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INTRODUCTION

In August 2016, The Chronicle of Higher Education reported on the exponential growth of Massive Open Online Courses (MOOCs) over the past five years (2011-2016). In 2011, only three MOOCs were reported, but this year nearly 5000 individual MOOCs are available to learners.

INTRODUCTION

edX was founded by MIT and Harvard in 2012, and edX partners include many of the world’s top-ranked universities. They are recognised for their cutting-edge technologies, innovative pedagogy, and reputation for offering the best of higher education online.

Curtin University was accepted into the edX Consortium in May 2015.

Our current course offerings on edX include:
- TBOMx – The Business of Mining
- MKT1x – Digital Branding and Engagement
- MKT2x – Reputation Management in a Digital World
- ENV1x – Environmental Studies: A Global Perspective
- EDU1x – Analytics for the Classroom Teacher

These courses are in addition to our first MOOC, IntASTRO - Astronomy: Discovering the Universe, which was created in partnership with Open Universities Australia and delivered via the Open2Study platform.

To date, Curtin has reached over 104,000 global learners from over 165 countries: 81,810 edX enrolments and 22,879 Open2Study enrolments.

This report will highlight and summarise Curtin’s experience offering our first MOOCs with edX. We will also discuss some of the marketing strategies we have used to engage with learners around the world, and future plans such as the new MicroMasters credential.
This report is a summary of the collaborative efforts and achievements of staff across the University.

We would like to sincerely thank the following staff members who have contributed to the creation, development, facilitation and marketing of the Curtin edX MOOCs.

**ACKNOWLEDGEMENTS**

CURTINX, CURTIN LEARNING AND TEACHING
Brendan Ameduri, Vanessa Chang, Nicole David, James Holloway, Jacqui Kelly, Judy Schrape, and Patrice Williams

DVC ACADEMIC
We would like to acknowledge the support from the DVC Academic portfolio, in particular, Professor Jill Downie, Deputy Vice Chancellor Academic and Professor Julianne Reid, Associate DVC, Learning and Teaching.

COURSE TEAMS
**TBOMx – The Business of Mining**

**MKT1x – Digital Branding and Engagement**
Sonia Dickinson, Alison Barker, Nigel de Bussy

**MKT2x – Reputation Management in a Digital World**
Bridget Tumbleson, Lydia Gallant, Katharina Wolf

**ENV1x – Environmental Studies: A Global Perspective**
Teri Balser, Joseli Macedo

**EDU1x - Analytics for the Classroom Teacher**
Demetrios Sampson

FACULTY SUPPORT
Hamish McNair (Curtin Business School), Jolyon Forsyth (Curtin Business School) and Inna Geoghegan (Humanities)

UNIVERSITY MARKETING AND PUBLIC RELATIONS
Ty Hayes, Brian Murphy, Laura Tirli, Zoran Gacic, Evan Menogue, Annabelle Fouchard, Judah Lim, Hailey Ross, Emily Lloyd, Cherie Simpson

EDX TEAM
Kathleen Duffy, Mekah Allen, Rachel Lapal, Mike Dumbroski, Erin Brown, Mark Rudnick
Between May 2015 and December 2016, Curtin offered six unique MOOCs.

The diagram below indicates when each MOOC was open for enrolment along with the course start date and end date. Courses which were re-run are also indicated.

MOOCs 2016

On the following pages we will summarise each CurtinX edX MOOC (course) and provide details about enrolment figures, learner engagement, demographics, and performance.

Please note: all learner demographics are self-reported only and gathered from edX student profile information.

We have included the course completion numbers for each MOOC but these are not a measure of the success of the course. MOOC participants tend to be life-long learners whose primary motivation for interacting with a MOOC is to learn about topics that interest them rather than gaining certification for their learning. Of more interest, in the future, will be determining whether our MOOCs provide learners with the knowledge and skills necessary to obtain their life goals.

We will also highlight some of the innovative features of each course.
Learning the theory behind running a mine and see if you've got what it takes to explore, plan, operate and close a mining operation.

