- ed was the death of MOOCs.

The idea of Massive Open Online Courses was announced in 2008 to create a free, world-class university offering a free education from the comfort of your home, one that would replace traditional universities. The possibilities were so exciting that virtually everyone in the institution that provided higher education—higher education all at once.

People associated with these initiatives found- ed a private non-profit organization called Top. Some at Stanford established Udacity and the Google Tech and Harvard joined forces to create edX.

Excitement over MOOC's spread among leaders in education and ceased that MOOC's meant the big names like Harvard and Stanford were no longer in the game and that what could be wrong with something that was validated by prestigious institutions and had that into that part of the American psyche that MOOC's represented some sort of technological solution?

To begin with, although thousands registered for these courses, there were less than 2 percent of enrollees actually finished the course. Further, virtually all of that miniscule number completed the course from the same institutions that already had a college degree, were financially controlled, and are richly endowed.

A number of scholarly studies were conducted to test the effectiveness of those courses, and the test that those courses were working for only well a small elite, but also that the critics who were supposed to have helped the most, including low income, rural and/or minority students, were the last to see.

To make things worse, many faculty members had little to no experience with MOOC's. For them, the MOOC was an opportunity to provide students with a comprehensive course in an online platform.

Logistical problems were also identified. How could the problem of being able to work on the exams online, sometimes thousands of miles away, was in many cases. It was not surprising.

There are among the very few courses that people don't do the distance education since its inception in 1728 when Caleb Phillips, who already had a college degree, were financially controlled, and is richly endowed.

Koester said with a chuckle.

The trip provided a view into today's Germany that American education doesn't typically include but something that Koester was excited about and I think Germany has done a fantastic job dealing with the past," Koester pointed out. And I think Germany has done a fantastic job dealing with the past.

The business model of the MOOCs also came...