How can we better support learner engagement choices?

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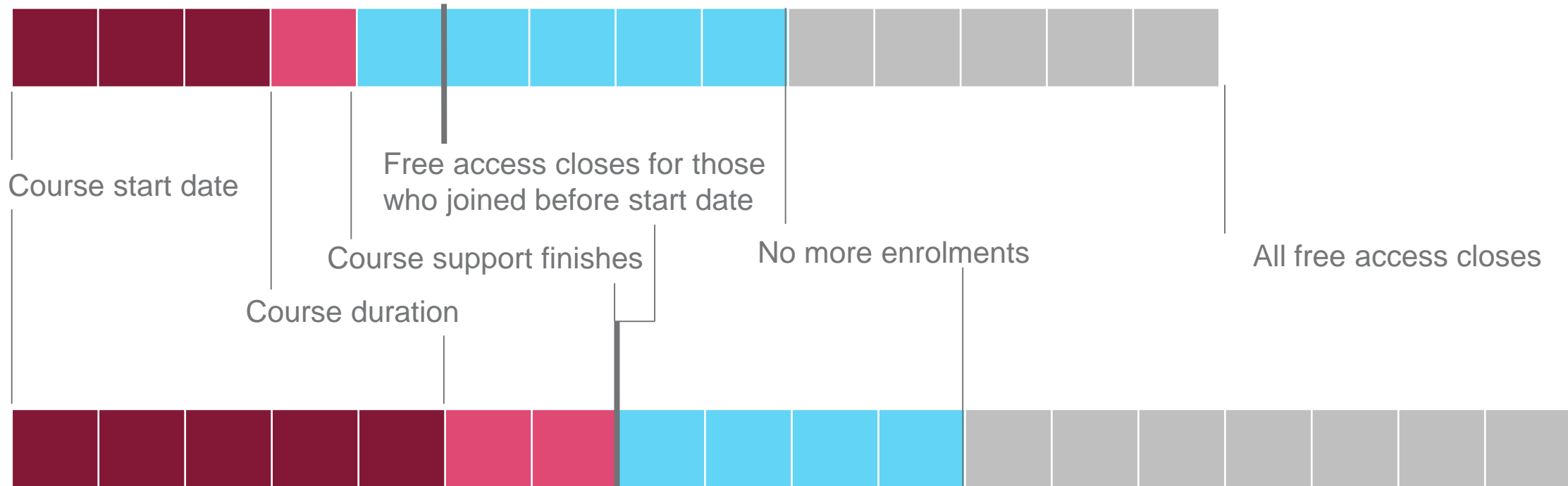
STEM Learning Online CPD for Teachers

"MOOCs are metamorphic"

…their pedagogic nature changes over time

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Learner experience on MOOCs

Example: 3 week course with additional 1 week support

Course start date

Free access closes for those who joined before start date

Course support finishes

No more enrolments
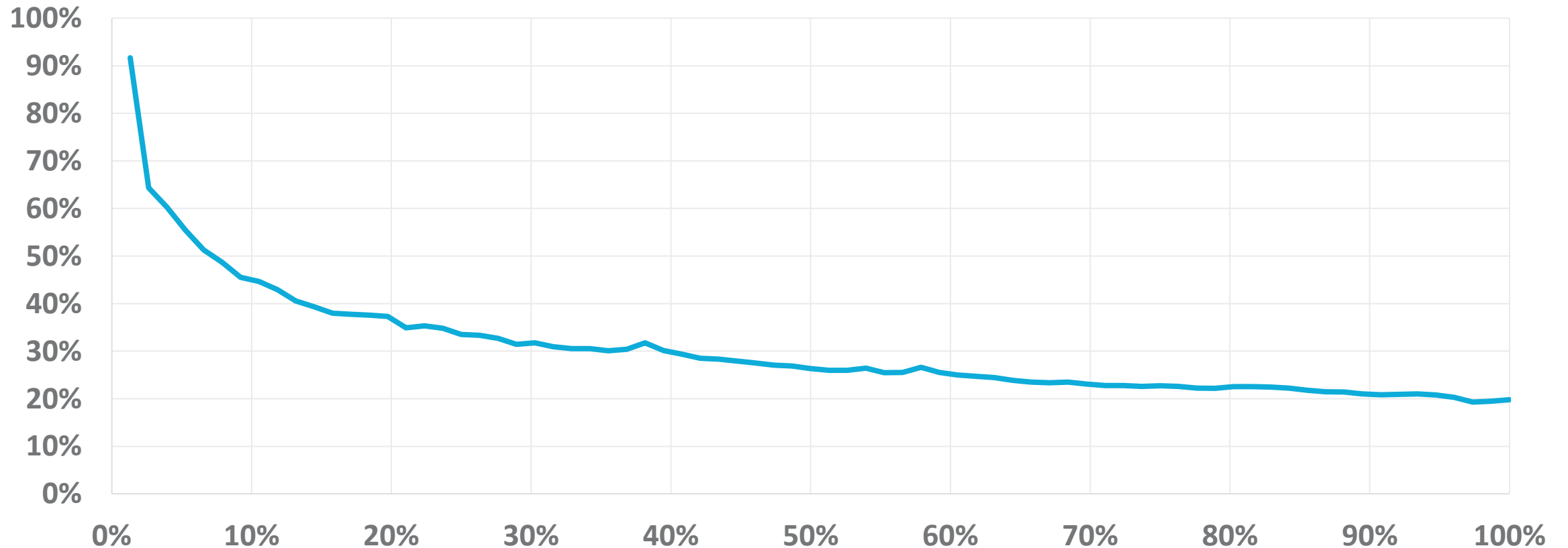
All free access closes

