Elearning, MOOCs and business models

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Scenarios

Enrichment | Integration | Virtualisation

Support & enrich f2f-teaching | Blended Learning | Online Learning

increasing online support
Enrichment

f2f  f2f  f2f  f2f  f2f

Online Support
Blended Learning (Integration concept)
Blended Learning (Integration concept)

Online Phase → f2f → Online Phase → f2f → Online Phase

Lecturing → Application → Feedback
Blended Learning: Flipped or inverted classroom

- Online Phase
- f2f
- Online Phase
- f2f
- Online Phase

Preparation → Application → Feedback
Scenarios

- Enrichment
- Integration
- Virtualisation

Support & enrich f2f-teaching
Blended Learning
Online Learning

Learning on demand

MOOC

Increasing online support
Surplus of elearning

Direct cost reduction
Enabling Technology
Market entry opportunities
Improving the quality of teaching and learning
Flexibility
Image (Marketing)

Surplus on different levels

Students
Teaching staff
Institutes / Departments
University as an institution

Bremer, Krömker, Voß (2009)
Massive Open Online Courses (MOOC)

**Massive**

- Number of participants
- Content
- Number of tools
Massive Open Online Courses (MOOC)

Massive

Open

Open Admission

Open Content
Massive Open Online Courses (MOOC)
Massive Open Online Courses (MOOC)

Massive
Open
Online
„Blended MOOC“
Massive Open Online Courses (MOOC)

xMOOCs
Stanford MOOCs

cMOOCs
Connectivistic MOOCs
Business models around MOOCs

Content  Tutoring  Certification

Infrastructure
Business models around MOOCs

- Content
- Tutoring
- Certification

Infrastructure
Question I

• Why do universities offer MOOCs?
Surplus of elearning

- Direct cost reduction
- Enabling Technology
- Market entry opportunities
- Improving the quality of teaching and learning
- Flexibility
- Image (Marketing)

Surplus on different levels:
- Students
- Teaching staff
- Institutes / Departments
- University as an institution

Bremer, Krömker, Voß (2009)
## Components of a Business Model

<table>
<thead>
<tr>
<th>Partners</th>
<th>Activities</th>
<th>Value Proposition</th>
<th>Customer Relationships</th>
<th>Customer Segments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the most important partners for value creation?</td>
<td>Which activities for value creation are required?</td>
<td>What value is provided? What problem is solved?</td>
<td>What is the relationship with each customer segment?</td>
<td>For whom is value created?</td>
</tr>
<tr>
<td>Which activities are provided?</td>
<td>Resources</td>
<td>Which needs are satisfied? Which goods or services are offered?</td>
<td>Distribution Channels</td>
<td>Which are the main distribution channels?</td>
</tr>
<tr>
<td>Which resources are provided?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost Structure</th>
<th>Revenue Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which are the most important costs?</td>
<td>Which values are being paid for? How are payments made? What are the relative shares of individual revenue streams?</td>
</tr>
<tr>
<td>Which activities/resources create the highest costs?</td>
<td></td>
</tr>
</tbody>
</table>

Question II

• Allocation of **costs** and **revenues**

(Gaus, Bremer, Bershadskyy, 2014)
Business models around MOOCs

Content  Tutoring  Certification

Coursera  edX  Udacity

Take great courses from the world's best universities

Learn. Think. Do.
Invent your future through free interactive college classes.

(Gaus, Bremer, Bershadskyy, 2014)
Business models around MOOCs

- Content
- Tutoring
- Certification

Infrastructure

Add on services: Advertisement, jobs, contacts
Publications


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