

[Things I predict you will ask about follow]

We can also tour the course website, or look up statistics

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The numbers

- ~~“Registered”:~~ ~~70,000~~ *totally irrelevant*
- Clicked play in first 2 weeks: 30,000 *many didn't have pre-reqs?*
- Watched an hour of video: 11,000 *like coming to first day?*
- Turned in first homework: 5,000
- Took midterm: 3,000 *this is a solid number*
- Turned in 5th homework: 2,000 *attrition doesn't stop*
- Fan mail/posts: > 300

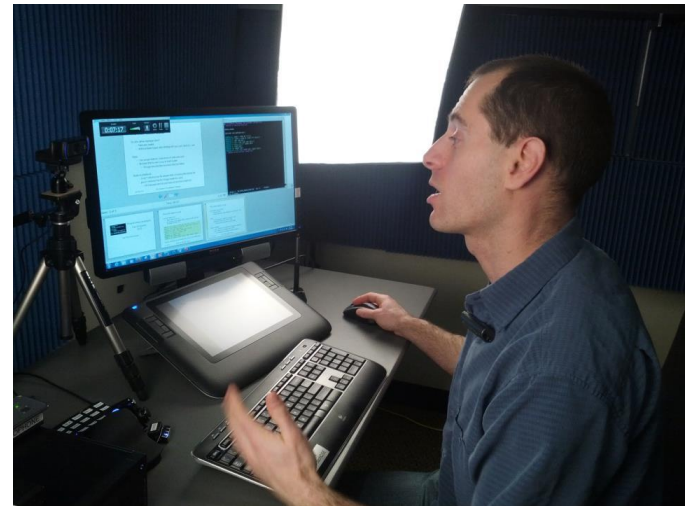
Define success however you want

- Many love it in parts or start late or...
- Learning rather than watching American Idol

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My “spare time” for 4ish months

- Estimate 8-10 hours for each hour of material
 - Estimate 30 hours of material
 - Videos are only half the work
 - Ouch
- “Failure not an option”
- Having CSE TAs let me give programming assignments



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Does free mean doom?

“If these courses are free, why are people paying tuition?”

- Coherent 4-year curriculum
- Personal interaction with faculty/TAs
- Homeworks graded by humans
- Open-ended design and free-response questions
- Credit because we know you actually learned the material
- Courses adapt to student needs
- Plus other reasons to be at a university: social support, job fairs, advisors, independent study/research, etc.



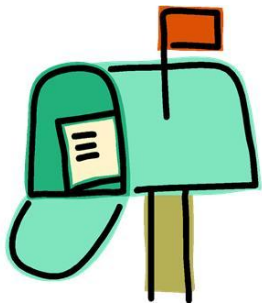
*Focus on our
higher-value
products?*

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Perspective

It is plausible that MOOCs will kill universities as we know them (!)

But none of these did:



Plus: iTunes U, UW TV, course web pages, books, ...

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Do they learn?

My MOOC students might learn less on average and be less impacted by me than my conventional 50-70 students

- *That's not my goal:* I want more impact than writing a book
- *The comparison is moot:* We don't have capacity and students don't have the flexibility to make that choice

It's about the impact, impact, impact!

- Not the grading
- Or you can sit idly by...

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Some real concerns

- **Financial model** for higher ed if 1,000-person lecture courses become MOOCs
 - Can't subsidize labs anymore?
 - Is the biggest threat to **PMPs**?
- **Certification / assessment**
 - Rampant cheating
 - Too little free-response, design, iterative assignments, ...
- Need for **better support infrastructure**
 - More like PCE or not?
- Relation to UW offerings, hybrid classes, etc.
 - For now, **no CSE credit or placement**

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