Course duration

Example: 5 week course with additional 2 week support

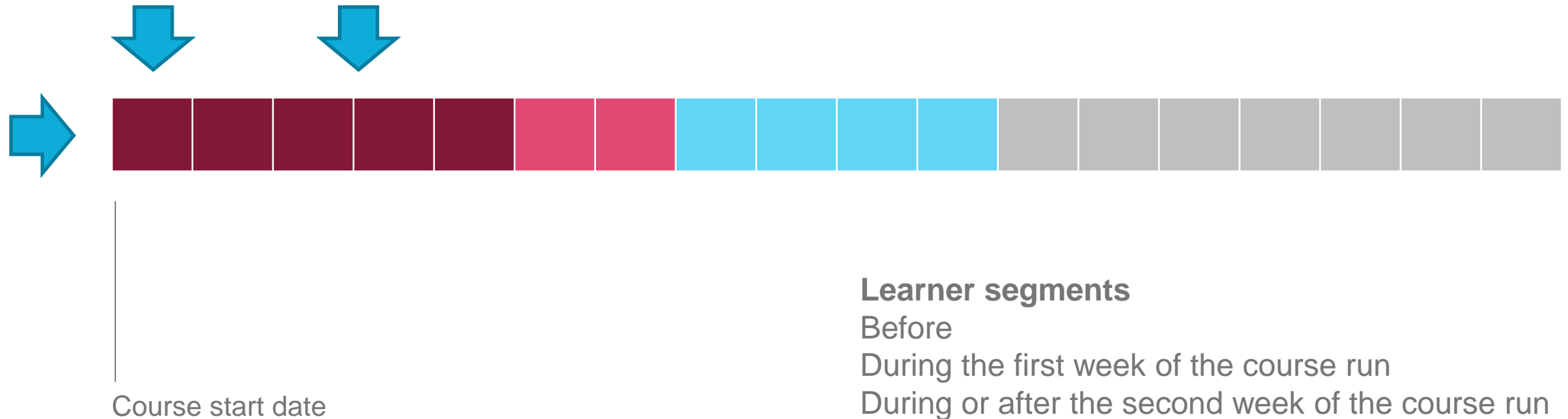STEM LEARNING

Learning design questions

- How should we support the completion of a course?
- How does course design provide for just-in-time learning?
- How can we encourage collaborative and social learning?
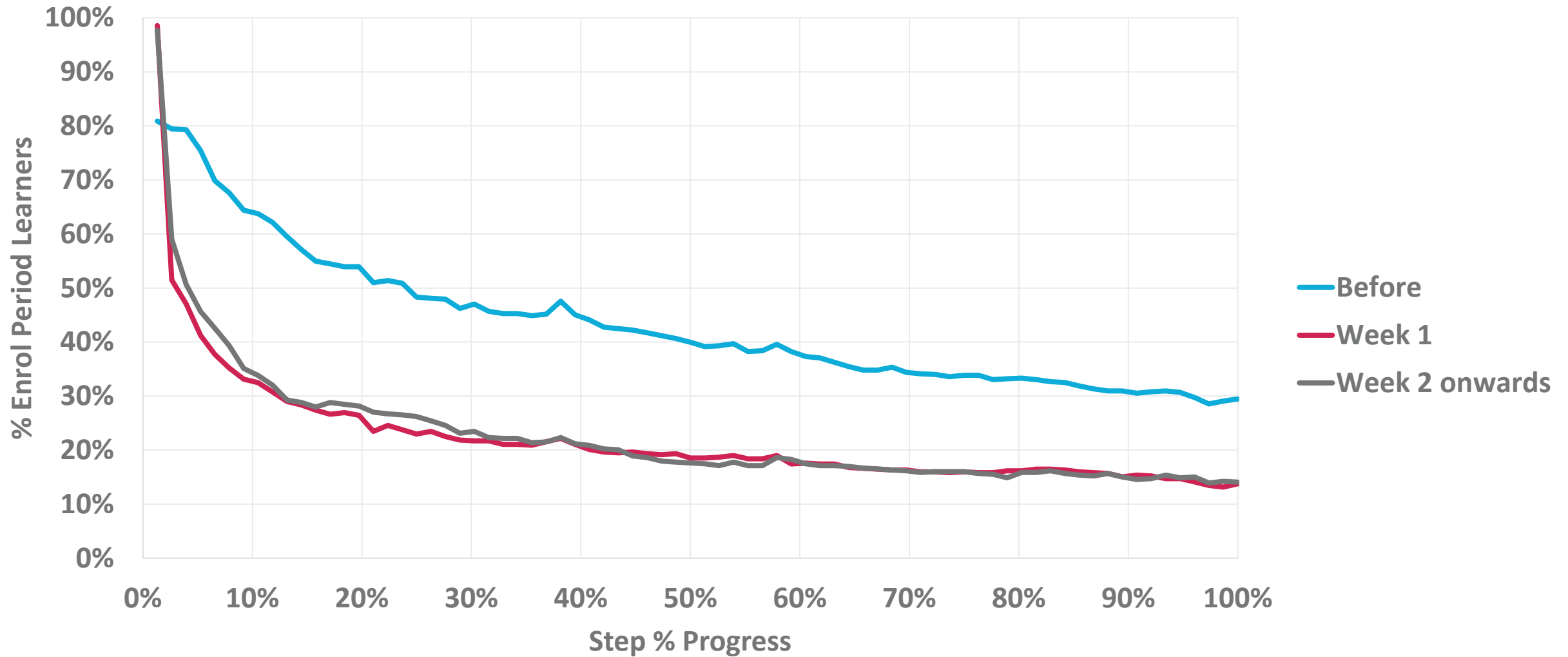- How do we enable learning as part of professional practice?

