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Title: What's next for MOOC's?

Abstract:

In 2013, the authors of this paper developed and implemented a massive open online course (MOOC) in Leadership Ethics with mixed results in student engagement and completion rates. As part of preparing for the second running of the course in 2017, various obstacles and key factors faced were identified, modified and/or restructured, and a research-based engagement model was adopted containing simple checkpoint problems, case studies and homework, as well as an interactive ethical decision making App (Android & Apple) developed by the authors. For the third running of the MOOC in 2018, the authors, in conjunction with the Sandbulte Center for Ethical Leadership and the American Health Information Management Association (AHIMA), gained accreditation in professional development for the MOOC in fields of healthcare, informatics, and healthcare management. In this paper we will discuss specific obstacles and key factors, and how changes in certain course design aspects had a positive effect on student enrollment, behavior and results, based on current research correlations between student involvement, course completion and higher retention. This paper also reviews what other organizations are doing with MOOC's, their basic MOOC design criteria and principles, and what may be needed for the general accreditation of future MOOCs, as well as identifying safeguards relating to cost- and resource-effectiveness as potential trade-offs for a quality education.