

# *MOOCs and Their Afterlives*

**Experiments in Scale and Access in  
Higher Education**

**EDITED BY ELIZABETH LOSH**

The University of Chicago Press  
Chicago and London

# Contents

*Acknowledgments xi*

**Introduction** 1  
*Elizabeth Losh*

## PART 1 Data-Driven Education

- 1 **Beyond Hype, Hyperbole, Myths, and Paradoxes: Scaling Up Participatory Learning and Assessment in a Big Open Online Course** 13  
*Daniel T. Hickey and Suraj L. Uttamchandani*
- 2 **Can MOOCs and SPOCs Help Scale Residential Education While Maintaining High Quality?** 37  
*Armando Fox*
- 3 **Measuring the Impact of a MOOC Experience** 51  
*Owen R. Youngman*

## PART 2 Connected Learning

- 4 **Connecting Learning: What I Learned from Teaching a Meta-MOOC** 67  
*Cathy N. Davidson*
- 5 **Toward Peerogy** 76  
*Howard Rheingold*
- 6 **The Learning Cliff: Peer Learning in a Time of Rapid Change** 81  
*Jonathan Worth*

<b>7</b>	<b>Reimagining Learning in CLMOOC</b>	<b>104</b>
	<i>Mia Zamora</i>	
<b>PART 3 Openness and Critical Pedagogy</b>		
<b>8</b>	<b>Feminist Pedagogy in the Digital Age: Experimenting between MOOCs and DOCCs</b>	<b>123</b>
	<i>Adeline Koh</i>	
<b>9</b>	<b>Epistemologies of Doing: Engaging Online Learning through Feminist Pedagogy</b>	<b>135</b>
	<i>Radhika Gajjala, Erika M. Behrmann, Anca Birzescu, Andrew Corbett, and Kayleigh Frances Bondor</i>	
<b>10</b>	<b>Haven't You Ever Heard of Tumblr? FemTechNet's Distributed Open Collaborative Course (DOCC), Pedagogical Publics, and Classroom Incivility</b>	<b>161</b>
	<i>Jasmine Rault and T. L. Cowan</i>	
<b>11</b>	<b>Open Education as Resistance: MOOCs and Critical Digital Pedagogy</b>	<b>177</b>
	<i>Sean Michael Morris and Jesse Stommel</i>	
<b>12</b>	<b>Opening Education, Linking to Communities: The #InQ13 Collective's Participatory Open Online Course (POOC) in East Harlem</b>	<b>198</b>
	<i>Jessie Daniels, Polly Thistlethwaite, and Shawn(ta) Smith-Cruz</i>	
<b>PART 4 The Pathos of the MOOC Moment</b>		
<b>13</b>	<b>Digital Universalism and MOOC Affects</b>	<b>215</b>
	<i>Elizabeth Losh</i>	
<b>14</b>	<b>The Prospects and Regrets of an EdTech Gold Rush</b>	<b>227</b>
	<i>Alex Reid</i>	
<b>15</b>	<b>Always Alone and Together: Three of My MOOC Student Discussion and Participation Experiences</b>	<b>241</b>
	<i>Steven D. Krause</i>	
<b>PART 5 MOOC Critiques</b>		
<b>16</b>	<b>The Open Letter to Michael Sandel and Some Thoughts about Outsourced Online Teaching</b>	<b>255</b>
	<i>The San José State Philosophy Department</i>	

CONTENTS

ix

<b>17</b>	<b>The Secret Lives of MOOCs</b>	<b>271</b>
	<i>Ian Bogost</i>	
<b>18</b>	<b>MOOCs, <i>Second Life</i>, and the White Man's Burden</b>	<b>287</b>
	<i>Siva Vaidhyanathan</i>	
<b>19</b>	<b>Putting the "C" in MOOC: Of Crises, Critique, and Criticality in Higher Education</b>	<b>300</b>
	<i>Nishant Shah</i>	

*Contributors* 317

*Index* 321