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A problem of data

MOOC Retention (5 weeks, n=2002)
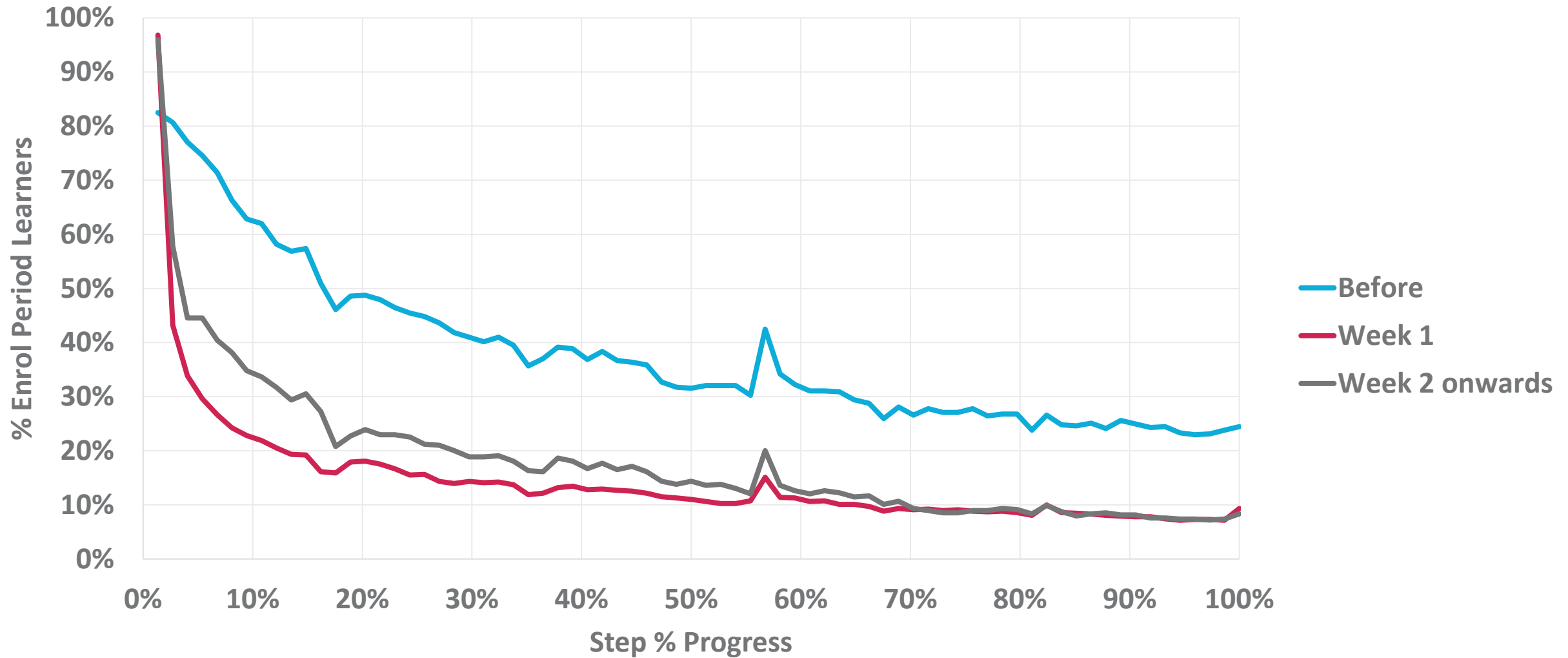
Not all learner experience is the same

Course start date

Learner segments
Before
During the first week of the course run
During or after the second week of the course run

MOOC Retention by enrolment period (5 weeks, n=2002)

Legend: Before, Week 1, Week 2 onwards

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MOOC Retention by enrolment period (6 weeks, n=1899)

% Enrol Period Learners (y-axis)

Step % Progress (x-axis)

Legend:
- Before
- Week 1
- Week 2 onwards

MOOC Retention by enrolment period (2 weeks, n=1555)