**LEARNING OBJECTIVES**

- Discover how new mineral deposits are found and examine the economic factors that govern their development
- Plan the complete life cycle of a mine, from initial infrastructure requirements through to operation, closure and rehabilitation
- Experience the ‘living plan’ of a mine and see how extraction and processing of minerals is constantly adjusted to suit market conditions
- Investigate how economics and market forces influence the decision to close a mine

**INNOVATIVE FEATURES**

This was the first MOOC that Curtin created for edX. As it was developed before our partnership was finalised, it was built on an external platform which was later integrated into edX Studio (which is the edX Learning Management System).

The MOOC was designed to be self-paced and provides an introduction to the different professions engaged in the mining industry.

The course allows students to journey through a simulation of an operating mine site. Elements of gamification are utilised throughout the course and as students complete certain exercises and interactions, they unlock scenario decision points and checkpoint exercises that allow them to earn badges for each module.

There are four badges to collect in order to gain ‘The Business of Mining’ badge and successfully complete the course.
COURSE STATISTICS

This course has been offered for an extended period in both 2015 and 2016. The course statistics from these periods are detailed below.

INITIAL COURSE RUN (JULY-DEC 2015)

- **Total Enrollments:** 8,183
- **Verified Enrollments:** 204
- **Course Completion:** 1,359 (16.5% of total enrollments)

LEARNERS ENROLLED FROM 163 COUNTRIES

MEDIAN LEARNER AGE: 29

:: TOP 3 COUNTRIES ::

- USA (14%)
- India (7%)
- Australia (13%)

GENDER RATIO:

- Male 77.5%
- Female 22.1%
- Other 0.4%

EDUCATIONAL LEVEL:

- College Degree 45.2%
- High School Diploma 22.7%
- Advanced Degree 32.1%

COURSE RE-RUN #1 (JULY-DEC 2016)

- **Total Enrollments:** 2,190
- **Verified Enrollments:** 102
- **Course Completion:** 287 (13.1% of total enrollments)

LEARNERS ENROLLED FROM 128 COUNTRIES

MEDIAN LEARNER AGE: 28

:: TOP 3 COUNTRIES ::

- USA (9%)
- India (9%)
- Australia (12%)

GENDER RATIO:

- Male 77.1%
- Female 22.2%
- Other 0.7%

EDUCATIONAL LEVEL:

- College Degree 46.6%
- High School Diploma 24.9%
- Advanced Degree 28.5%
MKT1X - DIGITAL BRANDING AND ENGAGEMENT

Learn how to increase brand engagement through the creation and distribution of content using an owned digital channel approach.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Sonia Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department:</td>
<td>School of Marketing</td>
</tr>
<tr>
<td>Course length and effort</td>
<td>4 weeks @ 3-4 hours/week</td>
</tr>
<tr>
<td>Verified certificate cost</td>
<td>USD$49</td>
</tr>
</tbody>
</table>

LEARNING OBJECTIVES

- The inter-relationship between paid, owned and earned media
- Consumer change and how it is altering brand communications
- Content marketing and how owned content can be distributed across company-owned digital media assets
- The value of earned media which interests your audience

INNOVATIVE FEATURES

Within this course a number of strategies were implemented to drive and increase learner engagement.

Regular activities such as polls, questions, and discussion board tasks were integrated with the course content. Case studies were developed to illustrate key learning objectives. YouTube videos were used extensively to provide authentic examples of a range of marketing strategies, such as adverts and campaigns created to increase brand awareness and engagement.

A private Google+ Community was established to provide a safe online space where learners could share campaign examples from around the world in a supportive and encouraging environment. Learners who posted excellent contributions to the Community were acknowledged by the Course Instructor in the weekly email and course updates. In addition, commendable posts were ‘pinned’ to the G+ group to ensure that they were visible to all learners.

