Assignment 1

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1 JOURNAL

My name is Leonard Johnson and this is my journal for the class. I'll be extremely honest, my mind will vomit up large amounts of discombobulated thoughts and content that my fingers try to put to paper. My first attempts at this journal will be some type of easy to follow layout that hopefully will make sense to the readers.

1.1 08/20/2019 – Where to start?

A few days ago, when class officially started, I went through all the documentation that was provided. Two things that I can say about Dr. Joyner's classes is that he is very detailed oriented and provides more than enough documents to keep students busy for hours. I read through the piazza posts and greetings. I was a little confused on what the main deliverable were (even though I read the descriptions numerous times). I did post a post a question in piazza got me exactly what I wanted – a repo of past projects so I could look at examples. In a complete act of failure, I have yet to figure out to make a reference link to a piazza post. Then I accidently archive it.

1.2 08/21/2019 – Still Digging.

While I consider myself a smart guy – I do have to reread documentation sometimes to let it sink in. I went back over and read over the assignment again. Then got side tracked and started opening all the other assignments. I'm still confused on over the Qualifier and Project questions. For some reason I expect some type of super profound question that challenge the core of my soul. Or it could be something as simple as *what is 6x7*?

1.3 08/21/2019 – What is my goal?

In total openness, I have a flicker of an idea in my mind. For years, my wife has worked in the 911 field in various positions – supervisor, manager, and dispatcher. I have worked in the corporate IT world for years in various positions – supervisor, manager, developer. The values and professionalism contrast greatly between our fields. It doesn't stop there with differences and/or gaps, the IT tools, the training, the regulations all lack a cohesive type of – I don't know how to say it – may be a flow.

My dimly lit idea for this class is some type of cross-section between all of this. I'm still in the research and enlightenment phase. I would like for it to fall in the content track so whatever I generate might actually be put to use. However, I can also see that my idea might be a hybrid of content and development.

1.4 08/21/2019 – Reading papers.

I followed the link to the EdTech Project repo. I always have this fear that I will complete an assignment and it will be so far off the mark that I'll just break down and cry. I am an examples guy. Show me what format you want or something along those lines and I can do it. However, if I'm not sure what you're looking for … well that's another story. I popped out to the EdTech site and the first thing I noticed was this

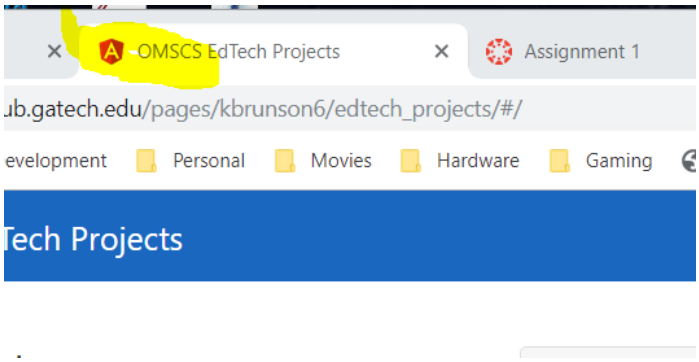

Figure 1 — Ed Tech Site

This picture has zero to do with this class or anything productive. However, it's my journal so I put in here. That "A" is the default icon used by Angular. Whoever built the site didn't change it. What does this mean? It means nothing but I use

angular at work and noticed it. Come on people! This is OMSCS! Change that favicon!

To get an idea for what is expected of me, I started reading papers. I'll be honest, title means everything. Meaning, that when I went the site, I skipped over the Central Knowledge Repository & Task Automation for Teaching Assistants which sounded – you know – weird.

However, Histabot 0.2. – A Chatbot for Teaching History to Children seemed very interesting. I read this article and the next five articles for the simple fact of trying to figure out what I needed to do for this class. Basically, I need to figure out my deliverable and how to actual deliver it.

So, after reading through the first five or six papers that show up on the site (which I didn't list – because everyone read those too) – I was surprised. I was expecting acedimc papers that would be 30+ pages long. However, to my delight, most were very short reads, yet high content value.

The mild twinkle in my eye when I started this class – was something that dealt with 'content'. My idea of content was an actual teaching curriculum of some sorts. The area that I was going to focus on was my wife's field – 911 dispatcher.

