# FLAN Bath

10.00 Introduction and Welcome to FLAN and Bath  
Professor Andrew Heath, Director, Centre for Learning & Teaching, University of Bath

## 10.15 A framework for evaluating the impact of a MOOC on quality improvement in A framework for evaluating the impact of a MOOC on quality improvement in healthcare

Dr Sian Lickess-Smith, Anna Burhouse, Prof Christos Vasilakis, Dr Tricia Woodhead, University of Bath

About 24,000 have registered and about 10,000 have completed at least one step

Primary research aims were knowledge of quality improvement and people’s perceived confidence in participating in QI initiatives. Also interested in characteristics, reactions, engagement, and evidence of improved participation in QI initiatives.

Framework based on RE-AIM (reach, efficacy, adoption, implementation, and maintenance)

Also based on the Kirkpatrick model (learning, reaction and behaviour)

Smith-Lickess, S.K., Woodhead, T., Burhouse, A. and Vasilakis, C., 2019. Study design and protocol for a comprehensive evaluation of a UK massive open online course (MOOC) on quality improvement in healthcare. BMJ open, 9(12).

<https://bmjopen.bmj.com/content/bmjopen/9/12/e031973.full.pdf>

72 participants across two runs. Included follow-up interviews three months after the MOOC finished. Included people who hadn’t completed the MOOC.

Some students in Kenya had set up a WhatsApp group

10.45 Evaluating global health MOOCs: Case study from the International Centre for Evidence in Disability, London School of Hygiene & Tropical Medicine  
Sally Parsley, Nathaniel Scherer

84% had at least one target learner role. 1320 learners, 112 countries

Well motivated. 159 shared a learning goal, 83% of those were relevant to learning goals that were relebant to the course.

## 11.15-11.30 Morning break

11.30 Measuring impact using a case study approach  
Nicky McGirr, Dr Helen Bilton, Reading University

Measuring impact on a course designed to help train teaching assistants

Want to have ten schools early years settings. Course will start at beginning of November

Run the course five times. Nearly 17,000 active learners. Completion rate of 62.5%

Kirkpatrick model

* Reach
* Reaction
* Learning: What is the impact on individuals’ learning and behaviour. Does that learning impact on other members of staff? Can you give examples of taking something from the course, using it, and it having an effect? Would want to hear from headteachers that teaching assistants have become more confident
* Behaviour: What do they now do differently?
* Results

12.00 A Statistical Analysis of Engagement in Arabic Language MOOCs  
Shahad Almansour, Dr John Power, Dr Alan Hayes, University of Bath

Two Arabic-language platforms launched in 20212: Edraak.org and Rwaq.org Others are much smaller eg nadrus.com, doroob.sa, maharah.net. There is limited amount of published literature on published MOOCs

Building on work by Rene and by Doug and I.

Used k-means clustering algorithms. Edraak one was Java Programming 1 from the Arab University in Jordan. More males enrolled than females. Majority from countries with medium HDI index. Poor use of the discussion forum.

They found samplers, disengagers and completers.

Proportion of completers in FutureLearn significantly higher than Edraak. FL has lower proportions of samplers and mid-way dropouts.

12.30 Guidance on how Learning at Scale can be made more accessible  
Dr Tina Papathoma, Open University

## 13.00-13.30 Lunch

## 13.30 Preliminary findings from the study: How can MOOCs by used to support outbreak response? An Action Research approach

Josie Gallo, Maryirene Ibeto, London School of Hygiene & Tropical Medicine, UK Public Health Rapid Support Team

More people signed up than usual

Wider range of people. Course subject was becoming more political.

Concerned about reputational risk as the discussion developed, because moderating at scale was challenging. Also need a disclaimer about giving out medical advice. A large team of mentors and hosts, as well as external support to help with moderating.

80,000 comments on first run. Assigned steps to specific people, put questions on spreadsheet, where they were grouped and then responded to by academics. Switched comments off at the end of the three-week run

Used the action research cycle as a conceptual framework, Focus group discussions with course moderators, semi-structured interviews with key informants, review course matreix, comments and pre-and post-course survey, review of tools used

If people have to put together a course like this again in the future, they won’thave to start from scratch.