% Enrol Period Learners

Step % Progress

Before
Week 1
Week 2 onwards

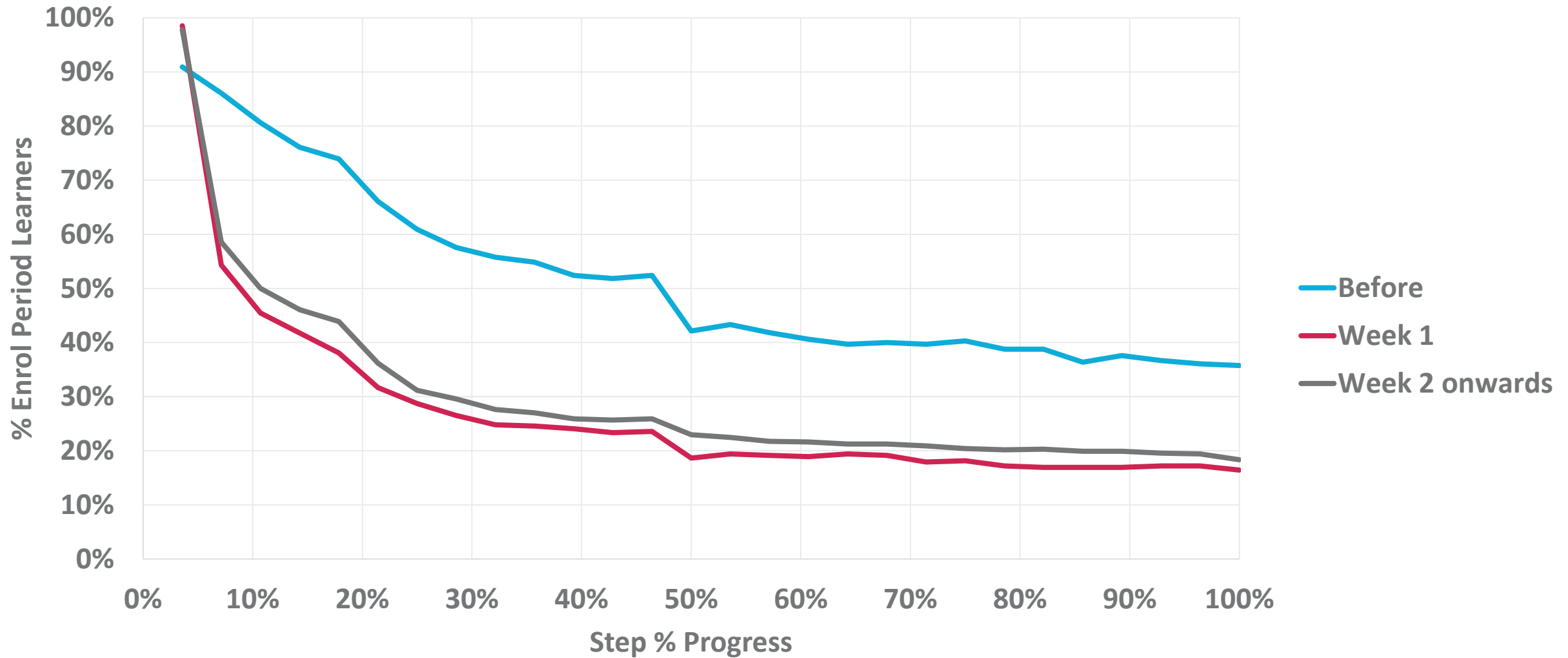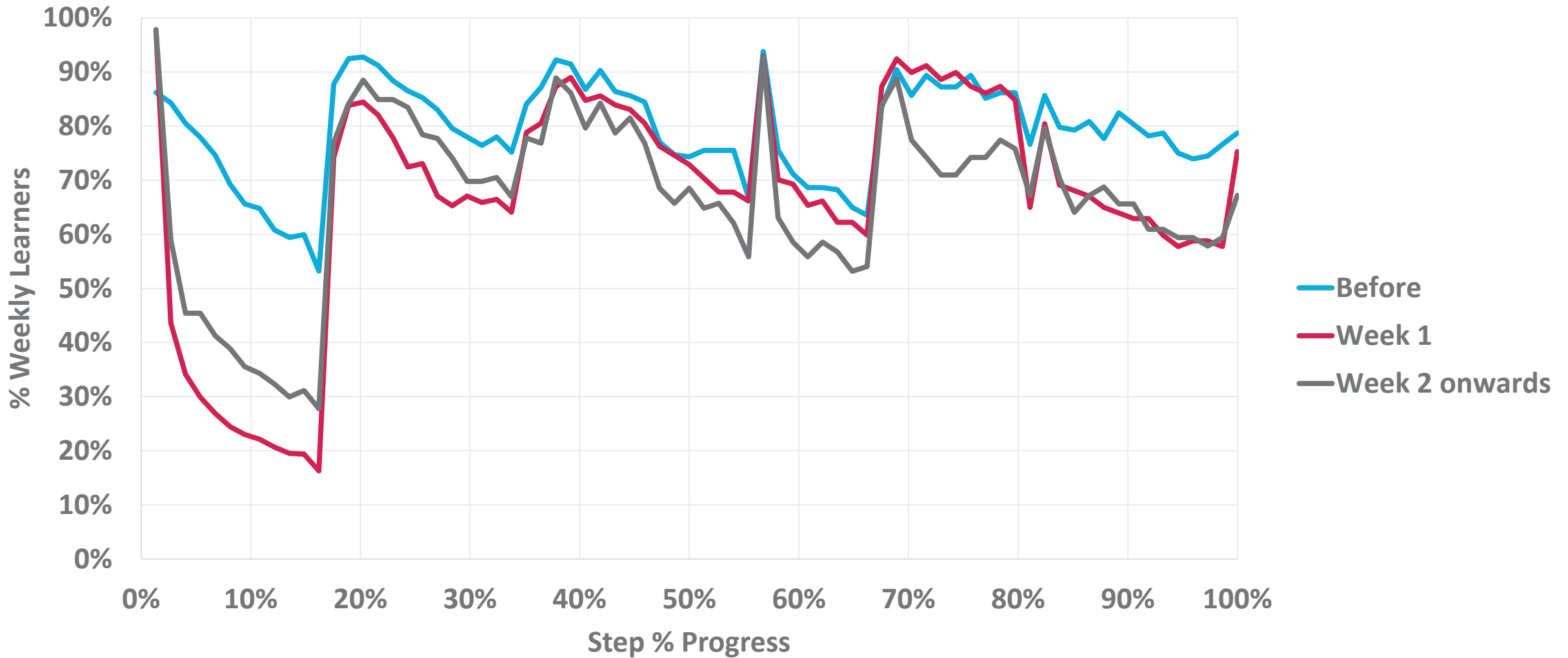STEM LEARNING

