

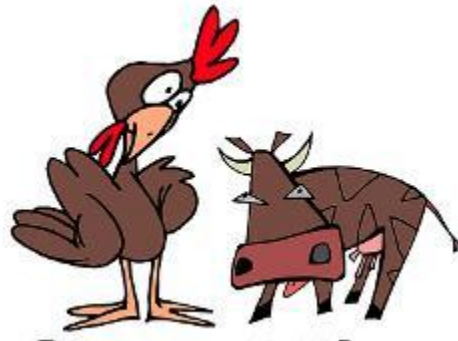
From the Editor

MOO or Squawk?

I'm at a bit of a loss on what to think of the rather sudden rise of MOOCs – massively open online courses. In the rapidly evolving (think dot com bubble) universe of open (no admission requirements, no money changing hands) online courses there is a land-grab rush by universities to jump in. The Chronicle of Higher Education describes MOOCs as courses that “are taught online to large numbers of students, with minimal involvement by professors. Typically, students watch short video lectures and complete assignments that are graded either by machines or by other students. That way a lone professor can support a class with hundreds of thousands of participants” (see <http://chronicle.com/article/What-You-Need-to-Know-About/133475/>).

There are three (so far) major organizations comprised of participating universities that are staking out turf in the MOOCaverse: Udacity, edX and Coursera. edX started with MIT and Harvard; recently Berkley and the U Texas system have joined. Coursera has 34 universities as of this writing; Udacity was developed by faculty from Stanford.

All three organizations are trumpeting the virtues of excellent education freely available to everyone. Udacity talks about the “best” professors being able to teach millions of students. David Stavens of Udacity sees a day when MOOCs will disrupt how faculty are attracted, trained and paid, with the most popular “compensated like a TV or movie actor.” edX advertises that an education that was only available to a few (those who could get in to Harvard or MIT) will now be available to all.



I realize I'm sometimes unimaginative in my thinking but I can't see the logical conclusion of this rush to provide for free what those of us with a college education have often considered the best investment in our lives. I recall how my college professor described the 2nd law of thermodynamics – there's no such thing as a free lunch. I believe that will hold true in this case as well. Perhaps Stanford, MIT and Harvard are doing something because they can. Perhaps the skeptics from the dark ages of online learning (10 years ago) were right and we will end up with only 2 – 3 universities that capture the entire higher education market. Perhaps advertisers will fund it all and ads to purchase Mathematica will pop up when you take that statistics class. I hope the road leads somewhere besides those destinations.

I wonder if MIT will have its traditional students take the edX courses instead of coming to class? I rather doubt it.

Eugene Rutz, Editor
(email comments / rebuttals / kudos to
eugene.rutz@uc.edu)



Division News

Upcoming CPDD Executive Board Elections

Watch for an email about the nominee for Treasurer and the nominees for two Director positions to hit your in-box during the week of January 7, 2013. The election will take place at the CPDD Business Meeting during CIEC in Phoenix, Arizona, February 6-8, 2013.

If you are unable to attend the Business Meeting, you will have the opportunity to cast your vote via return email.

Membership Report

1. CPDD membership is growing!

This increase happened because of the recent push from our current members promoting our division. A big THANK YOU to all of you! Let's keep up the good work.

2. Don't be a "LAPSED" Member.

Remember to RENEW your membership in ASEE and CPDD when due.

3. INVITE a colleague to join.

Do you know someone (colleagues from associations, businesses, and universities) who would benefit from being a member of ASEE and CPDD? Just email their name and contact information to nancy-kruse@utulsa.edu (CPDD Past Chair and Membership Coordinator) and a letter of invitation, along with information about CPD and ASEE, will be sent to them.

SIGS

What are CPPD SIG's (Special Interest Groups)?

The Continuing Professional Development Division of ASEE is blessed with many diverse members from business, industry, government and academic institutions around the world. Groups have been formed in five areas based on member interest: Administration, Delivery, Faculty, Industry and International.

