Introduction to Actuarial Science
An academic’s experience in creating a Massive Open Online Course (MOOC)

Adam Butt
Presented to the 2017 Actuarial Teachers and Researchers Conference
Agenda

• Background to MOOCs
• Developing “Introduction to Actuarial Science”
• Experience running the course
• Impact on the actuarial profession
• Impact on higher education
What is a MOOC?

Background to MOOCs
Main players

- Coursera
- edX
- FutureLearn
- Canvas Network
- Udacity
edX

- Founded by Harvard and MIT in 2012
- Other partners are ANU, Berkley, Cornell, ETH Zurich, Princeton, Toronto, etc.
- Over 650 courses ranging from humanities, math to computer science
- Over 5 million users
Course iterations

• Synchronous version 17 October – 14 December 2015
• Self-paced version 22 December 2015 onwards
Background to “Introduction to Actuarial Science”

My “sales pitch” to the university requesting permission and support for the course:

The actuarial profession is one of the smallest and least known professions in the world, although it is growing rapidly worldwide, particularly in Asia. Despite the profession’s size, actuaries have a significant influence in financial markets, with their combination of mathematical, statistical, economic and business knowledge being vital in understanding, quantifying and managing financial risks. This course will provide students with an introduction to the actuarial profession and the fields that actuaries work in, along with basic examples of actuarial work in practice. We see the course as being of interest to students considering an actuarial career as well as those who are interested in the work of actuaries. As the first MOOC that we are aware of in actuarial science worldwide, the course will promote both the profession and the ANU actuarial program.
What’s in it for me?

• Exciting opportunity to learn about a new form of educational structure
• A chance to build my personal brand and perhaps a social media presence
Writing the course

• Driven by target market – those looking to make university/career choices
• Aim was to give students an experience of the profession in as short a time frame as possible
• Centre course around a specific example of actuarial practice – life insurance
Writing the course

• I first wrote “course notes”

• 7 Lessons + Final Exam:
  1) Valuing Cash Flows
  2) Applications of Valuing Cash Flows
  3) Analysis of State Transitions
  4) The Life Table
  5) Valuing Uncertain Cash Flows
  6) Modelling a Life Insurance Company 1
  7) Modelling a Life Insurance Company 2
Turning a written course into an online course

- A series of 3-8 minute videos
- Guest lecturers
- Interspersed with questions that examine what has been learned in the videos
- Discussion forums
An example video
An example question

Assessment Question 6.8

(1 point possible)
The whole of life policy described in this Lesson is updated to have a fixed term of 30 years, where the $400,000 claim is paid upon the end of the year of death, or if death does not occur in the next 30 years, then the $400,000 is paid in 30 years. This is known as an endowment policy.

Update the demonstration file for the simulations to take into account the revised policy design, keeping all other values (interest rates, mortality rates, number of policies sold, etc.) the same. Calculate the premium (to the nearest whole dollar) to be charged to give a 90% probability of being sufficient to cover the claims cash flows.

You have used 0 of 3 submissions
Marketing

• “About video” for course enrolment page
• Other animated videos for social media

Developing “Introduction to Actuarial Science”
About video
Marketing

• Reddit AMA
Marketing

• Media
• Interview for our department website
• Articles for various actuarial associations
• Creating my own blog

Developing “Introduction to Actuarial Science”
Funding

• A total of $90,000 to design course from university and department
• Have spend only around $30,000 of this...on hardware/software, animation, captioning, guest lecturer travel, teaching assistants and marketing
A summary of my experience developing the course

- Yes it takes a lot of time! – but most of this is before the course
- Checking is vital
- It’s a project planning exercise!
# Student numbers (as at 10 July 2017)

<table>
<thead>
<tr>
<th>Course version</th>
<th>Synchronous</th>
<th>Self-paced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollments</td>
<td>11,490</td>
<td>24,101</td>
</tr>
<tr>
<td>Paid (Verified) enrollments</td>
<td>178</td>
<td>328</td>
</tr>
<tr>
<td>Attempted Assessment Question 1.1</td>
<td>1,793</td>
<td>4,500</td>
</tr>
<tr>
<td>Attempted Assessment Question 2.1</td>
<td>1,059</td>
<td>1,985</td>
</tr>
<tr>
<td>Attempted Final Exam Question 16</td>
<td>236</td>
<td>294</td>
</tr>
<tr>
<td>Passed the course</td>
<td>472</td>
<td>533</td>
</tr>
</tbody>
</table>

Experience of running the course
Student location

175 countries!

