Webinar: Learning and MOOCs (Massive, Open, Online Course)
Sponsored by the Center for Teaching and Learning and Instructional Media Center

April 3 – 11:00 – 4:00 – 320(b) Center for Teaching and Learning
April 4 – 11:00 – 4:00 320(a) Center for Teaching and Learning

MOOCs have captured the attention of millions of learners, higher education stakeholders, and the public media. Is it all simply hype or might there be something to be learned/gained from the MOOC mania? There are four things that we think we know about MOOCs: They are “massive,” they are “open,” they are “online,” and they are “courses”. But what happens if we start playing with those “truths”? How massive do MOOCs need to be? How open? Do they need to be fully online? Do they even need to be courses?

Recently, the California state legislation’s move to mandate that public universities award credit for new forms of online instruction such as MOOCs raises questions about how to measure what students learn by taking these courses. How can we devise appropriate baselines for unaffiliated learners? There are numerous challenges – does the material in MOOCs, even presumably standard courses such as introductory statistics, match up well against existing curricula? What do we really achieve by testing individual MOOCs, when there is so much variation in quality and pedagogy?

These are just a few of the topics explored in this two day webinar.

Join us for the entire two days or stop in for those topics of special interest to you. The complete agenda for this MOOC Webinar can be found at:

http://www.educause.edu/visuals/shared/events/EL134/SpringFocusSessionProgram_FINAL_31913.pdf

RSVP – http://www.marquette.edu/ctl/workshops/workshops-rsvp.php

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