



How does a MOOC impact on-campus student engagement?

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and Peter Mtika**

Slides available from [slideshare.net/sarahcornelius](https://www.slideshare.net/sarahcornelius)

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FREE ONLINE COURSE

Africa: Sustainable Development for All?

Learn what progress Africa has made towards inclusive development and consider challenges post-2015 in this free online course.

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Design of the MOOC

- Interdisciplinary approach
- Key informant interviews
- Case videos from sub-Saharan Africa
- Mentors and educators for scaffolding and monitoring
- Development of critical thinking skills for development.
- Mix of learning activities including video recordings of educators.
- Learners actively engaged in finding solutions
- Interaction between learners (North and South)
- Extension materials
- Weekly quizzes

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
25 Jan	1 Feb	8 Feb	15 Feb	22 Feb	29 Feb

WEEK 1: WHY SUB-SAHARAN AFRICA AND WHAT IS DEVELOPMENT?

Why, Where and What?

Discussion of why focus on sub-Saharan Africa, locating where it is, the cultural heritage and understanding definitions of development.

Map showing sub Saharan Africa



1.1 WELCOME TO THE COURSE ARTICLE

1.2 GETTING TO KNOW THE COURSE LEADER AND INTRODUCING YOURSELF VIDEO (07:20)

1.3 WHAT WORDS DO YOU ASSOCIATE WITH SUB-SAHARAN AFRICA? DISCUSSION

1.4 WHERE IS SUB-SAHARAN AFRICA AND WHY FOCUS ON IT? VIDEO (08:30)

1.5 YOUR DEFINITIONS OF DEVELOPMENT DISCUSSION

Your definitions of development

Please give a maximum of FIVE key words or phrases that you think are essential to a definition of development.

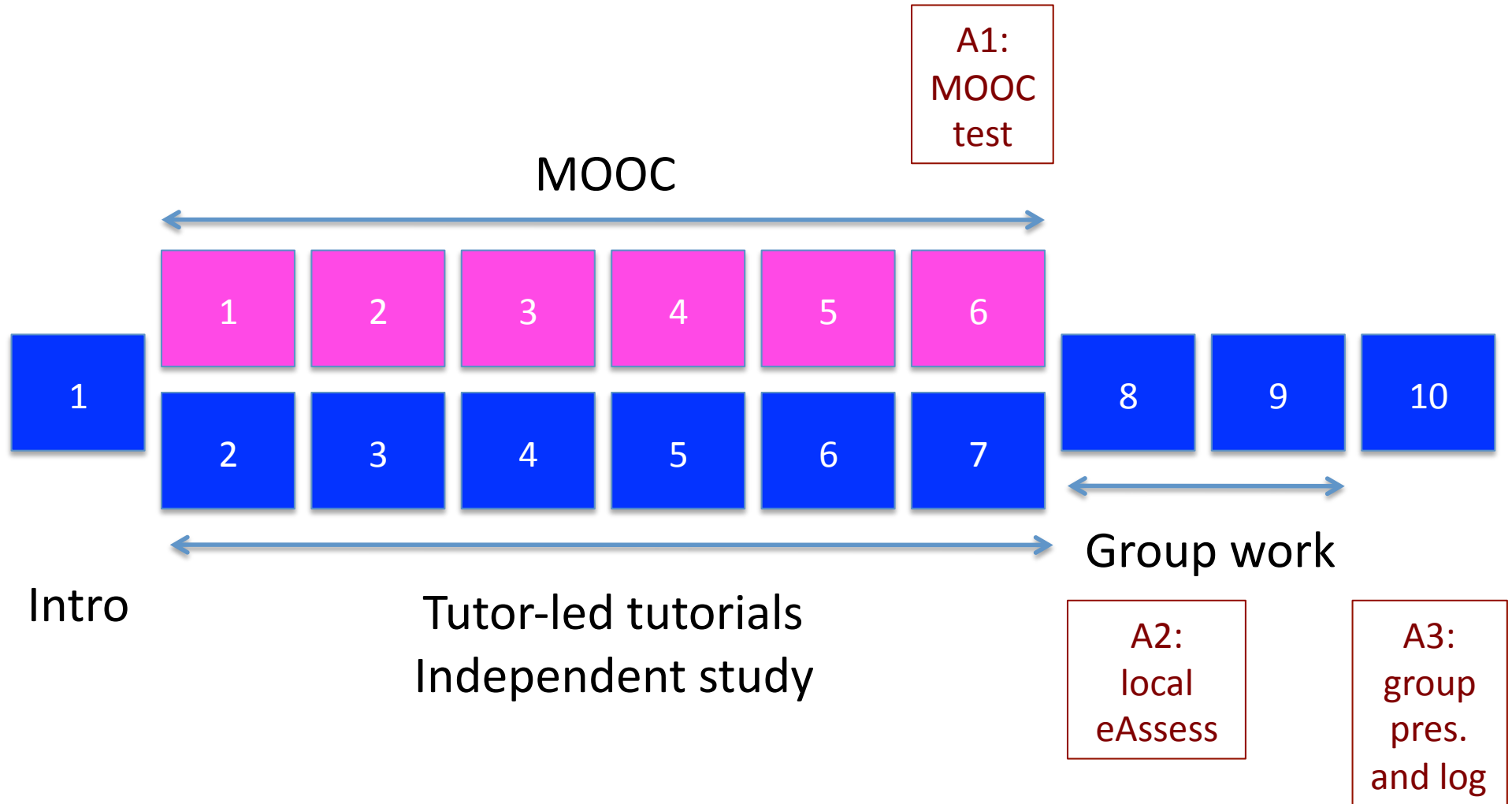
Join the discussion and post your key words. If you see another learner has chosen a similar set of words to you, why not click the **Like** button next to their comment, then visit their **profile** and **follow** them. This will enable you to find their comments quickly in future by using the '**following**' filter in discussions.


