

# Lessons from MOOC Integration at the University of Colorado Boulder



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Digital Learning Initiatives  
Program Manager  
University of Colorado Boulder

# Barriers to MOOC Integration?

**How do we realize the promise of MOOCs without killing the MOOC?**

A history of MOOCs at the University of Colorado Boulder

Three lessons from our early MOOC efforts

Dual strategies for long and short term investments in MOOCs

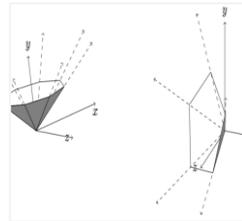
# 2013



**Introduction to Power  
Electronics**



**Comic Books and Graphic  
Novels**

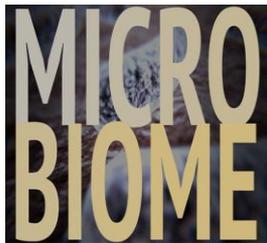


**Linear and Integer  
Programming**



**Physics 1 for Physical  
Science Majors**

# 2015



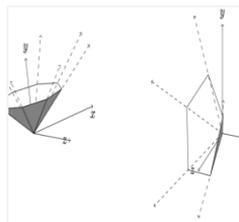
**Gut Check:  
Exploring Your  
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Graphic Design



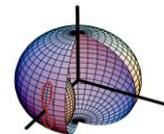
Business Writing



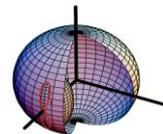
Successful Presentation



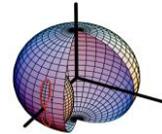
Effective Communication Capstone Project



Kinematics: Describing the Motions of Spacecraft



Kinetics: Studying Spacecraft Motion



Control of Nonlinear Spacecraft Attitude Motion



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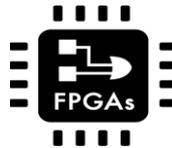
Science of Exercise



Intro to Embedded Systems Software and Development Environments



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Principles of fMRI 1



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Communicating Business Analytics Results



Predictive Modeling and Analytics



Introduction to Data Analytics for Business



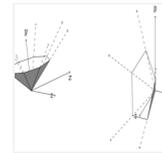
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Advanced Business Analytics Capstone