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MOOC Retention by enrolment period (3 weeks, n=984)
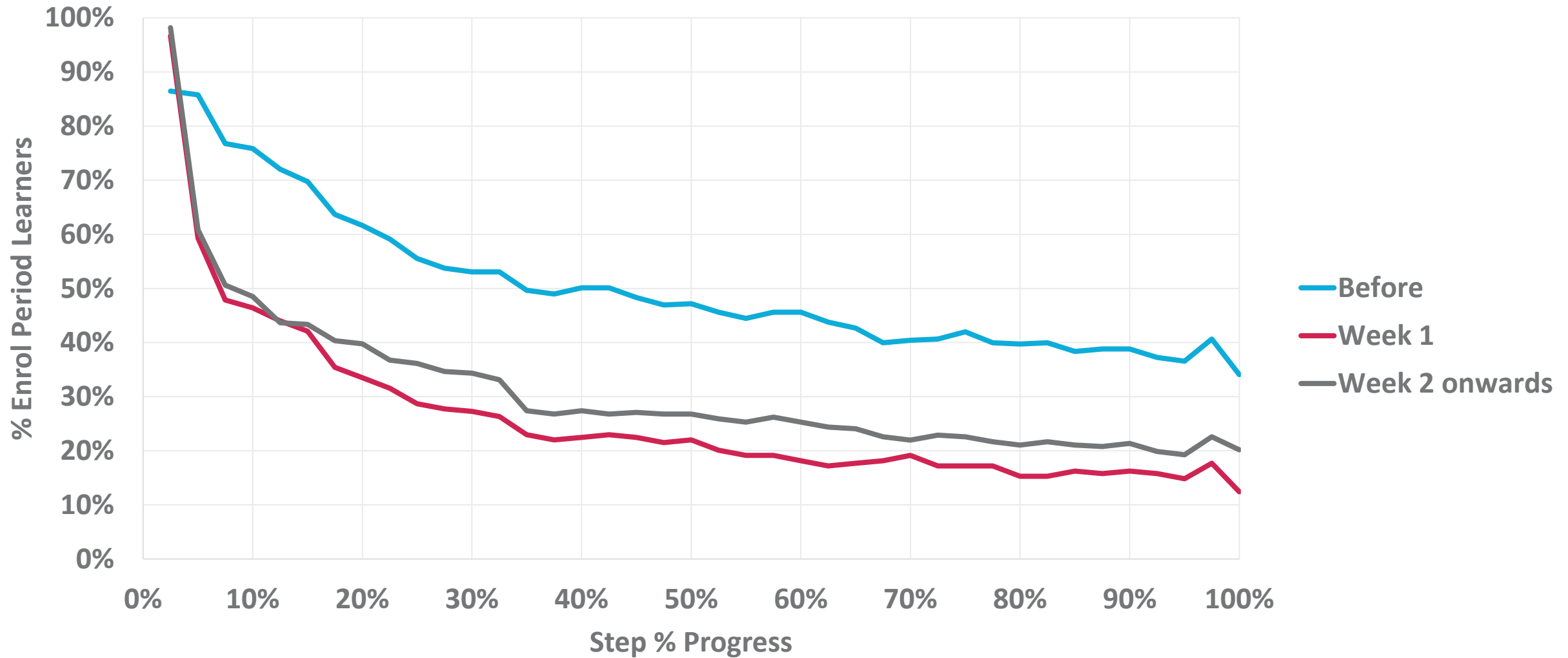
MOOC Retention by enrolment period - weekly (5 weeks, n=2002)

