MOOCS: Advancing the Quality of and Access to or Compromising Occupational Therapy Education

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Janet V. DeLany
DEd, OT/L, FAOTA
Dean
Office of Graduate Studies
Towson University, Towson, MD

S. Maggie Reitz
PhD, OTR/L, FAOTA
Chair
Department of Occupational Therapy & Occupational Science
Towson University, Towson, MD

Scott, J. B., Reitz, S. M. …… *Promoting Ethics in the Ever-Changing Environments of Practice, Science, and Innovation.*

Learning Outcomes:

At the completion of the presentation participants will be able to:

1. Understand the potential contributions of MOOCS to higher education and learning processes
2. Identify core issues for determining if and how MOOCS should be included in occupational therapy education processes
3. Apply the *Occupational Therapy Code of Ethics* to examine whether MOOCS increases access to or compromises standards for occupational therapy education

Agenda

- MOOCS: Initial Development and Current Debate (35 minutes) (Obj. 1,2)
- Ethical Considerations for Occupational Therapy Education and Practice (35 minutes) (Obj.2,3)
- Research Needs from Occupational Science Lens (15 minutes) (Obj. 1-3)
- Closing Reflections (5 minutes)

Initial Development of MOOCS

- What are MOOCS?
  - Description: Massive Open Online Courses
  - Delivery Method
    - Virtual based to thousands of students-
      - Eminent professor and study section mentors
      - Video lectures
      - Tutorials
    - Virtual learning communities
      - Electronic or peer grading of assignments
      - Discussion forums

(Young, 2013)

Initial Development

Who are the leading proponents?

- EdX, MIT and Harvard University
- Coursera- Stanford University (internal and external grants) in collaboration with:
  - Sam Houston University
  - University of Pennslyvania
  - University of Michigan
  - University System of Maryland
- Udacity- from artificial course in Introduction to Artificial Intelligence at Stanford Georgia Institute of Technology

(Bell, 2012; Bylerly, 2012; Kolowich, 2013)

Initial Development

- What is the purpose of MOOCS?
  - Initially- social justice - free, online education to quality higher education for those with limited access
  - More recently
    - Provide free online education for all
    - Supplement course instruction
    - Contribute to case based learning and *flipped* courses
    - Collect systematic data to assess teaching methods and student learning
    - Individualize learning content and pace to learner

(Bell, 2012; Bylerly, 2012; Carey, 2012; deWard et al., 2012)

Current Debate- Issues for Education: Visionary or Hype

- Reevaluation of current teaching methods
  - Determination of appropriate types of courses to be delivered through MOOCS
  - Learning styles conducive / not conducive to MOOCS
  - Course completion rates
  - Compatibility of MOOCS with mission and resources of the institution
  - Education of resources for faculty and students to use MOOCS
  - Two tiered educational system (luxury and economy colleges)

(Associated Press, 2013; Carey, 2012; Carlson & Blumenstyk, 2012; KOP, 2011; Malesic, 2013; Parry 2013; Rivard, 2013)

Current Debate- Issues for Education: Visionary or Hype

- Fiscal Sustainability
  - Foundations and Consortiums
  - Course fee
  - Certification of completion fee
  - Examination fee

(Byerly, 2012; Kolowich, 2013)

Current Debate – Issues for Education: Visionary or Hype

- Course approval by higher education, secondary education, accrediting and professional organizations
  - Accreditation Council of Education
  - Test Approving Centers
  - Saylor Foundation
  - University Consortiums

(Carey, 2012; Young, 2012)

Issues for Occupational Therapy Education

- Compatibility of MOOCS with mission and resources of the institution (Bylerly, 2012)
- Approval of prerequisite courses
- Influence on problem based learning and clinical education
- Effects on standards of practice, continuing education, and licensure
- Greater access to occupational therapy education worldwide
- Inter institutional collaboration of experts to design and deliver MOOCS

Ethical Considerations

Occupational Therapy Code of Ethics and Ethical Standards (AOTA, 2010)

- Review of seven principles
  1. Beneficence
  2. Nonmaleficence
  3. Autonomy and Confidentiality
  4. Social Justice
  5. Procedural Justice
  6. Veracity
  7. Fidelity

Research Considerations- Occupational Science Lens

- The learning context of MOOCS and how they affect the occupation of studying, learning, and teaching
- Effects of MOOCS on social, emotional, physical, and experiential aspects of learning
- Development and application of theoretical models for analyzing the pedagogical format of MOOCS (deWard et al., 2011)

Research Considerations- Occupational Science Lens

- Appropriate types of courses to be delivered through MOOCS
- Education of, resources for, and technical expertise of faculty and students to use MOOCS and participate in flip classes (Fini, 2009)

Questions and Answers
And Wrap-Up

References and bibliography are posted as a word document

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