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 (1519) [Join the discussion](#)

Mark as
complete

SX1519 design



 Face to face activity

 MOOC activity



HOW ARE WE PERFORMING?

- + 3% or more above average
- average
- - 3% or more below average



CATEGORIES



Critical thinking



Learning with others



Interacting with staff



Reflecting and connecting



Course Challenge



Engagement with research and inquiry



Staff-student partnerships



Skills Development



Time on task

UKES



Higher Education
Academy

MOOC cohort

1st/2nd year

N=45

Response rate = 51%

General cohort

1st/3rd year

N=577

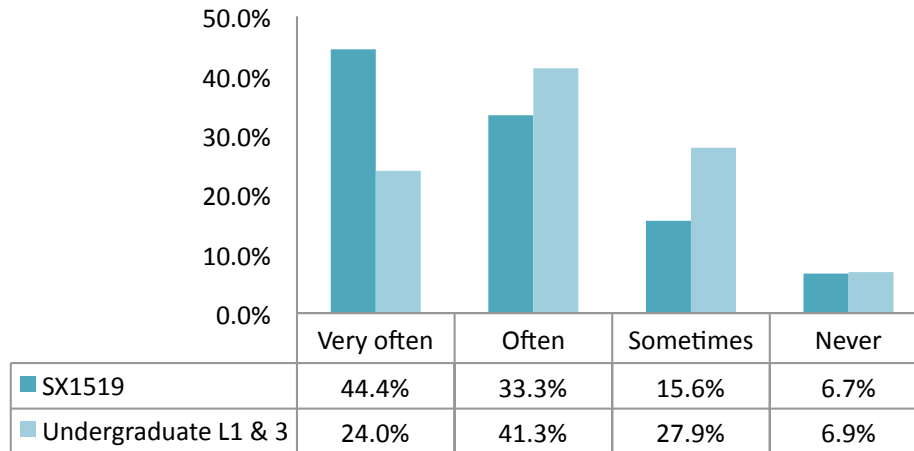
Response rate = 14%

Individual/group interviews

N=3 plus Course Coordinator

How much has your learning experience contributed to your knowledge, skills and personal development in the following areas?