% Weekly Learners

Step % Progress

Before
Week 1
Week 2 onwards

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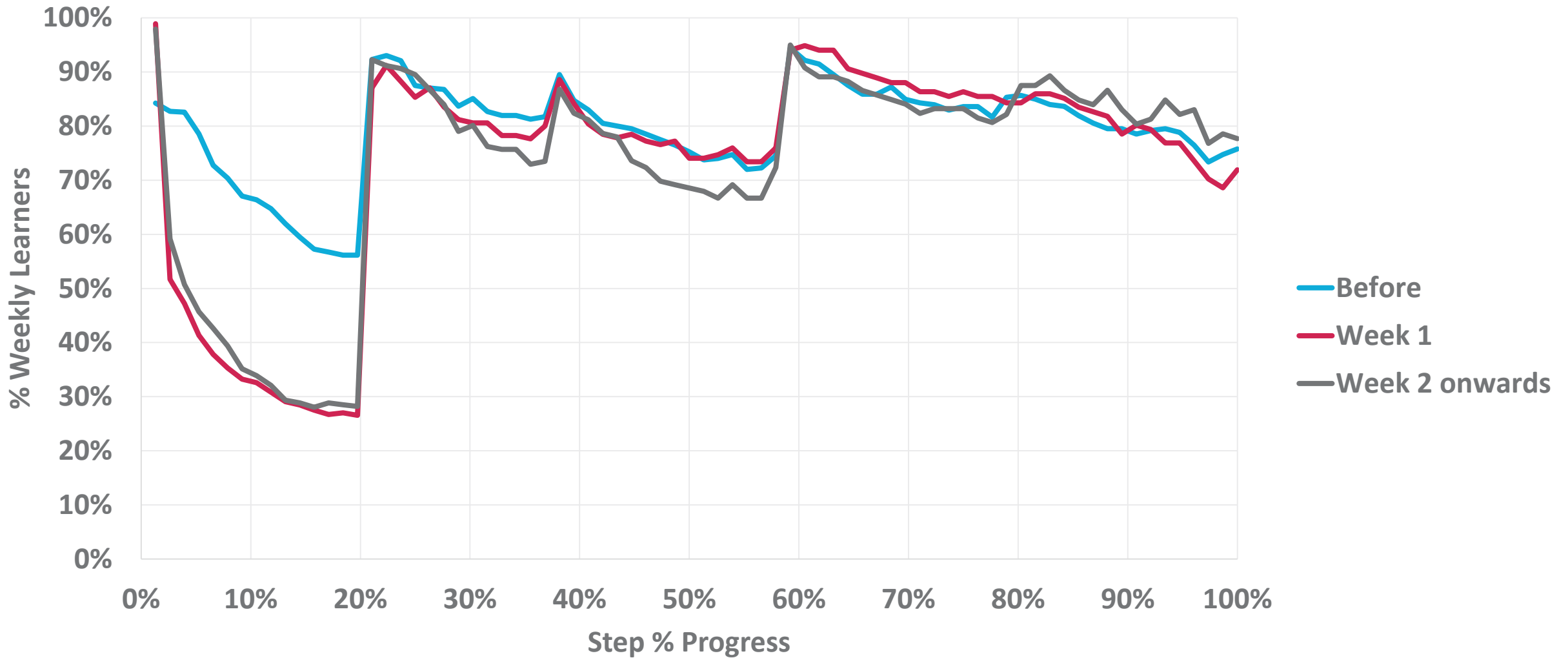
MOOC Retention by enrolment period - weekly (6 weeks, n=1899)

% Weekly Learners

Step % Progress

Before
Week 1
Week 2 onwards

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Data processing rules

1. Exclude data from learner ids belonging to the course team.

2. Exclude data belonging to learner ids not with learner role.

3. Exclude data from learner ids where the learner appeared to have accessed the course before course start date.

4. Exclude data from learner ids where the enrolment or step access occurs beyond the bulk of the course participants last dates.

5. Only process learners where a complete data set is possible (i.e. data export includes full course participation window).

