## Josie Gallo (LSHTM) MOOC and OER Coordinator (with Dominic)

First MOOC was in 2015 in response to the Ebola crisis

Six new courses starting next year

Over 58,000 active learners

Over 5,500 upgrades

Looking at building on the existing MOOCs and developing a program

## Jemma König (University of Waikato)

Integrating lexical features and language tools into FutureLearn

F-Lingo is a Chrome extension built to work with FutureLearn (but only on Chrome)

Runs on three FL courses from Waikato all on programming with Weka

You can get it from the Chrome web store

Go to the MOOC and then to the Chrome web store

Hovering over the name when in the MOOC gives you an overview

If you click on ‘Words’ some words are highlighted and you can access a definition from Wiktionary. Useful for language learners.

If you click on ‘Phrases’ it highlights collocations. You can get examples from the course.

‘Concepts’ highlights words that relates to Wikipedia page. It can discriminate between eg weka the bird and weka the programming language

There’s a vocabulary test, based on highlighted words

Can also pick out key words (ones which don’t appear on a common word list). Lexical bundles come from a pre-existing list of commonly used bundles. Collocations more complicated, based on syntactical patterns. Concepts are identified using Wikipedia Miner.

Provides definitions example sentences, related collocations, Wikipedia definitions, and related articles.

Investigating whether learners use it, if the word lists are useful, , which do they use best, and do they only click on words they don’t know? Does it enrich learner answers to a task-based study?

Looking for other courses to run it on.

## Reka Budai: FutureLearn update

Talking about how and why they changed the way of doing surveys.

Used to be SurveyMonkey. Wanted to reach more and more types of learners. People who answer tend to be ‘vitalisers’ who love learning, do it as a hobby, have more time on their hands. Wanted to reduce the questions and ask the right ones at the right time. Why keep pre and post surveys. Let’s find other touchpoints. Surveys used to be sent by email.

Registers: more about you demographic. They sample now – don’t ask everyone everything.

joins course archetypes survey motivation

learning on course, weekly sentiment survey satisfaction

finishes course post-course survey impact

leaves course leaving survey

63 percent female, 28 percent from UK, 3 percent from Nigeria.

37 percent working full time

40 percent from teaching and education or health and social care

Biggest group is the vitalisers 20%

Develop or stay up to date in my field explorers 18%

60,000 sentiments measured across courses since July 89% positive. You see this a maximum of two times per course

Reasons for leaving – 6% because it’s too easy, 6% it’s too hard, 10% it wasn’t what I expected

Required more time than I realised 10%

At end – did it meet your expectations, did you gain new knowledge or skills, have you applied what you learned, have you shared what you learned with others (63% said yes)? What do you want to study next? Share any other thoughts.

All data is on stats dashboard in .csv format

Facilitation dashboard surfaces the weekly sentiment analysis as a visualisation.

Pre-course swap to archetypes doubled how many people responded.

Interesting question from Tim O’Shea . Can you identify courses which consistently fail. Can we share the archetypes is failure #LSHTMFLAN

## Daksha Patel and Astrid Leck (LSHTM)

Designing purposive MOOCs for disease elimination

2016 develop MOC on eliminating trachoma. Improving access to training, equip and mobilise large numbers of eye care workers from different cadres to achieve GET 2020

Trachoma is the leading infectious cause of blindness, Affects 181 million people

12 companies have now eliminated it.

We know how to treat it: surgery, antibiotics, facial cleanliness, and environment.

Training and equipping is pivotal to the success of GET2020. Used to happen in F2F workshops. There were training manuals, but they were outdated.

MOOCs/OERs to improve availability and access to quality training, reaching global audience via mobile devices, reaching beyond institutional boundaries, sharing high quality resources that can e used, shared and adapted

Wanted to bridge the exostng gap in access to knowledge, collate expertise and guidance into one course, develop a learning design relevant for wide rang od practitioners and stakeholders.

Content provided as OER in multiple interactive and lightweight formats.2,621 leaners so far. In 88% of trachoma endemic countries (157 countries in all used MOOC)

Close to half of those on courses were working in trachoma-related areas

WHO hoping to assign recognition to this course

‘Looking for cumulative effect of a set of indicators with a collection of related corroborating stories starts to provide robust evidence’ (Wenger et all, 2011)

Using a ‘value-creation framework)’ based on work of Wenger-Trayner.

People are dipping out as they would with a manual or a textbook because they know some of it.

Have used data and analytics, also a bespoke survey, semi-structured interviews with people in Kenya, Ethiopia and Australia and also ones with WHO, GET2020 leadership, and mentors.

Identified different types of value. Immediate and potential value, applied value (asked new staff to do it) realised value (the Ministry of Heath better understand it, so it’s easier to talk to them), reframing value (realise need to revisit what you know about research)

For example, learned that if you put too much data in a video it’s a problem if you have to update any of it

## Matt Cornock (National STEM Learning Network)

How can we better support learner engagement choices?

CPD for STEM teachers, technicians, teaching assistants

Mainly Wellcome and DfE funded

Fits in with national programme

STEM ambassadors go out into schools across the UK

Over 18 months

Talking about extended period of registration from early starts to people who sign up right at the end or pay for an upgrade

Very interested in people completing

They want to develop to improve student learning, not necessarily for piece of paper. That has consequences in terms of completion

People who enroll in advance are much more likely to be social learners and repliers. However, they are less likely to become learners (they can’t enroll and go straight to the course)

Those who enroll in advance are more likely to complete the course.

Exploring these elements (remember, they are keen for educators to complete courses and spread the news). Clarity over start dates and supported period, value of contributing and learning from others, encouragement to work with colleagues offline, mentor video diaries, educator Q&A, peer-mentors to support facilitation, self diagnostic and reflective activities.

## Saman Rizvi

Divergence and similarities in MOOC learning paths

Three distinct patterns – people who mark complete, or who do this partially or who don’t do it at all

Looking at activity access frequency, activity learning time.

People who don’t mark as complete are more interested in videos and less interested in articles.

Majority group is the non-markers

## Jacob H Askeroth (Remote - USA)

Perceptions of instructors on the quality of learning in the MOOCs they teach o

## Rebecca Ferguson (Open University) and Sally Parsley (LSHTM)

Developing the research agenda:

Overview of the current MOOC research landscape

Overview of FLAN presentations over last 5 years

I’m interested in why people focus in on discussion, activity, video, quiz etc. These are just types of resource, but don’t reflect what is done in them.

Paper on what do people do with quizzes is interesting to write here.