Working effectively with others



UKES Question 17.8

	N	Median
Blended MOOC	45	2.0000
Undergraduate 1 & 3	463	2.0000

Mann-Whitney Test and CI:

Point estimate for $\eta_1 - \eta_2$ is -0.0000

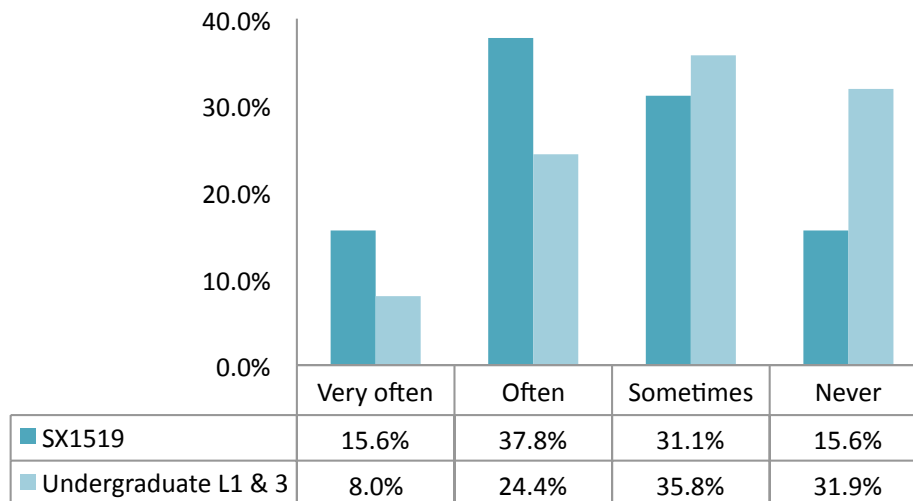
95.0 Percent CI for $\eta_1 - \eta_2$ is (-1.0002,0.0000)

W = 8791.0

Test of $\eta_1 = \eta_2$ vs $\eta_1 \neq \eta_2$ is significant at 0.0143

The test is significant at 0.0097 (adjusted for ties)

Contributing to a joint community of staff and students



UKES Question 15.1

	N	Median
Blended MOOC	45	2.0000
Undergraduate 1 & 3	465	3.0000

Mann-Whitney Test and CI:

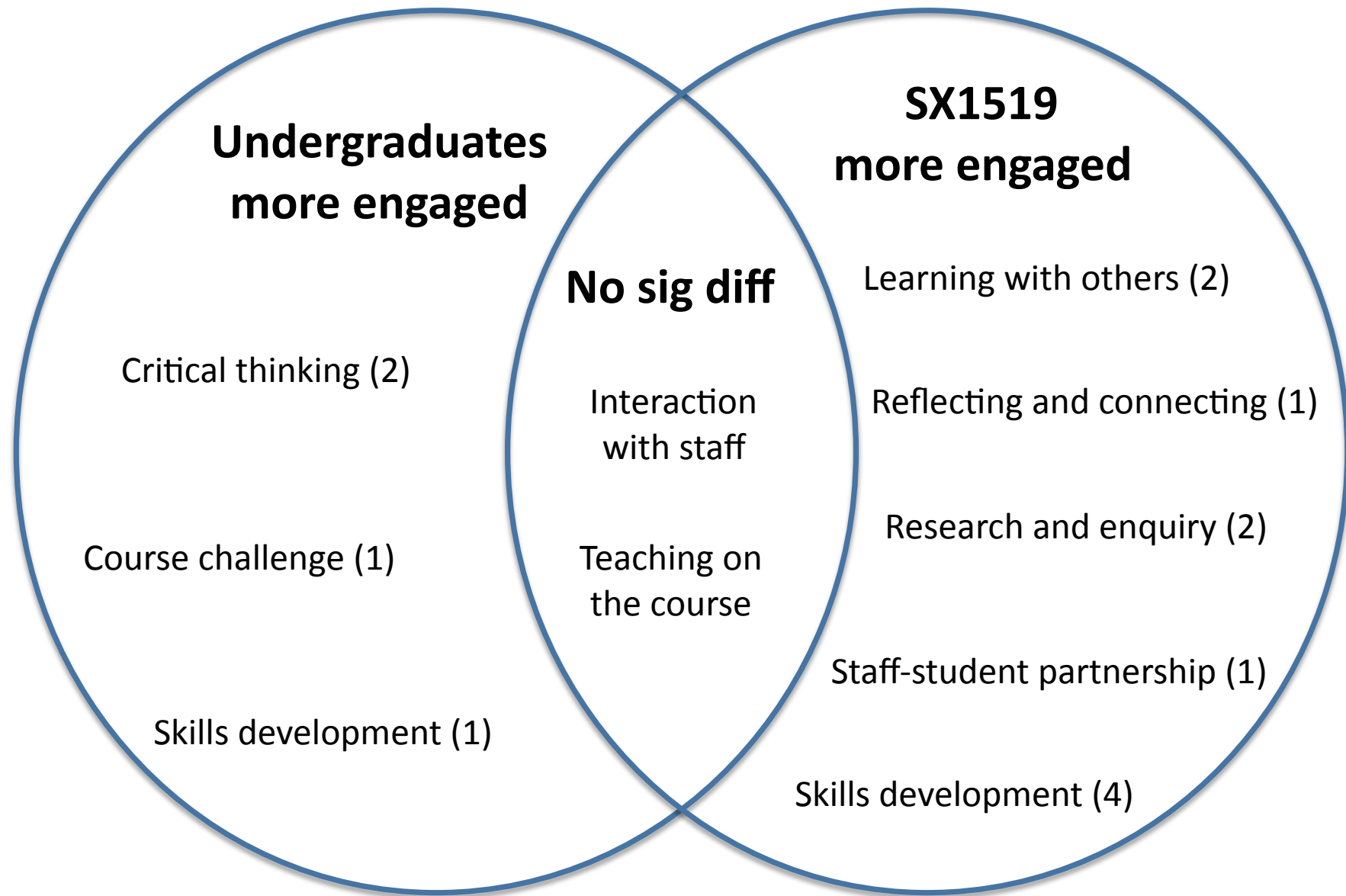
Point estimate for $\eta_1 - \eta_2$ is -0.0000