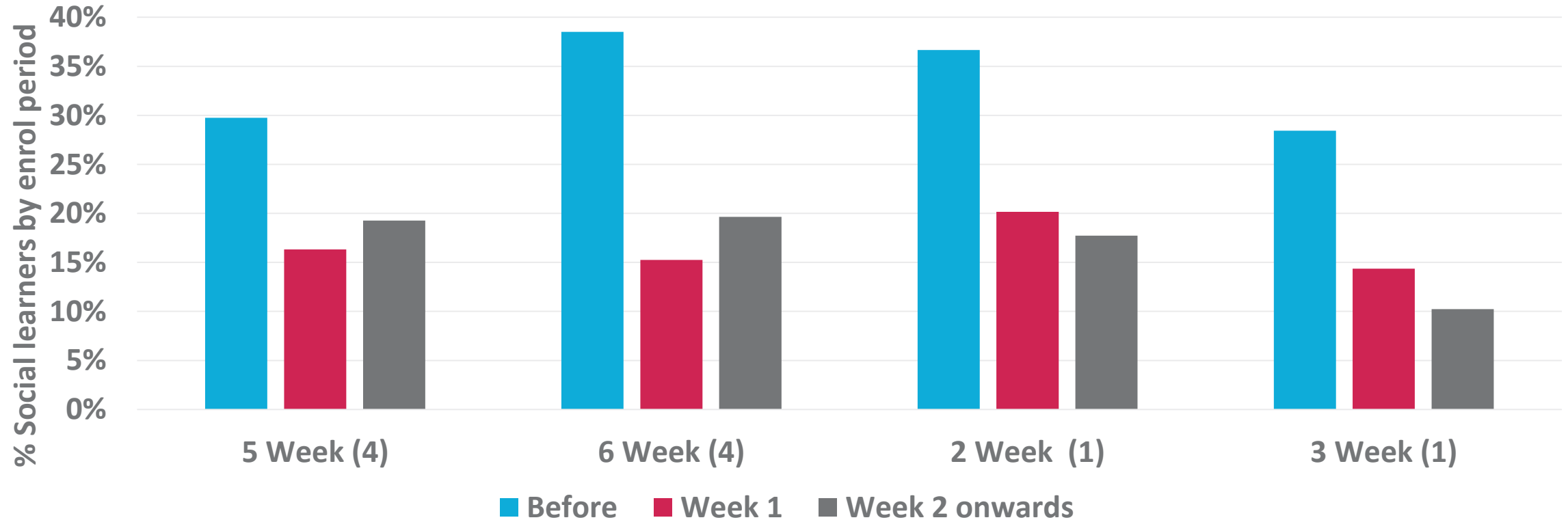**Full document at mattcornock.co.uk**

Course design measures

Conversion to Learner by enrolment period
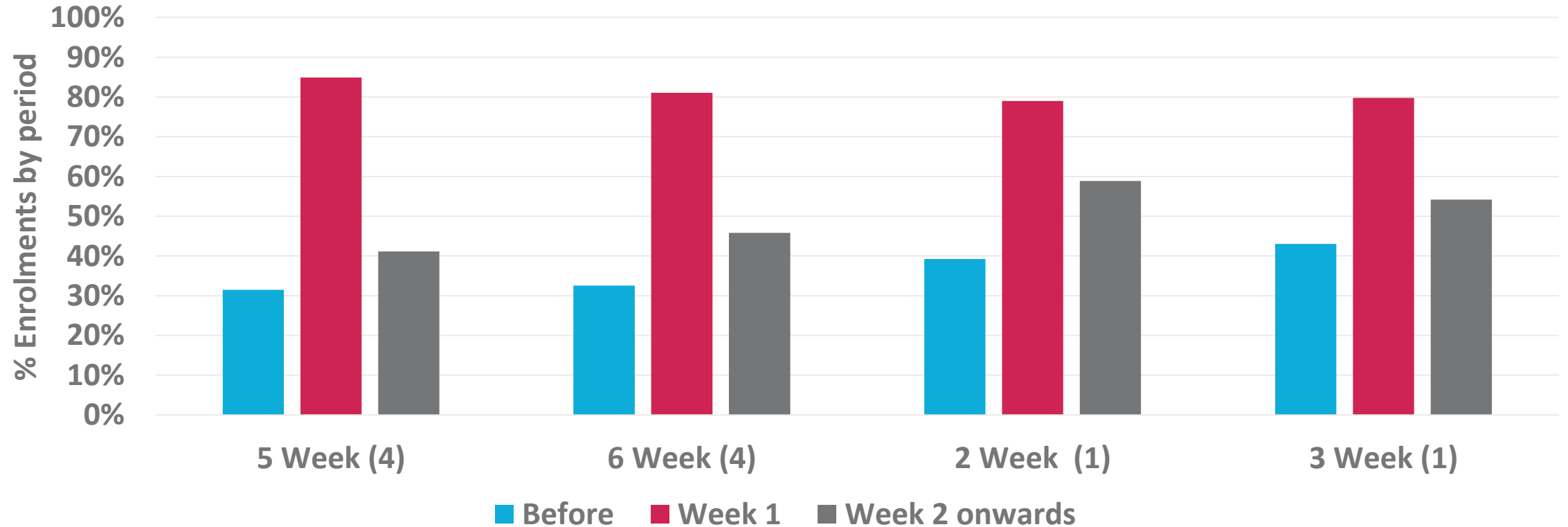
Course design measures