184/195 countries represented.

99% said it met or exceeded expectations, 84% reported having applied what they learned on the course.

Global sense of community. Also a feeling of community on the team presenting the MOOC. A feeling of being part of a global effort and a feeling of pride. New objectives developing as the course ran. Addressing misinformation that was being circulated at the time. Use the MOOC as a trial for how an institution could manage a course with such high numbers of learners. Using it as a way of strengthening public engagement skills. MOOC is now being used a s a tool to inform how courses can be used as a response to disease outbreaks. Role of education in communicating uncertainty and complexity behind health policy. Different from traditional black and white approach. Topic was evolving rapidly, so providing a space to understand concepts behind the interventions being introduced and also here they were being signposted to guidance applicable to their particular context. However course team and learners weren’t necessarily aware of that. Mentors felt they couldn’t say ‘I don’t know’, even though the course was designed for that to be an appropriate reaction.

Tenfold increase on their previous biggest course.

14:00 A workload analysis for learners in FutureLearn courses  
Kulvir Bahra, Open University

## 14.30-14.45 Afternoon break

14.45 Roundtable session – Researching online education during and after COVID-19  
Monty King, FutureLearn

Four key design principles: keep it simple; learn, apply and reflect; foster a community of practice; work iteratively and responsively. Identified learning outcomes and started to map them to activities Aiming to get learners discussing and adapting. Engagement and motivation were key, and that decision emerged from the poll.

Encouraged learners to follow each other so they could filter by following.

1200 alumni on LinkedIn. Active space

If you go too broad with your MOOC you begin to alienate people because they are too peripheralDefinition of an international student may change as people don’t leave their country but do study online with a provider abroad.

15.30 What are the benefits to students of offering downloadable versions of online study materials and supporting offline study?  
Dr Rebecca Ferguson, Open University

## 16.00 Wrap up and close

1. Liz Hills FutureLearn
2. Marie Salter University of Bath
3. Ahmed Al-Imarah University of Kufa
4. Alan [Hayes] University of Bath
5. Alex Parry Raspberry Pi
6. Almansour University of Bath
7. Andrew Morton Learning Lab
8. Astrid Leck LSHTM
9. Christine Ce LSHTM
10. Christopher Bonfield University of Bath
11. Craig Brown University of Glasgow
12. Daksha Patel LSHTM
13. Dominic Forrest LSHTM
14. Domonic Bailey The Open University
15. Duncan McMillan
16. Dusanka Nicolic Wellcome
17. Eileen Scanlon The Open University
18. Emilio Hornsey UK Public Health Rapid Support Team
19. Emily Webb Machster Met
20. Esther Spring
21. Fereshte Goshtashbpour The Open University
22. Graeme Hathaway LSHTM
23. Hannah John
24. Helen Bilton University of Reading
25. Jacob Michael Aguinaga Michigan
26. John Kerr University of Glasgow
27. Josie Gallo LSHTM
28. Karla de Lima Guedes University of Southampton
29. Kulvir Bahra The Open University
30. Leah [Marks] University of Glasgow
31. Lina [Aghajanian] The Open University
32. Lisa Harris University of Exeter
33. Marcos Sanchez-Lopez
34. Marie Salter University of Bath
35. Maryirene Ibeto LSHTM
36. Mike Sharples The Open University
37. Monty [King] FutureLearn
38. Nada Alsayegh University of Edinburgh
39. Nicky McGirr University of Reading
40. Paula Ruessmann University of Bristol
41. Paul Millington University of Bradford
42. Rachel Berkson Anglia Ruskin
43. Rebecca Ferguson The Open University
44. Rebecca Quintana University of Michigan
45. Ross Exton
46. S
47. Sally Parsley LSHTM
48. Saraswati Dawadi The Open University
49. Shahrzad Ardvani University of Aberdeen
50. Siamand Salehian LSHTM
51. Sian University of Bath
52. Steve Cayzer University of Bath
53. Sunita Sturup-Toft Public health expert
54. Tina Papathoma The Open University
55. Zoe Norman