# Deakin FLAN

<https://alex.deakin.edu.au/Mediasite/Play/ac3258ad30f245169ead286dd2273f161d>

(Looks like about 5 people here)

**00:00 General chat**

**00:15 Introduction:** Marcus O’Donnell, PVC Teaching and Learning, Deakin University

Introducing the first meeting of FLAN outside Europe. Acknowledging that the meeting takes place on the land of indigenous people. Talks about the complexity of the educational environment and the pace of change.

**00:22 Where to next with micro-credentials – and why?** Beverley Oliver, Emeritus Professor, Deakin University

Beverley is introduced at the prime mover getting Deakin to do degrees on FutureLearn. This is a presentation of thoughts in process, and participants were asked not to share these ideas via social media. Areas covered include micro-certification, employer qualifications, calls for standardisation, third-party extensions, credit pathways, and micro-credentials that surround traditional degrees, evidence of lifelong learning. The talk introduces a framework for making credentials work for all stakeholders and proposes a definition of micro-credentials (this comes from the International Standard Classification of Education: ISCED)

**01:08 Q&A**

How can we collaborate with Indian and Chinese platforms? Have they solved these problems?

**01:15 Enhancing learning experiences beyond MOOCs: design, use, and efficiency of generous interfaces** Goki Miyakita, Keio University

Generous interfaces offer rich, browsable views. Relates to FL course ‘Japanese Culture through Rare Books’. It encouraged open-ended exploration of the online narrative book collection. This is design research that both creates designs and then evaluates them. Made use of the FL Learner archetypes. This enabled him to identify three main learner pathways through the MOOC. He found that design choices can improve the learning experience. It’s important to take into account different forms of motivation and learning. Feeling connected and staying engaged was also important.

**01:29 Role of MOOCs in fostering and hindering global learning** Harsh Suri, Senior lecturer, Deakin University

MOOCs are sites of super-diversity. There is not much work on affordances of MOOCs for global learning. MOOCs can support global learning, global perspectives, intercultural skills, inclusivity, social justice and sustainability. MOOCs can also lead to global harm by privileging dominant groups, reifying prevalent inequities, and through their global digital footprint. We need to critically reflect on how groups and individuals are represented, how these representations are influenced, whose representations are normalised, and what are the potential impact on MOOC learners and the communities with whom they interact.

**01.46 Workshop on researching digital education** Philip Dawson and Margaret Bearman, Associate lecturers, Deakin University

Discussing research problems in digital education, methods, challenges, opportunities, and the role of the AP FLAN. Research problems include: What are MOOCs trying to solve? Multilingualism. Interdisciplinarity. The influence of the digital. Who are the MOOC learners? How do we widen participation?

Talking about research into academic integrity and into learning design.

**03:00 Break for afternoon tea**

**03:18 Panel: What’s the strategic value of researching MOOCs in the university sector?** Professor Kylie Readman (PVC Education: Murdoch University), Professor Nick Barter (Academic Director, Griffith University Online) and Dr Clare Lloyd (Academic Director, Online Learning Initiatives, Newcastle University)

Clare is moving away from the word MOOC towards the term open. Have open courses with a couple of platforms

Murdoch has a long-standing involvement with distance, online and open learning.

Nick sees the strategic value of the MOC to the university. It’s driving conversations within the university. Struggling to know what to do with research in this area.

Importance of MOOCs for disseminating research to the general public.

Research can help understand what the return on investment is.

Scholarship around their own practice. Investigating different types of feedback. MOOCs and employability prospects.

Most of us are doing more than just MOOCs on the platform. This is an opportunity to explore digital learning on online platforms. Universities need to be paying attention to disruption, change and transformation. Left the shores of FutureLearn behind. Very difficult to make the case for MOOCs when there are degrees that might deliver five million dollars a year.

Where does the authentic voice of the teacher come through? Things about academic identity.

How many people have transferred from the MOOC to the degree?

What values do MOOCs bring. Universities should be helping the community as well as making a buck.

What does it mean to be taught in this mode? Do the learners feel taught?

Getting more comfortable with the idea of the international online student.

Still in the foothill of discussion of price for international students.

What sort of sense of belonging do our learners have?

Best teaching and learning practice

Want to understand the social learning space, and the peer-to-peer interaction

How do we become online learners?

Running their chat through Teams but are now departing from FL as a point of departure.

**03:59 Assessing postgraduate online students’ perception, engagement and understanding on individualised written, audio and video feedback** Anna Rita Sequeira, Astrid Devine and Robert Sydenham, Murdoch University (streamed from Perth)

How can their diverse group of learners benefit from the online experience, and benefit from feedback. Treating feedback as a dialogic process; a critical component of academic performance. Open to the possibility of opening up the study to others and involving oth4er collaborators.

**04:10 Q&A**

**04:20** **FutureLearn Degrees @ Deakin: Master of Information Technology Leadership (MITL)** Nick Patterson, Senior Lecturer, Deakin University

Degree builds on students’ past work experience and helps to accelerate a degree into one year (can extend to 2.5 years). Cheaper and quicker than a traditional Masters degree, but requires five or more years of management experience. 35,000 people have joined the presentations of the related MOOC, though few have switched over to the Masters.

They’re using Slack to create a community of practice across the degree.

**04:32 Design of daily video blog enhancing educators’ social presence in MOOCs** Shun Arima, Keio University. Aiming to enhance the social presence of the course educators. In Japan, the deep relationship between educator and learner is called shi tei kankei. With so many learners in MOOCs we need a way of enhancing educators’ social presence. Tried this out on their Quantum Computers course, which has had 5000 learners over four presentations. Tried out short daily educator videos on two days. Three kinds of content. Educators’ biographies, interviewing them about this. Also, educators’ feedback where educators respond to learners’ content. There are also educators’ debates on the latest trends. Shared via steps and via weekly emails, although visitors came from the steps and comments and not from the email. Weekly sentiment feedback survey showed students were happy. In some countries and areas, it is not possible to view YouTube. It would be helpful to be able to embed the videos in the comments. The videos did take time to produce – about three hours per daily video.

**04:42 Q&A**

**04:46 Clients’ digital stories: using the lived experience to personalise online learning** Darci Taylor, Deakin University

Working with the Grad Cert in Diabetes Education. Promoting the three different forms of interaction learner with learner, teacher, and content. Taking into account the emotional aspect of learning. Client digital stories came from community members with diabetes. They wove together images, music, story, and voice. The story snippets give a lot of information in a short amount of time. Stories of lived experience can develop empathy and a client-centred approach, can challenge stereotypes and give greater confidence in clinical encounters. However, digital stories along have minimal impact on understanding or knowledge. Investigated how people reacted to these stories. Looked at whether the learners expressed empathy. Could they comprehend what another person was feeling? Did they have an emotional resonance with those feelings? Was the story emotionally engaging (did students try to fill in the gaps in the story?). Was the story inspiring? Still looking at the impact on knowledge impact and transfer to clinical practice.

**04:56 Q&A**

Client stories have also been used in accountancy.

**05:02 Break for cake and wine**

**05:44 London appears. Set-up period**

**05:48 Welcome** Nigel Smith, FutureLearn

**05:50 Welcome** Rebecca Ferguson, Academic Lead, FLAN

**05:51 Pedagogy at Scale: past, present and future** Mike Sharples, Emeritus Professor, The Open University

**06:34 Q&A**

**06:48 UK keynote ends. Final words in Melbourne**

**For other presentations in the day’s FLAN meeting, start watching the London video at 01:47**