COURSE STATISTICS

This course has been offered three times during 2015 and 2016. The course statistics from all three instances are detailed on the following page.
INITIAL COURSE RUN (NOV-DEC 2015)

TOTAL ENROLMENTS: 23,586
VERIFIED ENROLMENTS: 434
COURSE COMPLETION: 1,777

LEARNERS ENROLLED FROM 184 COUNTRIES

:: TOP 3 COUNTRIES ::

MEDIAN LEARNER AGE: 31

GENDER RATIO:
- Female 44.6%
- Male 55.0%

EDUCATIONAL LEVEL:
- Advanced Degree 35.7%
- High School Diploma 16%
- College Degree 48.3%

COURSE RE-RUN #1 (APR-MAY 2016)

TOTAL ENROLMENTS: 11,589
VERIFIED ENROLMENTS: 262
COURSE COMPLETION: 566

LEARNERS ENROLLED FROM 163 COUNTRIES

:: TOP 3 COUNTRIES ::

MEDIAN LEARNER AGE: 29

GENDER RATIO:
- Female 49.4%
- Male 50.0%

EDUCATIONAL LEVEL:
- Advanced Degree 34.6%
- High School Diploma 15.2%
- College Degree 50.2%

COURSE RE-RUN #2 (SEP-OCT 2016)

TOTAL ENROLMENTS: 9,174
VERIFIED ENROLMENTS: 209
COURSE COMPLETION: 420

LEARNERS ENROLLED FROM 162 COUNTRIES

:: TOP 3 COUNTRIES ::

MEDIAN LEARNER AGE: 29

GENDER RATIO:
- Female 49.3%
- Male 50.1%

EDUCATIONAL LEVEL:
- Advanced Degree 33.6%
- High School Diploma 15.7%
- College Degree 45.7%
LEARNING OBJECTIVES

- How to manage an organisation’s online reputation
- The application of reputational management principles to manage online issues and crises
- How to build a strong participatory culture to engage an audience
- How to manage a crisis and respond appropriately across multiple platforms

INNOVATIVE FEATURES

In this course, learners take on the role of a Communications Manager at a fictitious organisation, making key decisions that will affect its online reputation. The Course About (promotional) video features a reported child abduction scenario at Kalybridge Shopping Mall. Learners are prompted to take on the role of the

Communications Manager at Kalybridge, and to decide how to handle the situation. Each module within the course concludes with a new development in the scenario and a series of polls requiring learners to determine their course of action. Feedback on their choices is then provided, and the options evaluated and discussed.

This course uses Twitter and Facebook as the main communication channels, with direct feeds embedded into a social media tab within the course materials.

The first time the course was offered, the course team used Periscope, a live streaming video app, to conduct a number of learner Q&A sessions throughout the course. These sessions were created as ‘events’ in Facebook and promoted via Twitter, email and course updates. The second time the course was offered, the course team decided to conduct a live Twitter Q&A using the course hashtag (#mkt2x).
COURSE STATISTICS

This course has been offered twice during 2016. The course statistics from both instances are detailed below.

INITIAL COURSE RUN (MAY-JULY 2016)

- **Total Enrolments**: 7,899
- **Verified Enrolments**: 165
- **Course Completion**: 286 (3.6% of total enrolments) (8.6% of active learners)

**Learners Enrolled From**: 162 Countries

**Median Learner Age**: 30

**Top 3 Countries**: USA (15%), India (12%), Australia (5%)

EDUCATIONAL LEVEL:
- High School Diploma: 18.6%
- College Degree: 46.6%
- Advanced Degree: 34.8%

GENDER RATIO:
- Male: 50.2%
- Female: 49.1%
- Other: 0.7%

COURSE RE-RUN #1 (OCT-DEC 2016)

- **Total Enrolments**: 5,894
- **Verified Enrolments**: 150
- **Course Completion**: 192 (3.2% of total enrolments) (9.2% of active learners)

**Learners Enrolled From**: 162 Countries

**Median Learner Age**: 29

**Top 3 Countries**: USA (14%), India (9%), Australia (4%)

EDUCATIONAL LEVEL:
- High School Diploma: 18.9%
- College Degree: 48.5%
- Advanced Degree: 32.6%

GENDER RATIO:
- Male: 48.9%
- Female: 50.7%
- Other: 0.4%
ENV1X - ENVIRONMENTAL STUDIES: A GLOBAL PERSPECTIVE

Learn the fundamentals of environmental studies as you explore global and local communities and determine solutions to environmental challenges.