Descriptions of these areas and the current group leaders are:

SIG-Chair – (Mark Schuver – Purdue University)

Serves as the main point of communication among the SIGs and between the CPDD Executive Board and the SIG Group Leaders; provides information to the membership about SIGs, chiefly through the Newsletter

SIG-ADM – (Dr. Pasquale Cinnella – Mississippi State University)

Members who are involved with the administrative aspects of development and delivery of credit and non-credit courses in science, technical, engineering and math fields.

SIG-DEL – (Marty Ronning – University of Maryland)

Members from industry and education interested in the technical issues associated with development and delivery of distributed/distance learning programs.

SIG-FAC – (Doug Ernie – University of Minnesota)

Members interested in the issues relative to the education and training of engineering professionals through continuing engineering education programs, with

emphasis on andragogical learning strategies, course development, and other issues related to the education of adults learners.

SIG-IND – (Lynda Coulson – Rolls-Royce Corp.)

Members of business and industry, who are responsible for the analysis, design, development, implementation and evaluation of training and development programs for science, technical, engineering, and math related occupations.

SIG-INT - (Ed Borbely – University of Michigan)

Members from education and industry who are interested in the unique aspects of delivering training and education in science, technical, engineering, and math related occupations in the international arena.

How can CPDD membership and participating in a SIG benefit me and my organization?

SIGs create opportunities to network with individuals from academics, government and business/industry to share best practices. With a simple email to the list-serve you can conduct a survey to find out what others are doing in your area of interest. The CPDD website contains information regarding current topics.

How can I join a SIG?

Contact the SIG Chair (currently Mark Schuver at mschuver@purdue.edu (765) 496-2094 or any Board Member.

CIEC 2013

February 6-8, 2013
Phoenix, Arizona



The Conference for Industry and Education Collaboration (CIEC) is an annual event for colleagues interested in the partnership between industry and engineering educators. Now in its 37th year, this meeting targets outcomes, new initiatives, networking opportunities, and innovation in engineering education.

Explore a world of possibilities at the 2013 CIEC. Online registration is open at <http://www.asee.org/conferences-and-events/conferences/ciec/2013>

This year at the CIEC:

- Tour the Mars Space Flight Facility at Arizona State University (pre-conference).
- Hear the plenary on “Navigating the Global Job Market: The Role of Universities in Work Readiness.”
- Participate in 40 sessions presented by sponsoring divisions.
- Attend the meet and greet EXPO to interact with industry exhibitors and sponsors.
- Golfers, challenge your colleagues at the Golf Outing – first 16 to register golf free!

- Meet new colleagues and reacquaint with those you met at previous conferences.

More on MOOCs

The [AP](#) (11/14, Pope) reports, "Nearly 2 million students could be a step closer to getting credit for their work in free, online classes, under an agreement announced Tuesday. Mountain View, Calif.-based Coursera - an online platform for about 200 classes from 34 universities such as Princeton, Duke and Stanford - said the American Council on Education would begin evaluating about five Coursera classes initially for possible credit recommendations, and the number could grow." ACE "said the credit evaluation would be part of a broader effort financed by the Bill and Melinda Gates Foundation to study so-called 'Massive Online Open Courses' - MOOCs - and 'answer questions about the disruptive potential of this new and innovative approach to higher education.'"

The [New York Times](#) (11/14, Lewin, Subscription Publication) reports, "The council's credit evaluation process will begin early next year, using faculty teams to begin to assess how much students who successfully complete Coursera MOOCs have learned. Students who want to take the free classes for credit would have to pay a fee to take an identity-verified, proctored exam. If the faculty team deems the course worthy of academic credit, students who do well could pay for a transcript to submit to the college of their choice. Colleges are not required to accept those credits, but similar transcripts are already accepted by 2,000 United States colleges and universities for training courses offered by the military or by employers."

