ONLINE LEARNING: Opportunity or Threat?

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Incorporates input from a presentation developed by Gita Johar, Meyer Feldberg Professor of Business, Senior Vice Dean and Hitendra Wadhwa, Professor of Professional Practice, Columbia Business School
“Things take longer to happen than you think they will, and then they happen faster than you thought they could.”

Rüdiger Dornbusch
Former MIT Professor of Economics
Overview of the session

1. E-Learning is poised to become a major transformative force in higher education

2. However, the rules of the game are still being written

3. Breakout: Advisory Board Case

4. Collective insights, concerns and wisdom
E-Learning is poised to become a major transformative force in higher education.
In 2000-2005, a flurry of first generation University e-learning projects were launched, only to fail swiftly.

Examples:

- Columbia: $25m
- U. Chicago
- LSE
- Yale: $12m
- Stanford
- Oxford
- British Government: $100m+
Today, a number of Web 2.0 trends...

Anytime, Anywhere

Social Media

Cloud Computing & Open Source Software
...are making Higher Education take a fresh look at the benefits e-learning can offer

**Scalability**
- No classroom constraint
- Top faculty can be leveraged
- No travel requirement

**Personalization**
- Learners can engage at their own convenience
- Learning paths can be customized to suit individual needs
- Participants can be tracked granularly at an individual level

**Community**
- Peer-to-peer learning
- Socially connected
- Lifelong learning communities
Early movers have rapidly gained strong adoption

750,000 + students - ?
2.9 million+ students
650,000 + students

Other notable innovators

All “success” stories so far offer free courses/ content; business model not yet developed.
Over little more than a year, Coursera in Mountain View, California — the largest of three companies developing and hosting massive open online courses (MOOCs) — has introduced 328 different courses from 62 universities in 17 countries (left). The platform’s 2.9 million registered users come from more than 220 countries (centre). And courses span subjects as diverse as pre-calculus, equine nutrition and introductory jazz improvisation (right).

**MOOCs rising**

**Supply and demand**
- Number of courses available on the platform
- Number of user accounts on the platform (millions)

**Student origins**
- 27.7% United States
- 8.8% India
- 5.1% Brazil
- 4.4% United Kingdom
- 4% Spain
- 3.6% Canada
- 2.3% Australia
- 2.2% Russia
- 41.9% Rest of world

**Courses offered**
- 30% Science
- 23% Information technology
- 28% Arts and humanities
- 13% Business
- 6% Mathematics

Source: Scientific America March 13, 2013
However, the rules of the game are still being written.
However, the rules of the game are still being written

<table>
<thead>
<tr>
<th>Content</th>
<th>Faculty/delivery</th>
<th>Course design</th>
<th>Course production</th>
<th>Tech Platform</th>
<th>Branding/Marketing/Distribution</th>
<th>Learner experience management</th>
<th>Lifelong learning communities</th>
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| What’s the best way to deliver online lectures/classes? | How should we blend e-learning with physical learning? | How can e-learning be used to develop leadership/managerial skills? | How can we reliably assess students at scale? | Who is the right target audience, and how best can they be reached? | What specific learner needs should we serve? | How can we ensure consistent engagement from learners? | How can we create lifelong learning communities?

+ What is the right financial model?
Challenges in assessing student performance online
Are MOOCs targeting the right audience?

Registered: 155,000 (100%)

Did first problem set: 23,000 (15%)

Passed mid-term: 9,300 (6%)

Passed final: 7,000 (5%)

Took in-person exam: 20 (0.01%)

Circuits & Electronics spring 2012
Are MOOCs targeting the right audience?

Bioelectricity fall 2012

Registered 12,414 (100%)

Watched 1st video 7,593 (61.2%)

Answered week 1 quiz 1,267 (10.2%)

Took final exam 358 (2.9%)

Earned certificate 313 (2.5%)
Closer to home Coursera’s “Business & Management” offerings growing

- October 8, 2012 – 6 courses
- April 8, 2013 – 30 courses
  » 500% growth in offerings in a six month period

University of Pennsylvania
Corporate Finance
with Franklin Allen

Northwestern University
Understanding Media by Understanding Google
with Owen R. Youngman

IE Business School
Critical Perspectives on Management
with Rolf Strom-Olsen

Stanford University
Startup Engineering
with Balaji S. Srinivasan & Vijay S. Pande

Duke University
Healthcare Innovation and Entrepreneurship
with Marilyn M. Lombardi & Bob Barnes
The boosters of online education are relentless

Think you know online learning?

Posted January 2012 – statistics are dated
Where are we on the Hype Cycle?

Source: Gartner Research
Table Talk: Opportunities

1. What are potential opportunities of online learning for universities and faculty?

2. What are a few ways MOOCs may be able to generate revenue?

3. What could be some motivations for Exec Ed participants to take online courses?

4. Why might Custom Exec Ed clients want online programs?
Table Talk: Risks

1. What is the learner missing from an online course that they can get from a traditional course?

2. What are the potential risks of online learning for faculty and universities?
Advisory board case: refer to Universitatis Durum Pulsat handout
Provide Recommendations on One of the Following:

1. Roadblocks and Speed Bumps
2. Content Development
3. Marketing and Communications
4. Identifying Faculty
5. Technology Integration
6. Student Engagement
7. Policies and Procedures
8. Budget
9. Faculty and Staff Training
Shared Insights and Challenges
Further Reading/Viewing

Articles/Blog Posts

• MOOCs Transform Higher Education and Science
  Scientific America, March 13, 2013

• Twice as Many MOOCs
  Inside Higher Ed, February 21, 2013

• November 2012: The Online Education Revolution | Cato Unbound
  Cato Institute November 2012

• Does The Online Education Revolution Mean The Death Of The Diploma?,
  Fast Company, Feb 14, 2012

Videos

• America's Digital Education Revolution
  Bloomberg News, April 8, 2013 (approx. 4 min)

• 6th Davos Philanthropic Roundtable "RevolutiOnline.edu"
  January 24, 2013 (approx. 60 min)

• How Free Online Courses Are Changing Traditional Education
  PBS News – Jan 8, 2013 (approx. 11 min)

• Massive Open Online Courses as Drivers for Change
  (a presentation from Duke Center for Instructional Technology Director, Lynn O’Brien) December 10, 2012 (approx. 50 min)