Working group:
university strategy
Questions

1. How do MOOCs impact European Universities today? And tomorrow? Political pressures on universities?

2. What business models underlie MOOC initiatives in our universities? Faculty compensation and resource allocation?

3. How are MOOCs managed internally: selection, production, incentives, quality control, ...? How to deal with academic integrity, credentials, ...?

4. Which synergies could be identified across universites?
Findings

• Impact
  – Big lecture halls are dead
  – MOOCs are a threat to the role of university; big courses dead; how to use the time of students; unclear financial impact (buildings)

• Business models
  – Cost vs. Profit
  – Cost center strategy (branding, marketing, local students) vs. Profit center strategy (1. MOOC-to-degree for external students 2. MOOCs-as-business with alumnis, other universities and sponsor)
More findings

• Management
  – Importance of curriculum design
  – Universities have to stay in charge (brand, additional services, social experience, experts and infrastructure)

• Synergies
  – Infrastructure and interoperability, data analytics
  – Research collaboration to teaching collaboration
  – Balance bottom up and top down
Some findings

• Importance of alumnis
• The endangered middle class universities
• Changing profile of professors
• The importance of curriculum design
• The cultural opportunities of Europe
NOTES
Impact

How do MOOCs impact European Universities today? And tomorrow? Political pressures on universities?

- gives international visibility, attract students; could this be invested also otherwise (ads)
- Financial pressure from politics; universites put pressure on politics
- Impact on university landscape; top universities will win, small ones loose? Middle sized loose?
- Different business models
- Difference mass and elite universities
- Increased focus on quality of education
- More online education in bachelor; external material
- More variety in education
- Are MOOCs a new tool like books?
- Local MOOCs for region and enterprises
- Interoperability among platforms
- Will force universities to make choices
- Reduce workload on professors (or increase?)
- 100 Mio students -> 400 Mio students; monitoring progress of learners (increase!), tutors?
- Introducing MOOCs is nto so easy
- What will be the profile of a future professor -> impact on financing
- Compare to development in the banking: from branches to call centers, service improved
Business Model

What business models underlie MOOC initiatives in our universities? Faculty compensation and resource allocation?

- Competition will be tough; credits for courses
- Variety will be important
- Central production support; faculty compensation for content production (soft money)
- Investment over the coming years
- Spreading knowledge part of mission
- Compare to textbook
- Take students as customers into account; cooperation among universities
- Use MOOCs to keep students as customers after study (after sales service); alumni
- Address unemployment agencies
- What is the measure of success? The amount of insights gained?
- Segmentation of student population
- Reframing KPIs for the governance system is critical; might be hard to do
- Cost of student « acquisition »; MOOCs as marketing instrument
- Marketing + textbooks: is that all?
- Credits will be the real issue; fragmentation of education; will be the challenge
- We are still thinking in the old models: customers could be e.g. governments (unemployment)
- Will companies prefer students from MOOCS instead of universities? See Udacity
- Campus experience important for high end universities, brand value, mid rank will be threatened
- Owners of platform for high end universities
Business Model

Assumption: We are a university, we have a round of President, Chancellor, Professors, IT
Standard University, Locally strong, but no global brand

Business Goal / Objectives:

Cost-Center Strategy:
- Improving education on campus, less students failing, higher quality, performance of professors
- Channel to enhance the quality
- Extent the outreach
- Branding of university, increase visibility (defense strategy, not loosing students; to attract the best teachers)
- Marketing strategy: MOOC lead to more students, then you get more funding
- Open the university to the local environment (strategy)
Business Model

Profit-Center-Strategy:

Model 1: MOOC2degree
- MOOC2degree – MOOC as easy entry, upselling to membership
- Basic Courses are free
- Advanced classes cost (consultancy, services, support, interactive chat)
- Why would I pay as a student if I know, that advanced courses are free on another MOOC site?

Model 2: MOOC as a Business
- Professionalize Alumni Relations – we want to stay in business with you
- Licensing of MOOC Courses to other universities or corporates
- Professionalize the production (cost efficiency)
- Sponsorship
Management

How are MOOCs managed internally: selection, production, incentives, quality control, ...? How to deal with academic integrity, credentials, ...?

- Initially selection based on quality of professors
- Are traditional teaching evaluations a good predictor? Adapt evaluation
- Reputation risk assures quality
- Open universities focus on quality of content
- Mid rank univ. lack stars, will focus on communication skills, professional presenters (e.g. Brad Pitt, alumni), anything new? Compare to books
- MOOCs are becoming more interactive, not only acting
- Already video taped lectures empty lecture halls, MOOCs makes this more interesting
- Serious games inside of MOOCs
- Increased professionalisation poses the question of financing
- MOOCs require to change the teaching style
Synergies

Which synergies could be identified across universities?

• MOOCs will help to design new study degrees (combining MOOCs from different universities); opportunity for Europe
• Marketplace for degrees where students choose
• EU sponsors joint programs
• Too high workloads for students
• Do MOOCs really replace classroom experience?
• Entry criteria for masters
• Joint research on educational approaches; exchange of data
• Enhancing multi-disciplinary research and education
• Mixed curricula (MOOCs from various sources, on campus); certification
• Platform question solved by WG 1
• European crisis of identity; what could Europe bring the education world; culture! Experience! Science and technology (e.g. car engineering, CERN); use of cultural resources
• Importance of communities
Discussion

- Who will design a curriculum (university, industry, student)?
- What can universities offer beyond MOOCs?
  - Experience being exposed to experts
  - Social networking; quality of peers
  - Practical experiences, training, equipment
  - Making education efficient
  - Branding
- Curriculum design vs. accreditation (beginning and end)
- Alternative education paths; should universities enter in this business (instead of focuses on formal qualification)
  - There the experience of universities might even be more important