The Unexpected Benefits of Making a Massive Open Online Course (MOOC):
Cross-faculty friends, new skills and student love

Overview
a) MOOCs: the open access online learning revolution
b) Why did we make a MOOC?
c) How did we do it?
d) What were the outcomes?
e) Beyond the MOOC

a) The MOOC revolution - Wonderland or not?
"I feel like there's a red pill and a blue pill, and you can take the blue pill and go back to your classroom and lecture your twenty students... but I've taken the red pill, and I've seen Wonderland," Udacity contributor

Three MOOC platforms: Coursera, EdX, Udacity
> PROS Scale; low cost for students; open access, work; engagement and connection validation for all forms of learning; personal enrichment; advancing global equality
> CONS: Costs of production and delivery; limited participation; limited revenue; limited translation into accredited enrolments; skewed representation

b) Why we made the MOOC
The multidisciplinary MOOC on ageing aimed to:
1. Raise awareness of UoM academic expertise
2. Stimulate interest in the new Master of Ageing, a multidisciplinary online course to be launched in July 2015
3. Generate enrolments for the Master of Ageing

2. Facebook group
A very active Facebook group formed around the MOOC, comprising 934 members from around the world.

3. Student satisfaction
75 students completed an end of course survey:
Reasons for taking the course
> Learning new things (100%)
> Met this expectation for 71%, exceeded for 23%
> Professional development (62%)
> Met/exceeded expectations for 90%
> To browse UoM’s offerings (46%)
> Met/exceeded expectations for 80%
> Improvement in career prospects (43%)
> Met/exceeded expectations for 65%

4. Student love
"Thanks to everyone involved in this MOOC - it has been enlightening and has given me a lot of food for thought. I have loved the discussions, articles and insights shared. I will miss it but am glad the group will stay open so we can still share interesting articles & information. Special thanks to the lecturers at the University of Melbourne - it was great delivery. I would definitely recommend this MOOC. All the best and here’s to ageing well!"

What an honour & a pleasure to read such wonderful, positive, thought provoking, well written stories. This course has made so many of us think & it shows so well in our final assessments. What a great pleasure 'it's been to be a part of this class! Well done everyone, proud to stand with you & look ahead with new found hope/skills as we move to 2040 & beyond. (onya Melbourne uni)"

The MOOC provided:
> Rapid access to a diverse and honest range of feedback from students on their learning experience, our teaching style, and course content
> Opportunity to test new course content and online teaching methods
> Interaction with students from around the world whose participation is almost entirely voluntary
> Knowledge that you’re improving access to education

5. Cross faculty friends and new skills
> A great way to get to know staff from other schools, faculties, and organisations
> Encourages meaningful multidisciplinary work
> Increases understanding and experience of online teaching tools and techniques

Commentary of Interest
> The New Yorker – the pros and cons of MOOCS: www.newyorker.com/magazine/2013/05/20/laptop-u
> The Conversation – don’t dismiss MOOCs: theconversation.com/dont-dismiss-moocs-we-are-just-starting-to-understand-their-true-value-31037

Rethinking Ageing: www.coursera.org/course/ageing
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