Instructor: Teri Balser and Joseli Macedo

School/Department: Faculty of Science & Engineering and the School of Built Environment

Course length and effort: 6 weeks @ 2-3 hours/week

Verified certificate cost: USD$49

LEARNING OBJECTIVES

- List and define fundamental terms and concepts in environmental studies
- Describe the ways that human use of resources impacts the environment
- Analyse and compare environmental issues in different parts of the world
- Apply environmental studies principles to evaluate your community, and identify and recommend solutions to local challenges
- Share stories and findings about your local (natural and built) environment

INNOVATIVE FEATURES

This course requires learners to explore and discuss the environmental challenges facing their local environment, and to share their observations within a global learning and action community. Learners select the role of Traveller, Scholar or Champion and create discussion posts and reflections for each module. The final project is a photo journal that learners post to a private Google+ Community.

The course also features videos of nineteen Curtin experts who provide additional perspectives on the core topics. The experts include planetary scientists, geochemists, conservation biologists, urban planners, geologists, animal nutritionists, marine biologists, behavioural ecologists and human geographers.

The UN Sustainable Development Goals are referenced throughout the course and a representative of UNESCO’s Asia-Pacific regional bureau participated as a Community Teaching Assistant within the discussion boards.
COURSE STATISTICS

This course has been offered once in 2016. The course statistics are below.

INITIAL COURSE RUN (SEP-NOV 2016)

TOTAL ENROLMENTS: 3,857
VERIFIED ENROLMENTS: 51
COURSE COMPLETION: 100

LEARNERS ENROLLED FROM 158 COUNTRIES

:: TOP 3 COUNTRIES ::

USA 13%
INDIA 10%
AUSTRALIA 5%

MEDIAN LEARNER AGE: 27

GENDER RATIO:

- Female 62.5%
- Male 46.9%
- Other 0.8%

EDUCATIONAL LEVEL:

- High School Diploma 25.0%
- College Degree 43.4%
- Advanced Degree 31.6%
EDU1X - ANALYTICS FOR THE CLASSROOM TEACHER

This course is ideal for school teachers who want to improve their teaching through valuable data-driven insights.

**Instructor**  
Demetrios Sampson

**School/Department:**  
School of Education

**Course length and effort**  
6 weeks @ 4 hours/week

**Verified certificate cost**  
USD$49

**LEARNING OBJECTIVES**

- How educational data analytics can improve classroom teaching and learning, as well as supporting data-driven decision-making at various levels of school operations
- An understanding of current, state-of-the-art teaching and learning analytics tools and methods
- How teaching analytics can be used to analyse your lesson plans
- How learning analytics can be used to analyse the classroom delivery of your lesson plan and reveal more about your students’ learning
- How you can reflect on your teaching practice by combining insights from both teaching and learning analytics

**INNOVATIVE FEATURES**

The area of teaching and learning analytics is a new frontier in education. As the field is still evolving, we wanted to present current, cutting-edge information from leading international figures. We began by filming video interviews with Curtin experts in Perth, then extended our reach to include academics in Sydney and Melbourne, and finally reached out to connect with experts in education analytics around the world. The result is that EDU1x is our first truly global MOOC, featuring commentaries and insights from experts in Australia, the USA, Greece, Germany, Norway, and Estonia.

The course was built to be entry-level and useful for teachers, so we wanted to ensure that it was practical and not technically overwhelming. To help ground the content, each module features a continuing case study about a science teacher who wants to use teaching and learning analytics in his classroom. We created scenarios, provided worked examples, and used video walk-throughs of open-source tools to analyse classroom data step-by-step. This pulled together the concepts and tools covered in each module, and demonstrated clearly how teachers could implement what they’d learned, in their classrooms, right away.