1.5 08/22/2019 – Still more digging.

Picking up where I left off last night, I sorted the papers on EdTech by content. Seems a common theme amongst a lot of papers dealt with the rehashing and consumption of teaching a CS intro class. Now, there were others that stood out like the archery trainer, yet. A lot of effort went into the various ways to teach CS among various age groups.

While, I'm not 100% sure mentally where I'm going – I know two things:

1. I want to do something in the public safety sector – specifically the 911 – telecommuter files.

Help that group – somehow.

1.6 08/22/2019 – A little history.

So, why am I focused on this area? Well, over the years I've had to help my wife's organization on several IT subjects. I've been in the computer science field for years. On more than one occasion, my wife would ask me how to do something technical because the city she worked for would just tell her it's was impossible.

The first example dealt with excel reports. My wife, who was is a manager over the 911 dispatch center in Prosper, Texas, had to turn in a monthly report to the town manager. This report was a monthly spreadsheet with the number of calls and other data entered in the spread sheet. She simple asked me if I could help out duplicate it for all months in the year.

When, I looked at the document, I noticed that every month with this report, they would manually enter the previous month's results. I managed to build her a workbook that required only a few entries and pulled in data automatically for previous work books.

On another occasion, one of the systems her department monitors marks GPS co-ordinates on vehicles every 1 minute. The department produced a report of GPS coordinates over a years time and wanted her to figure out where one squad car in particular spent the majority of his time. Of course, not counting the parking lot at the police station.

She approached the city's IT department, which told her, it was an impossible task. Of course, she asked me if I knew a way to do this – and yes (thanks to my OSMSC classes).

I took the data, loaded it into MySQL, ran a few queries that deal with lat and long in MySQL. In about 20 minutes, I had produced her a report of exactly what they wanted.

1.7 08/30/2019 – A thought.

While checking my physical mail, I had a profound thought about this class and what maybe I should do. Somehow, if I can, try to figure out a way to do to small technical classes geared toward the 911 dispatcher. It's easy to say *Oh, just use log*

into Udacity and take a Excel or Word basic class. The issue with that is, the majority of that work force isn't IT savvy. It's also not promoted or focused on. Somehow, I need to figure out a path forward with this.

2 ACTIVITY

2.1 Introduction

Online education and Massive Open Online Courses (MOOCs) have typically been praised as an equalizer to the access of education. However, research has shown that instead of increasing access, it is actually widening the gap. The rest of this paper will attempt to cover a factor such as socioeconomic status and how this might affect the gap.

2.2 Socioeconomics

One of the common claim reported about MOOCs "is they are mostly used by people with a higher level of education" (as cited in Rohs and Ganz, 2015). The paper wanted to focus on empirical data to find correlations with this claim. Not all MOOCs are the same. In the USA alone, we have Udacity, Udemy, LinkedIn-Learning, and countless others. Because of these "different forms of MOOCs there in no comprehensive proof possible" (Rohs and Ganz, 2015).

However, this didn't mean that empirical data couldn't be used to try to identify some possible data points. Some large universities and few large MOOCs provided Rohs and Ganz data they could use to start trending.

The resulting statistics was quite interesting and that 80.4% of all participates in a selected Management MOOC had degrees. While only 4.8% had only vocational education. Below is a graphic that speaks volumes.

