

# МЭСИ

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ЭКОНОМИКИ, СТАТИСТИКИ И ИНФОРМАТИКИ



MOOCs and traditional educational process: confrontation or integration?»

Director of the Institute of Economics  
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Natalia Dmitrievskaia, PhD

A globe with a glowing orange and red arc passing over it. Red text is overlaid on the globe, including 'Cotton 1,966', 'Euro 95020', and 'Cattle 8640'. Other text like 'Wheat 36', 'Nat. Gas 4575', and 'Lean Hog 967' is also visible.

[www.mesi.ru](http://www.mesi.ru)

# MOOC phenomenon

- The term “Massive Open Online Course” appeared in 2008
- 2012 - year of MOOCs
- was called by some researchers as a tectonic shift in the educational landscape and predicted to become a strong competitor for educational settings regular programs
- MOOC platforms such as Coursera and others have an unreal number of enrollments but at the same time the dramatic volume of dropouts
  - Leads to a rethinking of the education system of both higher and further, traditional and on-line,
  - there is a change of philosophy of education in the direction of the widest possible democratization,
  - making education accessible to anyone interested
- possibility of using MOOC - a variety of purposes, including:
  - marketing,
  - search and select the strongest applicants
  - monetization opportunities through certification and additional services (eg, consulting support, advertising, publishing, access to the students portfolio for employers)



# Project #1: MOOCs integration

University/ Course	Programme	Programme course/ Integration model	Number of students enrolled/ graduated
<a href="#">Stanford University/</a> <a href="#">General Game Playing</a>	Mathematical Methods in Economics	Game theory and decision-making methods  Integration in to the regular course	28/ 28
<a href="#">Princeton University/</a> <a href="#">Statistics One</a>	Economics (Bachelor), Management (bachelor's degree), Economics (MSc, “Statistical and mathematical methods of forecasting the economy”)	Statistics, Business Statistics and Forecasting  Additional elective course	91/ 47

# Conclusions of the experiment

- » In contrast to the usual statistics of MOOCs with high percentage of drop out within the experiment we have from 50 to 100 % of completion:
  - According elective model (facultative) around 50 % of participants successfully completed the training
  - Integrated model - 100%
- » MOOC integration into the educational process may be done in two ways:
  - by inclusion (integration) in to the discipline in light of the educational results in the score-rating system accounting student achievement
  - using the MOOC as a basis for elective courses with teachers advisory support, providing assistance for students in terms of terminological and methodological aspects that often cause difficulties for Russian students because of the low level of knowledge of the English language and lack of self-learning skills (these two factors lead to high level MOOCs incompleteness).

# MOOCs inclusion in the educational process enables:

- enrichment of the learning content by use of MOOC educational materials and activities
- the use of additional teaching methods to diversify the learning process
- the ability to integrate students into the international educational space within a particular subject domain
- teachers integration into the professional community
- increase the level of students (and teachers) foreign language in the subject area

Project #2: MOOCs Design and  
Delivery in the frame of  
OpenUpEdu project

# OpenupEd project

- Under the auspice of o European Association of Distant Teaching Universities (EADTU) with European Commission support
- Participants : 11 universities from France, Italy, Lithuania, Netherlands, Portugal, Slovak, Spain, United Kingdom, Russia, Turkey, Israel
- Each University deliver courses on their own LMS in English or national languages
- In total around 40 courses were developed on 12 languages in different subject areas
- With workload from 20 to 200 of academic hours
- Self organized with individual schedule or according to the exact time schedule
- At the end of the course successful participants can ask for a certification for additional payment from 25 to 400 euro depending on the University policy

# MOOCs developed by MESI

- LMS: Moodle
- <http://lms.mesi.ru/>
- Languages are : Russian and English
- Subject areas: Economy, linguistic (Russian language), ICT in education
- Example: Course “**Fundamentals of Economics**”
  - 146 enrollments from 42 countries
  - Most of them are just: “take a look” or to “try” the test from one module
  - Only 7 active students with high level of educational results
  - Learning materials are: video-lessons, ppt presentations, assignments (assay, case studies, tests)