The course may also be considered as professional development for teachers. In Western Australia, all registered teachers are required to complete professional learning activities to keep their registration current. The Teacher’s Registration Board of WA indicated that teachers in WA can complete the MOOC as part of their Continuous Professional Development, as long as they are able to demonstrate that the activities relate to the **Professional Standards of Teachers in Western Australia** at a proficient level. Teachers may choose to provide formal evidence of their participation with an edX verified certificate.
This course has been offered once in 2016. Although this course had the lowest first-run enrolment numbers, it had the highest proportion of learners undertaking a verified certificate (3.0% as of 8 December). The course statistics are below.

**INITIAL COURSE RUN (OCT-DEC 2016)**

- **Total Enrolments:** 2,826
- **Verified Enrolments:** 85
- **Course Completion:** 196 (63% of total enrolments)

**Medians**
- **Learner Enrolled From:** 130 Countries
- **Median Learner Age:** 35

**Top 3 Countries:**
- USA
- Greece
- Australia

**Gender Ratio:**
- Female: 52.9%
- Male: 46.3%
- Other: 0.8%

**Educational Level:**
- Advanced Degree: 52.2%
- College Degree: 38.0%
- High School Diploma: 9.8%
MARKETING AND PROMOTION

A range of marketing strategies were implemented to promote CurtinX courses both domestically and internationally. A brief summary of each is provided below.

COURSE ABOUT VIDEOS

One key promotional tool is the Course About video, which is 1-2 minutes of visually engaging media to entice learners to register for a course. Our team worked closely with University Marketing and a number of external video production teams to brainstorm, script, shoot, and produce Course About videos for all of our CurtinX courses.

The link to each Course About video is provided below, along with their associated number of views, collated from both the Curtin and edX YouTube Channels where the videos are published.

BLOG POSTS

For each of our MOOCs, we worked with University Marketing to produce a number of blog posts on topics related to each course. These posts have been released in a variety of ways – some have been disseminated by teaching staff via professional networks such as LinkedIn, others have appeared as Curtin news items, and each MOOC has had a post featured on the edX blog.
SOCIAL MEDIA

University Marketing used their social media channels, including Facebook, Twitter, Instagram, and LinkedIn, to promote our MOOCs. Social media posts were shared and tagged with edX to align with their social media promotions of the courses.

Social media has been used as an engaging teaching tool in several of our MOOCs, particularly those run by the School of Marketing. As mentioned previously, MKT2x used social media tools such as Periscope and Snapchat, in addition to Twitter and Facebook, to encourage further engagement and form connections with learners throughout the course.

STUDY AT CURTIN

Within each individual MOOC, a ‘Study at Curtin’ tab (webpage) was included. This tab was used to promote related Curtin courses of study to edX learners. The content of each tab was customised to market courses that the Faculty wanted to promote. Postgraduate and online courses were listed first wherever possible to provide an entry pathway for international/global students. Google Analytics code was embedded into each page to provide information on how many students had visited the page and for how long.

ELECTRONIC DIRECT MAIL (EDM)

Once a MOOC had ended, University Marketing sent follow-up communications to enrolled learners via electronic direct mail. These strategic EDMs targeted the following segments:

- those who had completed the MOOC
- those who enrolled but did not complete the MOOC.

Each EDM was tailored to the target audience and promoted both relevant future MOOCs and Curtin courses that may interest the recipient.
CURTINX FACEBOOK PAGE

In 2016 the CurtinX Facebook page was created to help market our MOOCs and connect with learners outside the edX platform. Learners receiving EDMs were encouraged to ‘like’ the CurtinX FB page to keep in touch.

Prior to the launch of a MOOC, and while it is running, we promote both the MOOC and the Course Instructor via our CurtinX Facebook page.

We have also taken advantage of opportunities to showcase our MOOCs by highlighting the achievements of Curtin staff involved in the courses. An example was when Professor Kingsley Dixon, who featured in our Environmental Studies MOOC, was named Western Australian Scientist of the Year.

STUDENT TESTIMONIALS

Running courses for a second and third time in 2016 has provided us with positive testimonials from students via our course Discussions. Working in collaboration with edX, we reached out to learners who took our courses and edX then published successful learner stories.