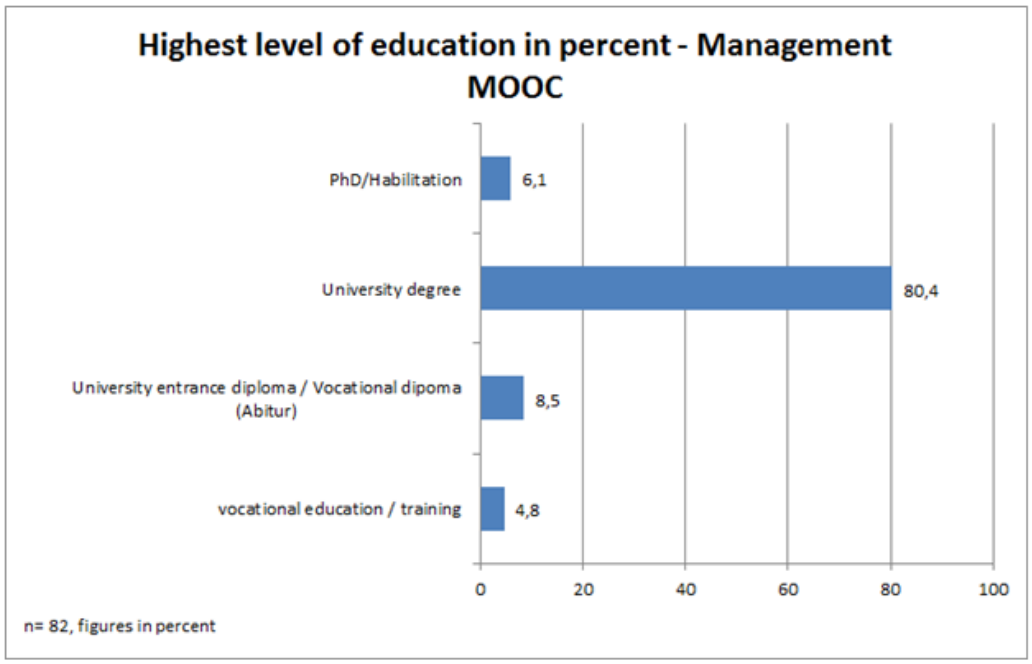

Figure 2—Highest level of education (Rohs and Ganz, 2015)

2.3 Why?

The big question is why? One reason "the courses themselves, which offer content at a level mainly designed for students in higher education" (Rohs and Ganz, 2015). Working in the IT field, I have to agree that this reason is highly possible. For example, if you search online MOOCs for how to turn a wood spindle, replace an electrical outlet, or change the brake pads on a Honda Civic, your search will typically end of empty. However, if there are 100s of classes on NodeJS or PHP.

2.4 Content.

It could be suggested that the reason why people with higher education is enrolled more in MOOCs is that the content of the classes are easier created and digested. While, someone who is wanting to advance past a High school education would have a hard time figuring out where to exactly start with a MOOC.

2.5 Digital Divide.

It's also been suggested that this gap is widening because of the digital divide. Basically, "Digital technology enables redistribution of resources, under the

premise of learners having access to digital devices" (as cited in Lee, Jiscoo; Hong, Ahreum; Hwang, Junseok 2018). However, there are those individuals, comminutes, cities and some places in the some states where access to these resources are not possible.

I grew up in rural Oklahoma, and to this day, the internet is not provided by the town I lived in. The only option for any time of internet service is through a cell phone or satellite connection. Streaming content through either device is extremely expensive and could separate those who do have higher paying career, which is usually indicative of higher education

2.6 Digital Equality.

As I stated earlier in the paper, there are numerous types of MOOCs. Over the course of some of the research, it was noticeable that certain types of MOOCs have been created to address some of the issues that are being caused by the digital divide. For example in the education "where many human resources are not present, MOOC can play in role in reducing the size of educational gap, by bring more knowledge into society" (Lee, Jiscoo; Hong, Ahreum; Hwang, Junseok 2018). This would hopefully reach a state of digital equity for all.

3 CONCLUSION

While writing the paper I found a pleather of material on just the subject of socioeconomic and MOOCs. While it has been shown that socioeconomic does play a role in widening the gap – it is not the only factor involved. The content of specific MOOCs, in my opinion attracts different audiences. While, Udacity might appeal to people with higher education background, MOOCs like the Khan Academy would appeal to those with pre-post-secondary vocational education

4 REFERENCES

1. Rohs, Matthias and Ganz, Mario (2015). "MOOCs and the Claim of Education for All: A Disillusion by Empirical Data". In*: International Review of Research in Open and Distributed Learning*. Vol. 16, 6 URL: http://www.irrodl.org/index.php/irrodl/article/view/2033/3527.
2. Lee, Jiscoo; Hong, Ahreum; Hwang, Junseok (2018). "MOOCs Approach to Bridge the Digital Divide". In*: A Review of Massive Open Online Courses*. URL: https://www.econstor.eu/bitstream/10419/190394/1/E3_3_Lee-et-al.pdf