US = 21%

India = 16%

Australia = 7%
Student prior education

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than High School</td>
<td>26</td>
<td>2%</td>
</tr>
<tr>
<td>High School / GED</td>
<td>133</td>
<td>9%</td>
</tr>
<tr>
<td>Some College/University</td>
<td>180</td>
<td>12%</td>
</tr>
<tr>
<td>College/University Degree</td>
<td>596</td>
<td>41%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>419</td>
<td>29%</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>66</td>
<td>5%</td>
</tr>
<tr>
<td>Professional Degree (JD, MD)</td>
<td>41</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>1,461</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Student motivation

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am considering actuarial science as a university/college undergraduate degree</td>
<td>128</td>
<td>8%</td>
</tr>
<tr>
<td>I am considering actuarial science as a university/college postgraduate degree</td>
<td>149</td>
<td>9%</td>
</tr>
<tr>
<td>I am currently studying in a related area and considering taking some actuarial examinations through an actuarial professional body</td>
<td>204</td>
<td>13%</td>
</tr>
<tr>
<td>I am currently working and considering a career change into actuarial science</td>
<td>307</td>
<td>24%</td>
</tr>
<tr>
<td>I am currently studying actuarial science (exams and/or university/college degree) and would like to know more</td>
<td>102</td>
<td>6%</td>
</tr>
<tr>
<td>I am generally interested in actuarial science but have no plans to pursue it as a career</td>
<td>613</td>
<td>38%</td>
</tr>
<tr>
<td>I am already an actuary</td>
<td>31</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,624</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Experience of running the course
Feedback

- **Course reviews** 4.5 out of 5 stars (15 reviews)

“Well taught and in an excellent format of short interviews with an area specialist followed by a lecture from the specialist and then spreadsheet oriented exercises. For anyone thinking of the US exams, I think this is a better first step toward becoming an actuary than focusing on statistics & probability for the first exam since this gives a better impression of what the professional environment and processes might be like.”

Experience of running the course
## Future intentions after course

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None - I expect this to be the only study I do in actuarial science</td>
<td>51</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>None - I have done some previous study in actuarial science already (exams and/or university/college degree) and have no intention to do any more</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>None - I am currently studying actuarial science (exams and/or university/college degree) and intend to cease this study</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>4</td>
<td>I am not currently studying actuarial science but intend to do so (exams and/or university/college degree) in future</td>
<td>61</td>
<td>41%</td>
</tr>
<tr>
<td>5</td>
<td>I am currently studying actuarial science (exams and/or university/college degree) and intend to continue doing so</td>
<td>22</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>I am already an actuary</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>7</td>
<td>I am not currently studying actuarial science but intend to do so at ANU in future</td>
<td>0</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>147</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Experience of running the course
# Impact of course

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>These were already my intentions prior to the course - the course has had a significant impact in affirming this</td>
<td>71</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>These were already my intentions prior to the course - the course has had no or a small impact in affirming this</td>
<td>45</td>
<td>32%</td>
</tr>
<tr>
<td>3</td>
<td>These were not my intentions prior to the course - the course has had no or a small impact on my change in intentions</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>4</td>
<td>These were not my intentions prior to the course - the course has had a significant impact on my change in intentions</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>141</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

Experience of running the course
Comments from those who said the course had a significant impact

- *I had a brief idea about what is included in the field of Actuarial Science, but the interviews with the industry experts gave me a more clear picture as what a career in actuarial science has in store for me.*
- *It confirmed my enjoyment of dealing with mathematics in the context in business problems.*
Comments from those who said the course had a significant impact

- **Before this course, I almost knew nothing about actuarial science; what I knew is being an actuary is a good job. After taking the course, I know what actuarial science about and maybe it's not impossible to be an actuary for me if I work hard, and I'm really interested in actuary science and data analysis.**

- **I have studied Operations Research and Biostatistics. I did not know much about Actuarial Science before the course, but found it fascinating.**
Comments from those who said the course had a significant impact

• *I never thought I would be interested in finance, and Introduction to Actuarial Science has shown me the beautiful world of problem solving using numbers. Every day actuaries are confronted with different problems to solve, and it was through this course that I got a taste of how it was like to be an actuary.*

• *It has demystified / explained the subject*
What I was happy about

• Nothing broke!
• Positive feedback
• Got the difficulty about right
• Great response to guest speakers
• Meeting students in India
What I was not so happy about

• Student introductions did not work well
• Student numbers drop off
• Lack of community feel
Future options

• Bilingual
• Synchronous for high school students
• Use as credit towards university entry
• Use as credit towards ANU degree
• Run another synchronous version
How teaching a MOOC has impacted my “live” teaching

• More flexibility in time structure
• Using videos to supplement live classes
• Making live classes more interactive
How will MOOCs affect the actuarial profession?

• Lots of questions from students on whether my MOOC would prepare students for actuarial exams
• Associations will maintain the qualification key
• Will learning become free and paying for completing exams become the funding model?
How will MOOCs affect higher education?

- Inevitable that “online” degrees will become even more prevalent
- More learning material will be made freely available online
- Rationalisation of on-campus providers
- Providers will work to differentiate online and on-campus offerings
Thank you for listening!

Impact on higher education