CHAPMAN UNIVERSITY
University Honors Program
One University Drive
Orange, CA 92866

COURSE SYLLABUS

HON 372   **Spring 2014**
MOOCs as Phenomenon

Catalog Description:
Prerequisite: acceptance to the University Honors Program, or consent of instructor.
MOOCs (massive open online courses) hit the world stage in 2012. In this course, we will examine MOOCs from a variety of disciplinary perspectives. We will review the learning theory underlying MOOCs and will assess this theory for adequacy. We will inquire whether there is an ideology implicit in the creation and promulgation of MOOCs, given their genesis at elite American universities. We will examine the curricular and financial implications of MOOCs for postsecondary education, both in the US and internationally. In addition to other course requirements, each student will be required to receive a certificate of completion from two distinct MOOCs* on two distinct MOOC platforms, one in a subject that the student has studied in the context of a face-to-face course and one in a subject new to the student. (Offered as needed.) 3 credits.

* One of these certificates of completion may be for work completed prior to the beginning of Chapman's spring 2014 semester.

(Honors category will depend on which MOOC a student completes.) (7CC)

Course Site:
   http://sites.chapman.edu/moocs2014/

Course Learning Outcomes:
Upon completion of the course, students will:
- Understand, at least in broad terms, the intellectual, socio-political, and economic processes that shape higher education in America and be able to critically analyze contemporary decisions made by university administrators (at Chapman and elsewhere) in light of these processes.
- Understand the three major learning theories and be able to recognize and assess each in an online or traditional pedagogical context.
- Understand the role that the various types of instructional strategies play in a course, with an emphasis on strategies that work well in an online format.
- Gain fluency in creating instructional materials of various types.
- Gain fluency in publishing content using a variety of online technologies.
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Honors Program Learning Outcomes:
Upon completing a course in the University Honors Program students will have:
a. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
b. Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
c. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
d. Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

Content:
Weeks 1, 2   introduction; brief history of online education through the present
Weeks 3-5   learning theory; efficacy of online education
Weeks 6-9   higher education in the US: purpose, history, anthropology of academia, financials
Weeks 10-14   current state of MOOCs: offerings, players, reception by non-producing institutions, financials, emerging policies, motivations; implications for future of higher education

See the course schedule for more detailed information.

Current Required Texts:
Harasim, Linda. *Learning theory and online technologies*, New York, NY: Routledge, 2012.

Donoghue, Frank. *The last professors: The corporate university and the fate of the humanities*, New York, NY: Fordham University Press, 2008.

DelBanco, Andrew. *College: What it was, is and should be*. Princeton, NJ: Princeton University Press, 2012.

Selingo, Jeffrey. *College (Un)bound: The future of higher education and what it means for students*. Boston, MA: Houghton-Mifflin (New Harvest Imprint), 2013.

Kuh, George and Elizabeth Whitt. *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report, 1988. Available online: http://files.eric.ed.gov/fulltext/ED299934.pdf

Shumar, Wesley. "Making strangers at home: Anthropologists studying higher education." *The Journal of Higher Education,* Vol. 75, No. 1 (January/February 2004). http://www.jstor.org.libproxy.chapman.edu/stable/3838687

Neem, Johann. "Making sense of the higher ed debate." Inside Higher Ed (online). September 6, 2013. http://www.insidehighered.com/views/2013/09/06/understanding-different-perspectives-higher-ed-debate-essay

Bowen, William, et. al. "Interactive learning online at public universities: Evidence from randomized trials." Ithaka S&R. May 2012. Available online: http://mitcet.mit.edu/wp-content/uploads/2012/05/BowenReport-2012.pdf

Bowen, William G., "The 'cost disease' in higher education: Is technology the answer?" The Tanner Lectures, Stanford University, October 2012. Available online: http://www.ithaka.org/sites/default/files/files/ITHAKA-TheCostDiseaseinHigherEducation.pdf

Matthews, Dylan. "The tuition is too damn high." 2013. 10-part series on Wonkblog: http://www.washingtonpost.com/blogs/wonkblog/wp/2013/08/26/introducing-the-tuition-is-too-damn-high/

Instructional strategies:
This is an experimental course that will rely heavily on in-class discussion, student oral presentations and project-based learning, with limited direct instruction during class meetings. The two large projects will involve a significant amount of writing.

Methods of Evaluation:
All course work relates directly to the creation of two large "real world" online projects. Students will be placed into one of two tracks. The SITE track will complete Project 1. The MOOC track will complete Project 2.

Project 1: a public website on MOOCs, offering content on:
   i.   the history of MOOCs, set within the context of developments in technology, as well as the intellectual, socio-political and economic forces governing academia
   ii.   a snapshot of the current state of affairs for MOOCs as of spring 2014
   iii. a discussion of the relationship between MOOCs and learning theory
   iv.   best guesses on the likely long-term implications of MOOCs for higher education in the areas of finances, academic labor, and pedagogy

Project 2: all elements for a 3-week online course, packaged in a manner similar to a MOOC, on a topic of the students' choosing. Students will collaborate on the creation of the syllabus, course schedule and assessments. Students will work individually or in pairs on the creation of the direct instructional content. The student-created "MOOC" will be published on Chapman's instance of Blackboard for possible re-use in an Honors preceptorial.

See the Assignments and Evaluation page on the course site for more detailed information and links to individual assignment statements.

Chapman University Academic Integrity Policy:
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

<u>Students with Disabilities Policy:</u>
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Prepared by: Mary Litch

Last revised: October 2, 2013