

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 universities ?

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; universities 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 not 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); alumnis
- 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 too 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 stil thinking in the old models: customres could be e.g. govermetns (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, Cancellor, 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, alumnis), 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