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Workshop on Massive Open Online Courses (moocshop)

Workshop Co-Chairs:

Zachary A. Pardos
Massachusetts Institute of Technology

Emily Schneider
Stanford University

http://www.moocshop.org

Preface

The moocshop surveys the rapidly expanding ecosystem of Massive Open Online Courses (MOOCs). Since late 2011, when enrolment for Stanford's AI class went viral, MOOCs have been a compelling and controversial topic for university faculty and administrators, as well as the media and blogosphere. Research, however, has played a relatively small role in the dialogue about MOOCs thus far, for two reasons. The first is the quickly moving landscape, with course scale and scope as the primary drivers for many stakeholders. The second is that there has yet to develop a centralized space where researchers, technologists, and course designers can share their findings or come to consensus on approaches for making sense of these emergent virtual learning environments.

Enter the moocshop. Designed to foster cross-institutional and cross-platform dialogue, the moocshop aims to develop a shared foundation for an interdisciplinary field of inquiry moving forward. Towards this end, we invited researchers, technologists, and course designers from universities and industry to share their work on key topics, from analytics to pedagogy to privacy. Since the forms and functions of MOOCs are continuing to evolve, the moocshop welcomed submissions on a variety of modalities of open online learning. Among the accepted papers and abstract-only submissions, four broad categories emerged:

- Position papers that proposed lenses for analyses or data infrastructure required to lower the barriers for research on MOOCs
- Exploratory analyses towards designing tools to assess and provide feedback on learner knowledge and performance
- Exploratory analyses and case studies characterizing learner engagement with MOOCs
- Experiments intended to personalize the learner experience or affect the psychological state of the learner

These papers and abstracts are an initial foray into what will be an ongoing dialogue, including discussions at the workshop and a synthesis paper to follow based on these discussions and the proceedings. We are pleased to launch the moocshop at the joint workshop day for AIED and EDM in order to draw on the expertise of both communities and ground the workshop discussions in principles and lessons learned from the long community heritage in educational technology research. Future instantiations of the moocshop will solicit contributions from a variety of different conferences in order to reflect the broad, interdisciplinary nature of the MOOC space.

June, 2013
Zachary A. Pardos & Emily Schneider

Program Committee

Co-Chair: Zachary A. Pardos, *MIT, USA* (pardos@mit.edu)
Co-Chair: Emily Schneider, *Stanford, USA* (elfs@cs.stanford.edu)

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