# Delivered courses

MESI Massive Open Online Courses

Открытые образовательные ресурсы МЭСИ для массового использования

You are not logged

English

OpenupEd



Questionnaire/Onpor

## Courses

### ▼ Economics and Finance

Fundamentals of Economics



Taxes and Taxation in Russia



### ▼ Russian as a Foreign Language

Business Russian (Pre-Intermediate)



Let us speak Russian! Upper-Intermediate / Advanced



### ▼ Computer Science and Applied Informatics

Basics of Distance Education



ICT competence (elementary, advanced, professional)



Collapse all Expand all

Search courses:

# Additional resources

## Useful Readings

### Internet Resources

1. Social Science Research Network. Social Science Research Network (SSRN) is devoted to the rapid worldwide dissemination of social science research and is composed of a number of specialized research networks in each of the social sciences <http://www.ssrn.com/>
2. The National Bureau of economic research (NBER). The data base of working papers and publications <http://www.nber.org>
3. The Economist. The Economist online offers authoritative insight and opinion on international news, politics, business, finance, science and technology.. <http://www.economist.com>
4. Economics. Economics is a pathbreaking journal that adopts an open source approach to publication, viewing research as a cooperative enterprise between authors, editors, referees, and readers <http://www.economics-ejournal.org/>
5. The World Bank data base <http://data.worldbank.org/>
6. The World bank publications <http://www.worldbank.org/reference/>
7. OECD Economy. OECD economic outlook, analysis and forecasts <http://www.oecd.org/economy/>
8. OECD Statistics. OECD statistic data <http://www.oecd.org/statistics/>
9. The 51 Key Economics Concepts <http://www.econlib.org/library/Topics/HighSchool/KeyConcepts.html>
10. Economics A-Z terms from The Economist <http://www.economist.com/economics-a-to-z>
11. Video lecture Mark Thornton (LvMI, Ludwig von Mises Institute) 350 Years of Economic Theory in 50 Minutes

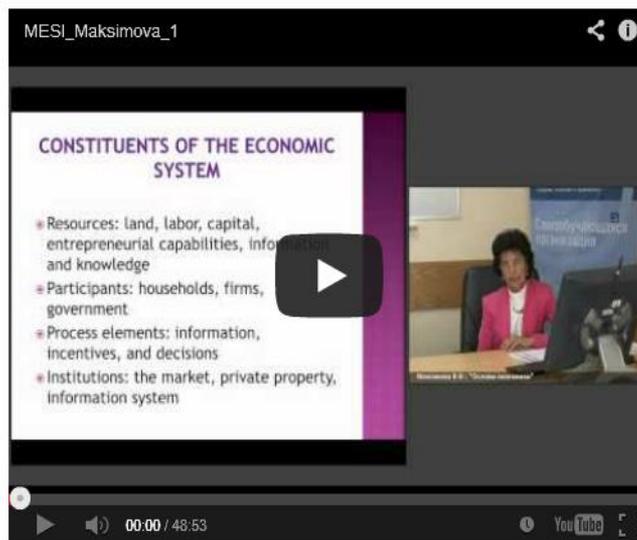


12. Video from The Open University 60 Second Adventures in Economics <http://www.open.edu/openlearn/history-the-arts/culture/philosophy/concepts/60-second-adventures-economics-rational-choice-theory>
13. Uhlig, Harald, 2012. "Economics and reality," Journal of Macroeconomics, Elsevier, vol. 34(1), pages 29-41 <http://www.nber.org/papers/w16416>
14. The mystery of stable prices The Economist, Apr 11th 2013, 15:29 by R.A. <http://www.economist.com/blogs/freeexchange/2013/04/monetary-policy-1?fsrc=rss>

# Video for each module

## MESI - Fundamentals of Economics

В НАЧАЛО ► FUNDAMENTALS OF ECONOMICS ► 23 СЕНТЯБРЬ - 29 СЕНТЯБРЬ ► COURSE INTRODUCTION



First video lecture is an introduction to the course and devoted to the following questions:

1. Economics as a discipline.
2. The role of economic theory.
3. Economic models.

# Module assignments

## Types of assignments:

- Essay
- Tests
- Open question tests
- All grades are automatically goes to the personal portfolio for each student and to the teacher's students records list

01 вероника шилова - вторник 10 Сентябрь 2013, 15:32

Please choose 5 questions and give an answer on the forum (min 500 symbols for each question)

1. Which prominent economists do you know and what contribution have they made into economic theory?
2. What is the difference between microeconomics and macroeconomics?
3. Economic analysis within positive economics provides the answers to the question how the economy ought to work. Give your comments.
4. Economic analysis within normative economics provides the answer to the question how the economy is working. Give your comments.
5. Give some (three at least) examples of normative economics.
6. Give some (two at least) examples of positive economics.
7. What incomes and expenditures are taken into account in the circular flow of incomes and expenditures.
8. It is acknowledged that people buy the same quantity of salt irrespective of its price. Present this statement graphically.

Максимальная оценка: -  Оценить... [Редактировать](#) | [Удалить](#) | [Ответить](#)

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Re: Answers to the assignments  
от anna mellou - Среда 25 Сентябрь 2013, 00:35

assignments.odt

Good evening, I've sent an attached file with the answers to the assignments, if there's any problem reading it, e-mail me so I'll send it otherwise. Thanks.

Максимальная оценка: -  Оценить... [Показать сообщение-родителя](#) | [Редактировать](#) | [Отделить](#) | [Удалить](#) | [Ответить](#)

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Re: Answers to the assignments  
от Natalia Dmitrievskaia - Среда 25 Сентябрь 2013, 02:15

Anna, good evening. Yes, we can read it. Will send you feedback ASAP

Best regards

Natalia Dmitrievskaia

Максимальная оценка: - [Показать сообщение-родителя](#) | [Редактировать](#) | [Отделить](#) | [Удалить](#) | [Ответить](#)

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Re: Answers to the assignments  
от Kristian Rodrigo Pscheidt - Среда 25 Сентябрь 2013, 15:59