95.0 Percent CI for $\eta_1 - \eta_2$ is (-1.0002,0.0000)

W = 8791.0

Test of $\eta_1 = \eta_2$ vs $\eta_1 \neq \eta_2$ is significant at 0.0041

The test is significant at 0.0027 (adjusted for ties)



Number in brackets = number of items on UKES scale where significant difference found

Induction

Participants suggested that some students may not be sure how to engage with the MOOC, but pick it up quickly

On-campus induction should justify the approach and explain access and expectations

Flexibility and control

Respondents valued opportunities for active learning, choice and control...

... and used systematic approaches to study

Learners like

- flexibility to manage their own study time
- control of video lectures (changing speed, switching off, watching 'experts')

(also Bruff et al, 2013)

Respondents were more likely to comment in the MOOC than in class

Social learning

- distance learners report lower levels of work with other students (AUSSE 2008, Kahu et al. 2013)
- social interactive learning is much higher in face-to-face programmes (Winthrop et al. 2015)
- learners' prefer to interact face-to-face on blended MOOC course (Bruff et al. 2013)

Context and nature of blending may have an influence on social learning, along with MOOC design and actions of educators and tutors

Engagement in discussion

- selective reading, mostly to find answers to questions, **no posts** contributed

Bruff et al. (2013)

- **little participation** in forums

Caufield et al (2013)

- **little exchange** of ideas and experience

Milligan and Littlejohn (2014)

All respondents posted and learnt from comments

- as explanations of other content
- through interesting and authentic examples
- through feedback from real-world learners
- through conversation about different perspectives

Engagement with discussion may be influenced by:

- MOOC platform design
 - course pedagogy
 - educators' actions

A Venn diagram consisting of two overlapping circles. The larger circle on the left is blue and contains the text 'MOOC community' and two bullet points. The smaller circle on the right is reddish-brown and contains the text 'On campus community' and two bullet points. The two circles overlap in the center.

MOOC community

- Global and professional perspectives
- Answers to common questions

On campus community

- Local support and motivation
- Deepening learning

Designing for engagement

1. Provide **induction** to ensure access and introduce pedagogic approach
2. Design to provide **alignment** of MOOC and on campus activities
3. Enable learner **flexibility** and **control** in MOOC
4. Consider using MOOC as '**expert**' and on campus tutor as '**facilitator**'
5. **Encourage social learning** in online and face to face communities – acknowledge different audiences and roles in supporting learning
6. **Integrate assessment** to encourage participation

References

Bruff D et al. (2013) Wrapping a MOOC: student perceptions of an experiment in blended learning. Journal of online learning and teaching

Israel M J (2015) Effectiveness of integrating MOOCs in traditional classrooms for undergraduate students. IRRODL 16(5)

Milligan C and Littlejohn A (2014) Supporting professional learning in a massive open online course IRRODL 15(5)

Winthrop J et al (2015) Engaged learning in MOOCs: a case study using the UK engagement survey. HEA: York

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