One example was the blog post about Christina Fong, who successfully completed MKT1x – Digital Branding and Engagement. Christina was later approached to be a Community Teaching Assistant in the course re-run (more about CTAs shortly).

WEBSITE PROMOTION

In addition to the strategies listed above, all of our MOOCs have been promoted on the Curtin website. The edX logo has also been incorporated into the footer of the Curtin website, which shows not only that Curtin is a member of the edX Consortium, but also provides a link to all of the CurtinX courses available on edX.
The successful design, development and moderation of a MOOC is very time-intensive. The CurtinX team, in conjunction with Faculty staff, have implemented a number of strategies to ensure that future MOOCs are sustainable.

**CERTIFICATE REVENUE**

All CurtinX courses are free to audit (i.e. learners are able to review and access the content materials at no cost), however students who wish to demonstrate successful completion of a course may opt to purchase a verified certificate. CurtinX verified certificates are currently priced at either USD$49 or USD$50 per course, and can be downloaded or shared with employers, schools or other institutions.

The revenue generated from CurtinX courses is distributed directly back to the relevant Faculty. Although it is often a nominal amount, it does provide a small return on investment. Where possible (and if appropriate), courses are offered in Self-Paced mode (see right), which provides Faculties with the potential to generate further revenue.

**INSTRUCTOR-LED OR SELF-PACED**

The current portfolio of CurtinX courses includes a mix of both instructor-led and self-paced courses. Moving forward, Curtin plans to trial offering more courses in self-paced mode.

Instructor-led courses have a specific start and end date, which means that learners can only enrol at specific times during the year. Instructor-led courses are managed by a Course Instructor; they have assessment deadlines and require regular discussion forum moderation and ongoing communication with learners. Certificates are granted one to two weeks after the course ends.

In comparison, self-paced courses allow learners to enrol at any time and are typically open for extended periods, providing greater flexibility for those who are time-poor. Certificates are self-generating, so once a learner completes a course they can request their certificate immediately. As self-paced courses are available to learners more often, they have the potential to generate increased certificate revenue.

Where possible, self-paced courses utilise Community Teaching Assistants (CTAs) who assist Course Instructors by answering common learner queries on the discussion boards. This sustainable teaching model has proven to be very effective in a number of our courses, and is one strategy that we will continue to use. More detail is provided on the following page.
COMMUNITY TEACHING ASSISTANTS (CTAs)

edX courses thrive on peer-to-peer interactions and engagement, as well as instructor-led interactions. In order to maximise this, we leveraged the skills of previous learners who had successfully completed one of our courses. These high performers were identified and offered the role of Community Teaching Assistants (CTAs) in future runs of each course.

The main role of CTAs is to assist in the administration of the discussion forums and social media platforms. This helps to stimulate active learner participation and feedback, but reduces the requirement for staff moderation.

This combined moderation model is particularly suited to course re-runs. The goal is to have a minimum level of staff moderation to reduce resource time and cost, while sustaining a high-quality learner experience. In this model, forums are monitored on a limited basis by course staff and most of the moderation effort is led by CTAs. The course staff are involved, but the instructor is only minimally involved which greatly reduces staff time and cost.

Utilising Community Teaching Assistants has been very successful. When selecting CTAs, we try to identify learners living in different parts of the world (occupying different time zones), which enables them to respond to queries almost around the clock. We have found them to be enthusiastic course advocates and a source of inspiration for other learners. They are also a great help in decreasing the administrative overhead and creating a sustainable model for re-running MOOCs.

CTAs receive a small token of thanks on completion of the course. They are sent a personalised letter of appreciation from the Head of School thanking them for their valuable contribution. Below is some feedback from one of our CTAs.

"It was honestly my pleasure! I had so much fun helping with the course and if you are looking for CTA’s for next time I would absolutely be open to helping out again. I keep recommending the course to people in the digital/social departments at my company - it’s so robust and I think it provides great value."

LAUREN BURRELL - CTA MKT1x
RE-USING MOOC LEARNING MATERIALS

When a new CurtinX course is designed and developed, a range of new learning materials are produced by the CurtinX team. These materials typically include rich graphic resources (photographs, illustrations, icons, and infographics), updated slide decks and handouts, professional videos of teaching staff, interviews with national/international experts, and, in some courses, video scenarios and case studies.

