Beyond Flipping: The Evolving Role of Online Education on Campus

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27 MOOCs since 2012

- Irrational Behavior
- Genetics and Evolution
- Responding to 9/11
- Introduction to Chemistry
- The Brain and Space Teaching
- Statistical Thinking
- Medical Neuroscience
- How to Reason and Argue
- Introductory Human Physiology
- Data Analysis and Statistical Inference
- Marine Megafauna
- History and Future of Higher Education
- Image and Video Processing
- Visual Perception and the Brain
- International Human Rights Law
- Challenges of Global Health
- English Composition
- American Foreign Policy
- Bioelectricity
- Advertising and Society
- 9/11 and its Aftermath
- Sports and Society

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Things we expected

Really exciting things!

Things we didn’t expect

Photo credits: Williams College, Matylda Czarnecka, and Michelle TeGrootenhuis (clockwise from top)
The expected – Flipped classes

14 MOOC instructors have flipped one or more classes

Videos from one MOOC have been used to flip 7 classes
The unexpected –
Extra materials, new projects
On-campus students in Human Physiology have MOOC discussion forums integrated in their campus class and use MOOC videos to prepare for MCAT and Medical Board Exams.

Photo credits: Duke University
Professor Laurence Helfer
International Human Rights Law

Photo credit: Duke University
Continuing Education and Alumni Programs
The Really Exciting Things – Innovative Pedagogies!

“...unless a new pedagogy emerges the students in school will become increasingly bored and the adults increasingly frustrated.”

-Sir Michael Barber
Chief Education Advisor, Pearson
Towards a New End: New Pedagogies for Deep Learning (tv)

Photo credit: Ken Whytock
“Through the MOOC, I am constantly learning how to improve my Duke class.”
Grading rubrics help students understand how they are evaluated.

Does the author assess the effectiveness of the telephony meeting tool?

0 -- The author does not assess whether the program is an effective tool.
1 -- The author states an opinion about the effectiveness of the program and there are no supporting facts.
2 -- The author provides some analysis, but there are substantive flaws, the argument is not compelling, and there are too few facts.
3 -- The author provides a clear and compelling argument about whether the program is effective, that is backed up with substantial evidence.
“Every discussion becomes an open discussion, and these discussions are amazing.”

-- Ronan Plesser, Introduction to Astronomy
How will MOOCs impact campus teaching over the next three years?
Keep in touch and learn more:
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