Transdisciplinary Learning in an Online age from a social science perspective
Future of learning/transdis?
MOOCs, So what?

Statistics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolments</th>
<th>Time online</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Law of the European Union: An introduction</td>
<td>42000+</td>
<td>9 months</td>
</tr>
<tr>
<td>Terrorism and Counterterrorism: comparing theory and practice</td>
<td>20000+</td>
<td>6 months</td>
</tr>
</tbody>
</table>

Geographic view visits
Terrorism MOOC:

Geographic view visits
EU Law MOOC:
Why we do this?

- Interest in the topic; learn by doing
- Explore the potential for campus education
- See if we can contribute to global challenges
- Contribute to the quality of teaching
- Learn about learning in higher ed. Research

Possible research topics:

- Assessment of critical thinking skills in MOOCs
- Expanding the reach of our education, contribute to solving global challenges
- How can elements of MOOCs enrich the on-campus experience of students e.g. improve teacher quality?
Why we do this?
• We have no idea...
• Learning by doing
• Physical relation to subject matter
• co-founded a 3D hub in The Hague
Qs

- How do we scale/mainstream?
- How do we assure broad approach and depth at same time?
- What does it mean for research (communities)?