[Bloomberg News](#) (11/13, Lorin) reports, "The ACE evaluation will focus on whether the courses can improve educational outcomes - college completion rates and learning productivity, council President Molly Corbett Broad said in the statement. 'MOOCs are an intriguing, innovative new approach that holds much promise for engaging students across the country and around the world, as well as for helping colleges and universities broaden their reach,' Broad said. 'As with any approach, there are many questions about long-term potential.'"

The [Washington Post](#) (11/13, Anderson) reports, "In the meantime, the Gates Foundation is awarding the council more than \$895,000 in grants to coordinate research on MOOCs and convene university presidents for an "innovation lab" to discuss strategies to capitalize on the potential of the free online courses. The foundation also announced Tuesday awards of more than \$2 million to other organizations and schools for projects related to MOOCs."

The [Chronicle of Higher Education](#) (11/14, Young) reports, "Tristan Denley, provost at Austin Peay State University, outside of Nashville, said that if MOOC's proved an equivalent replacement for traditional courses, he would expect his institution to embrace them. 'It is already the case that about half of the graduates from Austin Peay State University did not begin with us. They bring transfer credit,' he said. 'So we are not averse in any way to transfer credit-this is just another source of that.'" According to Josh Jarrett, deputy director for postsecondary success at the Gates foundation, "'MOOC's may be the next generation of AP courses.' Many students already arrive at campuses with credit they earn by passing Advanced Placement tests in high school, and MOOC's may simply prove another way for students to get a jump on college."

[Inside Higher Ed](#) (11/13, Fain) reports, "Not everybody is thrilled about MOOCs, however. Some faculty members fear that colleges might rush to use the courses without attention to academic quality or before much is known about how well they work. And automated testing and peer grading remain unproven substitutes for professors, who may also worry about MOOCs being a way for technocrats to cut faculty" positions. "ACE will need to do selling among its members if it is to issue credit recommendations for MOOCs. With more than 1,800 member institutions, the umbrella group represents many colleges that have a chilly take on what the council calls the 'disruptive potential' of MOOCs."

The [Los Angeles Times](#) (11/14, Gordon) "LA Now" blog noted, "Coursera, a for-profit organization, was founded by two Stanford University computer science professors last year and now offers about 200 courses for free, many from such schools as Caltech, Princeton and UC Irvine. A spokeswoman for the American Council on Education said it is also in talks to possibly evaluate classes for Coursera's nonprofit rival called EdX, a smaller online consortium that includes Harvard, MIT and UC Berkeley."

Thanks to Greg Ruff and First Bell for providing the content.

Kudos

On October 12, 2012 the University of Maryland's Clark School of Engineering held a dedication ceremony to inaugurate the Arnold E. Seigel Learning Center, a new suite of studio classrooms located in J.M. Patterson Building designed to use cutting edge technology and best practices in online learning to deliver high quality, blended

education both face to face and at a distance. The six classrooms, ranging in capacity from 17 to 122 seats, are equipped with state-of-the-art lighting, acoustics, high definition cameras, and sophisticated lecture capture software that both stream live and record a classroom in session. Instructors are provided with a spacious workstation that includes a computer, overhead document camera, touch screen room controls, and an electronic tablet for drawing and/or annotating. You can see the story and read more at:

www.dets.umd.edu/news/news_story.php?id=6818

ASEE Annual Conference

*Engineering
Education:
Frankly, We Do
Give a D*mn;*
June 23 - 26, 2013.
Atlanta, Georgia



Highlights include the "Greet the Stars" orientation for new ASEE members and first-time conference attendees, the ASEE Division Mixer, and the "Focus on Exhibits" Welcome Reception, Brunch, Ice Cream Social and Closing Lunch. The 2013 conference will be in Atlanta, Georgia at the Georgia World Congress Center (GWCC) and the Omni Hotel at CNN Center.