The Dynamics of Group Communication



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Giving Helpful Feedback



Magnetics for Power Electronic Converters



Converter Control



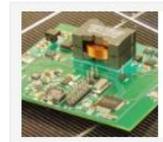
Converter Circuits



Capstone Design Project in Power Electronics



Introduction to Power Electronics



Advanced Converter Control Techniques

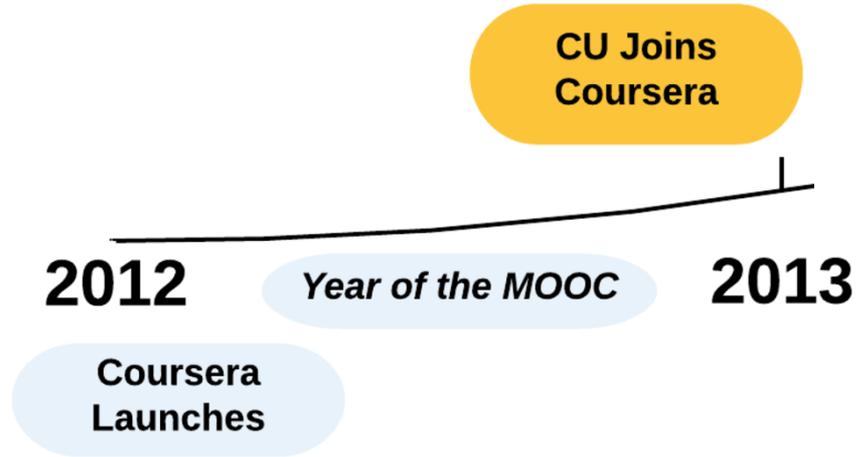


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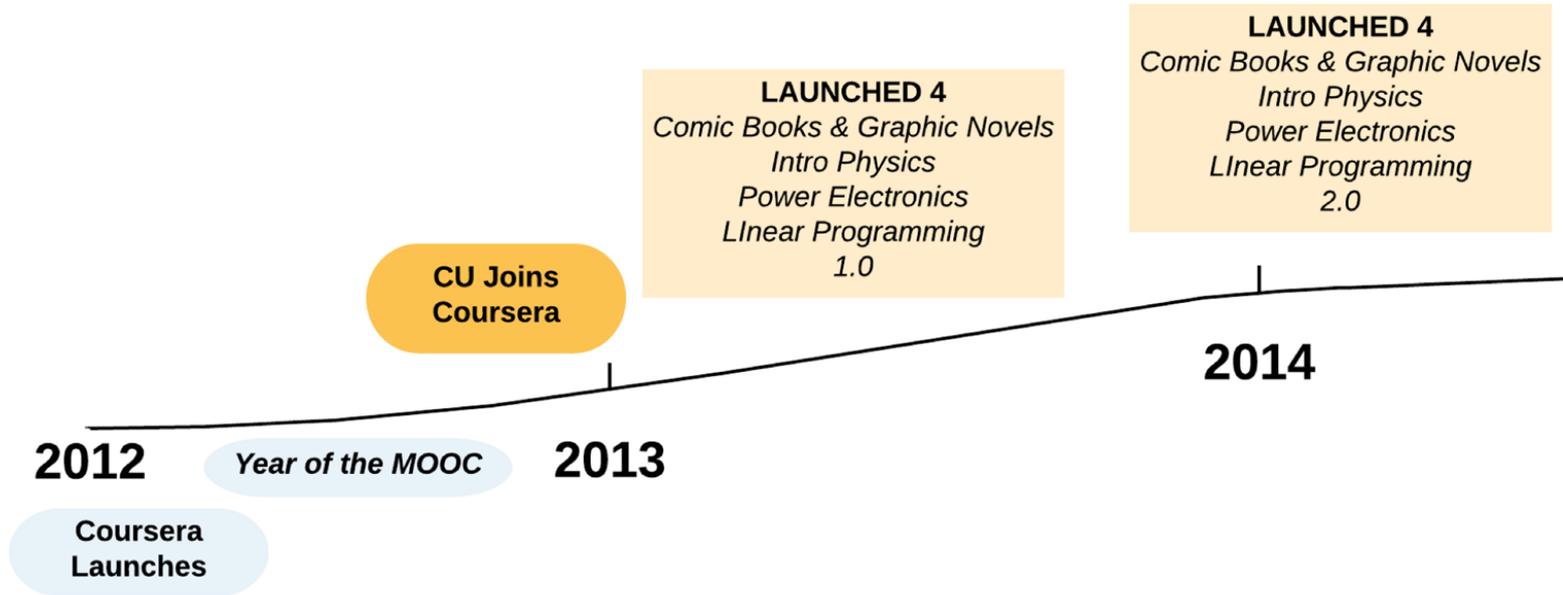