In addition to being embedded within the CurtinX courses, all the multimedia learning materials are also made available to faculty staff. This allows them to immediately be used within their existing teaching units, so that Curtin students as well as edX learners have access to these enriched digital learning resources. In addition, some creative faculty staff members have also used the CurtinX course graphics within social media posts to drive further student engagement.

SUSTAINABLE VIDEO PRODUCTION

When the first CurtinX course (TBOMx - The Business of Mining) was created, limited time and resources meant a number of development tasks were outsourced. This included the shooting, editing, production and post-production of content videos. Consequently, this resulted in costly video production work.

Since then, a number of financially responsible measures have been undertaken to reduce the cost of video work. This includes employing an Educational Digital Media Officer as part of the central CurtinX team, to help create, capture, edit and publish digital learning assets (videos, graphics, motion graphics and animation) for CurtinX courses.

In addition, our team collaborates with a number of other university departments in order to take advantage of existing expertise at Curtin. As mentioned, we work with the University Marketing Audio Visual Team to create promotional ‘Course About’ videos, and where possible, we access video assistance from within the Faculty Learning Engagement Teams. These collaborations have proved to be very successful and we plan to continue these working relationships in 2017.
FUTURE PLANS

Advances in technology and new opportunities are transforming the landscape for higher education. There is now a growing interest and willingness to engage in alternative pathways that are more affordable, accessible and relevant.

In September 2016, Curtin joined with 13 national and international institutions to launch the MicroMasters programs as part of our collaboration with edX. Curtin’s initial MicroMasters credential, the MicroMasters in Human Rights, will be run through the Centre for Human Rights Education (CHRE) and will develop learners’ understanding of human rights ideas and practices at local, national and international levels. The program is currently open for enrolments and the first course will commence on 14 February 2017. Learners who attain the MicroMasters credential by completing verified certificates in the three courses may be granted credit towards the 300 credit, fully on-line degree program, Master of Human Rights.

Curtin is also collaborating with MIT on a MicroMasters credential in Supply Chain Management, to provide new options for online learners around the globe. Learners who complete the MIT MicroMasters credential may be granted credit towards either the Master of Supply Chain Management or the Master of Commerce (Supply Chain Management) degrees at Curtin.

Opportunities for edX partners to propose business and computer science MicroMasters credentials will be available in early 2017.

In 2017, CurtinX will also be working with the School of Media, Culture and Creative Arts to create a series of MOOCs in Internet Studies.

RE-IMAGINE HIGHER EDUCATION

From mid-2015 to 2016, a number of new strategies were trialled with respect to MOOC offerings. The partnership between Curtin and edX was strengthened by the mutual strategic goal to increase access to high-quality education for everyone, everywhere. The mission was to address the barriers to learning from both geographical and financial viewpoints. Given the costs and time required to develop a high quality MOOC, the CurtinX team explored different models of design, development and facilitation. These were contingent on the discipline, teacher and learner interests, and existing learning resources available - the selected models blended elements of instructor-led online learning, asynchronous learning and self-paced online learning.

Conversations have moved on to ways to capitalise and optimise MOOC development by investigating stackable credentials and offering the new edX MicroMasters credential. The ability to track students and convert an edX learner into a Curtin student is of high priority, and currently we are trialling offering credit for Recognised Learning for MOOCs and MicroMasters, to provide entry pathways for edX learners into our degree programs.

With the changes in learners’ behaviour and the demand for lifelong learning, the challenge for us in 2017 and beyond is to engage and re-imagine innovative curriculum design for higher education. There are ample opportunities ahead, and we must look forward to new ways of teaching with pathway models that are effective in pursuing innovation in higher education in the global arena.

“

The line between the years we learn and the years we earn has blurred; to stay relevant, workers must train nonstop ... We’re talking less about K-12 education and more about K-Gray education, kindergarten to retirement.

D Yang, President and COO, Udemy

"