Week 1 - Fundamentals of economy.docx

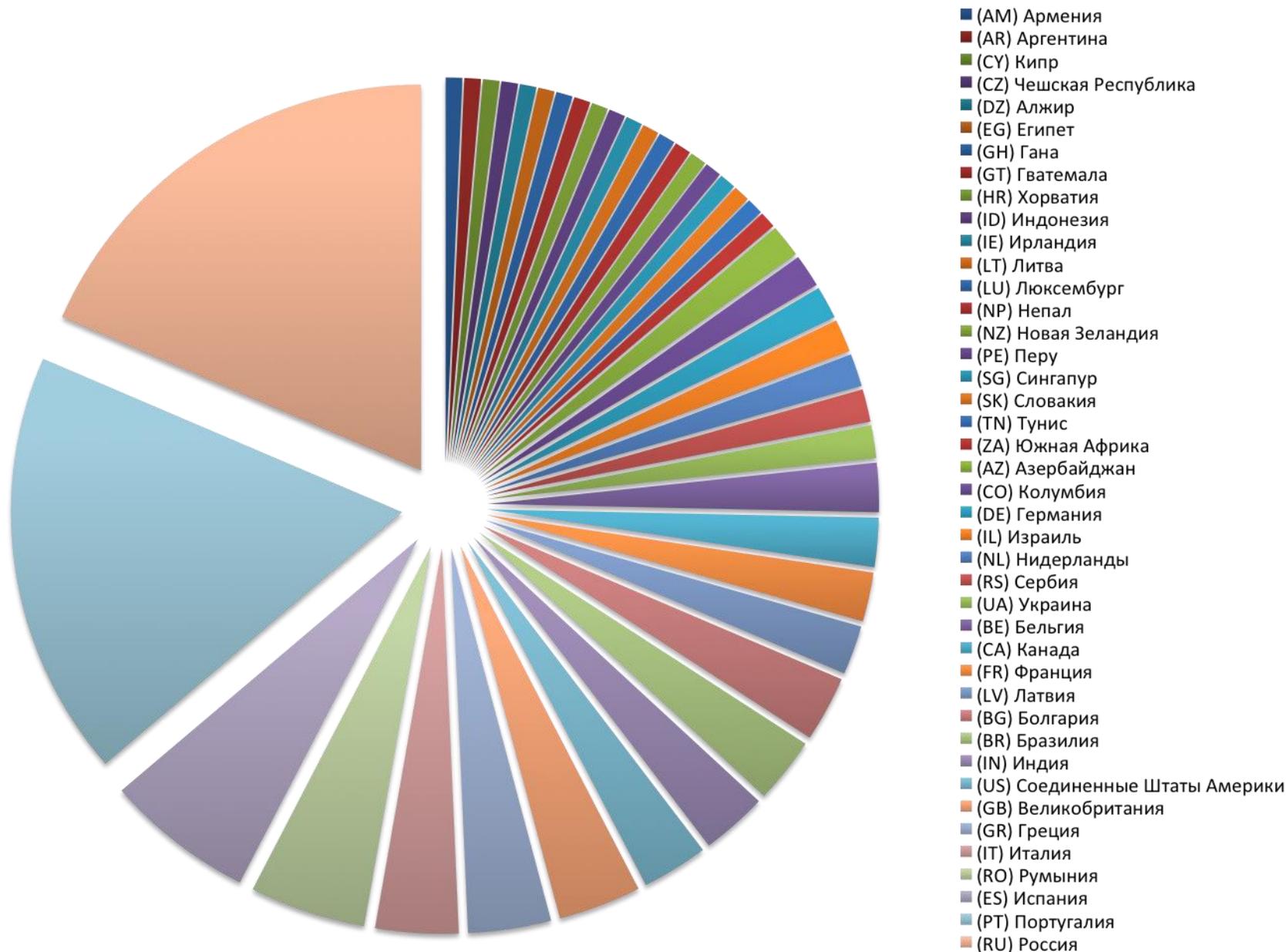
Dear all,

# Statistics

Country	Participants number
(AM) Armenia	1
(AR) Argentina	1
(AZ) Azerbaijan	2
(BE) Belgium	3
(BG) Bulgaria	4
(BR) Brazil	4
(CA) Canada	3
(CO) Colombia	2
(CY) Cyprus	1
(CZ) Czech Republic	1
(DE) Germany	2
(DZ) Algeria	1
(EG) Egypt	1
(ES) Spain	9
(FR) France	3
(GB) United Kingdom	5
(GH) Ghana	1
(GR) Greece	5
(GT) Guatemala	1
(HR) Croatia	1
(ID) Indonesia	1
(IE) Ireland	1

Country	Participants number
(IL) Israel	2
(IN) India	4
(IT) Italy	5
(LT) Lithuania	1
(LU) Luxembourg	1
(LV) Latvia	3
(NL) Netherlands	2
(NP) Nepal	1
(NZ) New Zealand	1
(PE) Peru	1
(PT) Portugal	26
(RO) Romania	7
(RS) Serbia	2
(RU) Russia	27
(SG) Singapore	1
(SK) Slovakia	1
(TN) Tunisia	1
(UA) Ukraine	2
(US) United States of America	4
(ZA) South Africa	1
<b>Total.</b>	<b>42</b>

# Course geography



# Findings

- » MOOCs are cover a wide range of countries than usual marketing efforts
- » MOOCs are excellent instrument for university and professors promotion within the international educational market
- » MOOCs gives possibility for student to try new subject area or/ and University to make a decision on a full program enrollment
- » The high cost for the development and delivery
- » Instructional design is the key to success
- » Students prefer SPOC instead of MOOC
- » Students ready for pay for certification and for individualization

Thank you for your attention!