The Sun and the Total Eclipse of August 2017

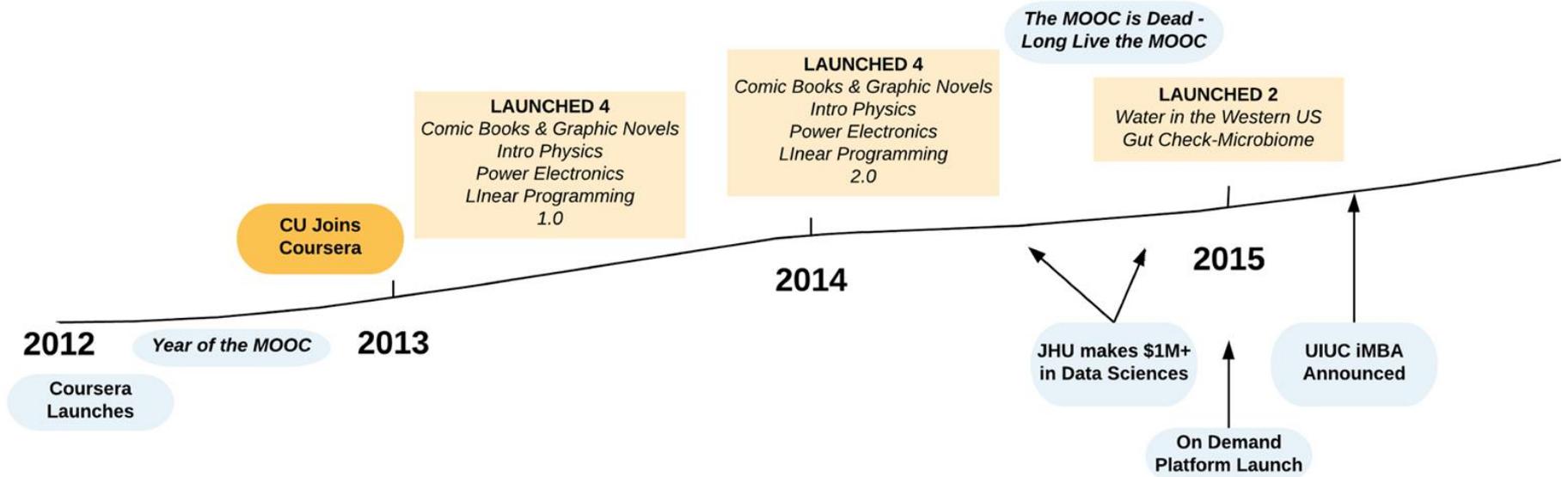
# CU MOOC Journey



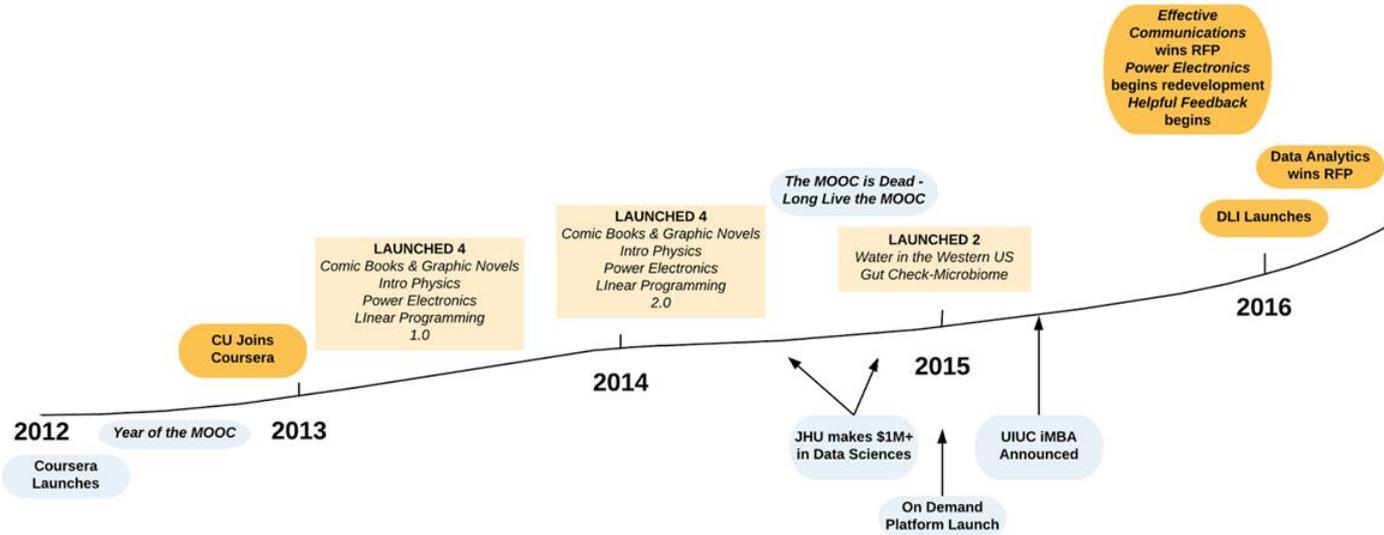
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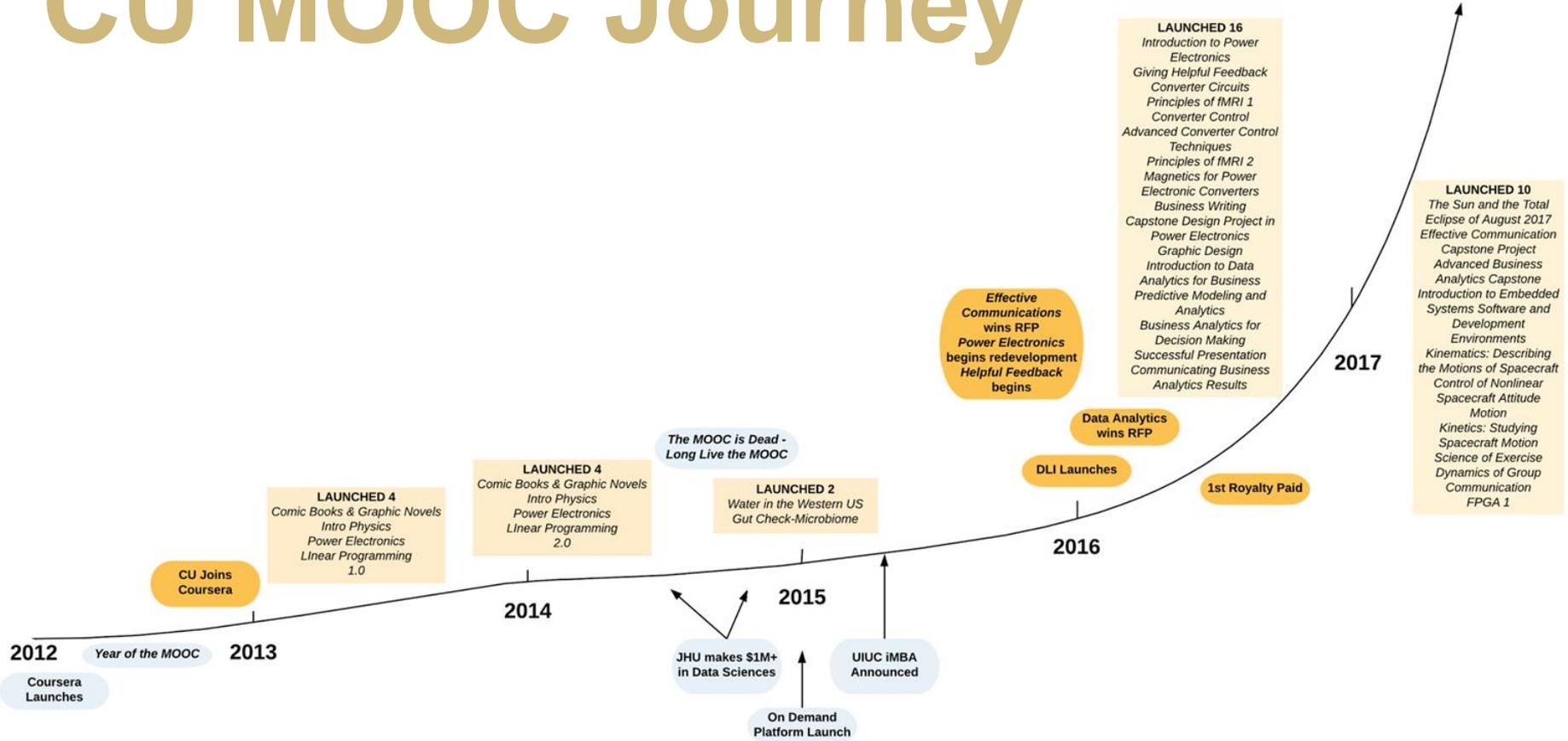