Social Learners by enrolment period
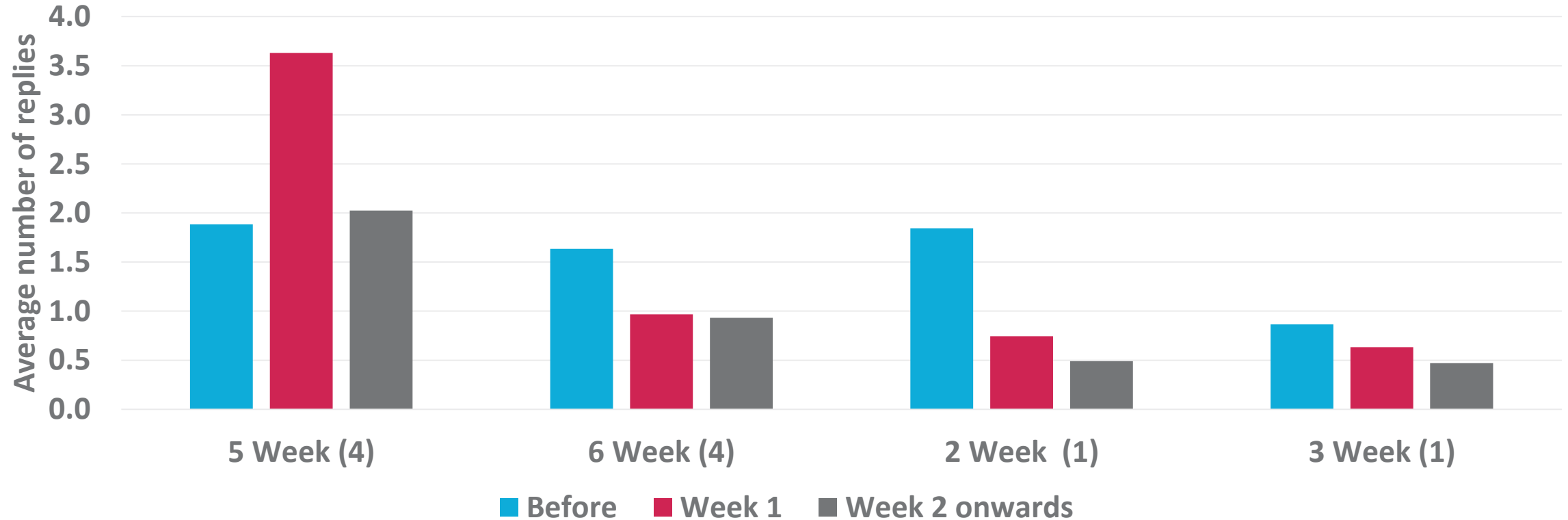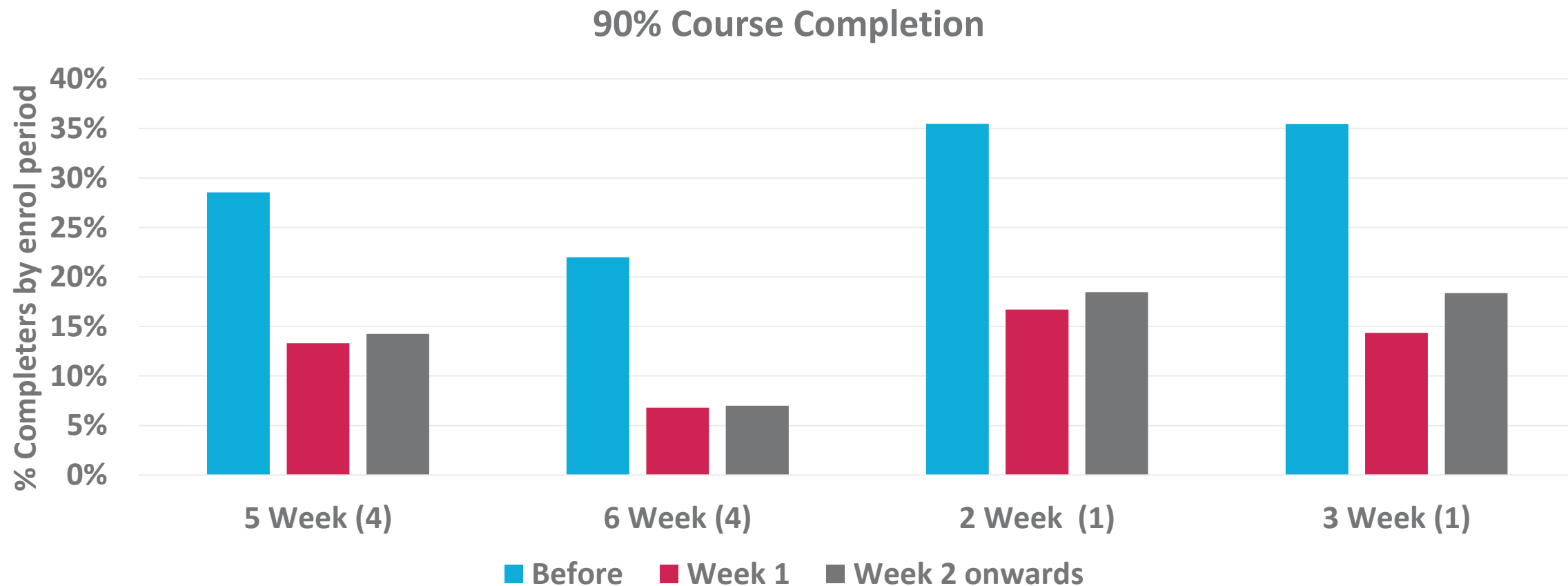
Course design measures

Replies by Social Learners

Course design measures

90% Course Completion

MOOC balancing act

Structured / Selective

Social / Personal

Facilitated / Non-facilitated

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Design elements being explored

- Clarity over course dates and supported period
- Value of contributing and learning from others
- Encouragement to work with colleagues offline
- Mentor video diaries and educator Q&A
- Peer-mentors to sustain facilitation
- Self-diagnostic and reflective activities

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