# MOOCs to Market

## **Content Strategy 2016-early 2017**

“In order to create new revenue streams for the University, establish non-credit MOOCs focused on areas of high demand professional education.”

# CU MOOC Journey





1

You can't keep MOOCs out of the university.



2

You can't produce MOOCs in a factory.



**3**

**Universities abhor a revenue/profit driven model.**

# Return to the University

**DLI** aligns **MOOCs** with the core mission of the **University**.



**Boardroom**

- Multi-year development and higher cost investments requiring heavy lifts for administrators and faculty.
- Envisioned as for-credit courses, certificates, micro-masters, post-bacs, and/or degrees.
- Design for revenue and university growth.



**Garage**

- Smaller teams, rapid deployment cycles, smaller investment
- Envisioned as courses or specializations, either non-credit or for-credit.
- Design to recover investments
- Facilitate innovative faculty to explore new ways to teach, promote the university, and contribute to a better world.

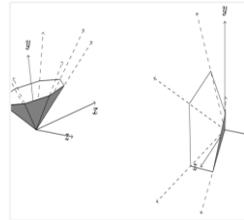
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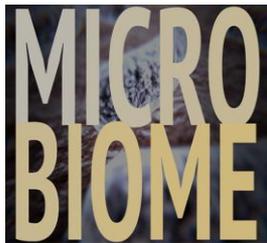


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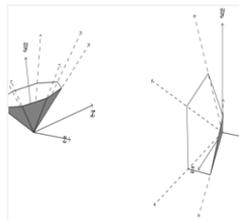
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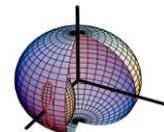
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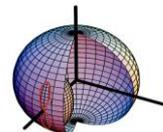
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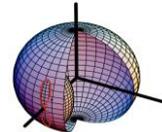
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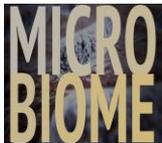
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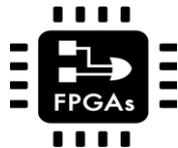
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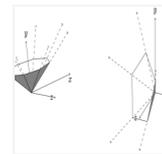
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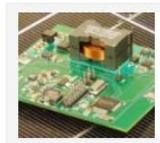
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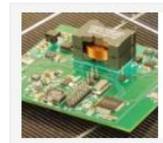
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