# FLAN Meetings, Presentations and Presenters

**9 years**

**31 meetings**

**239 presentations**

**199 different presenters**

## Meeting 1: FutureLearn, 26 September 2013

* Steve Draper: [MOOCs and Peer Interaction](https://partners.futurelearn.com/hc/article_attachments/360014495338/MOOCS_and_Peer_Interaction_-_2013.pdf)
* Simon Buckingham Shum: [FLx: An Experimental Network Using External Analytics Tools to Explore FutureLearn](https://partners.futurelearn.com/hc/article_attachments/360014411317/FLx_-_An_Experimental_Network.pdf)
* Rupert Wegerif: [Some Ideas for Researching MOOCs](https://partners.futurelearn.com/hc/article_attachments/360014412417/Some_Ideas_for_Researching_MOOCs.pdf)

## Meeting 2: University of Birmingham, 4 February 2014

* Simon Buckingham Shum: Analytics Exemplar: Rhetorical analysis of MOOC learner comments
* Thomas Ullmann: Social ties in a course. Who talks to whom and when?
* Simon Buckingham Shum: How FLAN could turbocharge MOOC analytics R&D
* Neil Morris: What have we learned from MOOCs?
* Simon Buckingham Shum: Analytics Exemplar: Rhetorical analysis of MOOC learner comments
* Shirley Williams: Begin Programming: Trying to understand the data

## Meeting 3: The Open University, 13 May 2014

* Mike Sharples and David Major: Interpreting FutureLearn analytics for learning design
* Amy Woodgate: Learning Design @ Edinburgh: A Community Approach to MOOC Design and Content Development
* Grainne Conole: New Approaches to Designing for Learning
* Rebecca Ferguson: Learning Design and Learning Analytics: Building the Links

## Meeting 4: University of Southampton, 10 September 2014

* Julie Wintrup: A Community of Participants? Experiences of MOOC learners
* Andy Wright: Good MOOC, Bad MOOC: Judgement day
* Naomi Colhoun: Learning from Learning Analytics: Can data analysis of a FutureLearn MOOC usefully inform design for learning?”
* Rebecca Ferguson: Evaluating Educational Impact and Learner Support within OU [Open University] MOOCs
* Neil Morris: Quantitative analysis of short online course data to understand learner behaviour
* Russell Beale and David Major: FutureLearn course analytics

## Meeting 5: University of Edinburgh, 9 January 2015

* Jeff Haywood: Might MOOCs still be disruptive?
* Andy Wright: Good MOOC, Bad MOOC 2: The Return of the MOOC Turtle
* Dragan Gašević: Learning analytics and MOOCs: what have we learned so far and where to go
* Jeremy Knox: More-than-human analytics
* Dragan Gašević: Learning analytics and MOOCs: what have we learned so far and where to go?
* Sarah Honeychurch: Mapping disparate data sets: the challenges of conducting meaningful research when participants interact via multiple platforms
* Mike Sharples: Research opportunities with FutureLearn

## Meeting 6: The Open University, 15 June 2015

* Keynote presentation from Professor Sir Timothy O'Shea: An Ecology for eLearning: Minnows, MOOCs and Monsters
* Katy Jordan: Trends in MOOC Completion Rates
* Inge de Waard: Self-Directed Learning Dynamics in FutureLearn Courses: Towards a Framework
* Hannah Gore: Engagement of Informal Learners Undertaking Open Online Courses and the Impact of Design
* Tina Papathoma: Exploring Learners’ Motivations on Assessment in a Massive Open Online Course
* Janesh Sanzgiri: MOOCs for development? A study of Indian Learners in Massive Open Online Courses
* Bronwen Swinnerton: Can Demographic Information Predict MOOC Learner Outcomes?
* Srecko Joksimovic: MOOCdb - Developing Data Standards for MOOCs
* Vitomir Kovanovic: Inquiry-based learning & MOOCs: Challenges and opportunities
* Tim O’Riordan: Can you tell if they're learning?
* Manuel León Urrutia: MOOCs and Faculty: Behaviours and Attitudes towards MOOCs in Higher Education Institutions
* Ayse Sunar: The State of the Art of Personalised MOOCs and The Importance of Social Learning Networks Analysis

## Meeting 7: London, 22 September 2015

* Mark Bryant: Muslims in Britain: Changes and Challenges
* Sarah Speight: Nottingham’s partnership with the British Library
* Amy Woodgate: Research Methodologies: Cultural Collaborations and Initiatives at Edinburgh
* Robin Clarke, Francoise McClafferty, Rachel Tunstall, Robin Clarke: With A Little Help From My Friends: Leicester, Liverpool and the Making of a MOOC

## Meeting 8: University of Southampton, 2 December 2015

* Leah Marks, Glasgow: Plagiarism detection in MOOC peer review
* Adriana Wilde, Southampton: What is success anyway?: defining success in the context of FL MOOCs
* Tim O’Riordan, Southampton: Digital tools and approaches I use to support my research
* Steve White: Exploring MOOCs and change in higher education using Socio-Technical Interaction Networks
* Manuel León Urrutia: Observing MOOCs in Real Time: The UoS MOOC Dashboard
* Ayse Saliha Sunar: Visualisation of Social Networks by using GnuplotMike Sharples, The Open University: FutureLearn ethics - FLAN
* Jocelyn Wishart, Bristol: Ethics relevant to researching MOOCs
* Rebecca Ferguson, The Open University: The ethics of MOOC research: involving the learner

## Meeting 9: University of Glasgow, 19 April 2016

* Stuart Sutherland, Health Education England: Learning design for massive, social online learning – a request for research collaboration
* Minji Xu, FutureLearn: Learning and collaborating in an online course.
* Phil Tubman, Lancaster: Social Learning: Interaction on the FutureLearn platform
* Paul Browning, National STEM Centre: How a "shuffle" link transformed our experience of the peer review engineer.
* Laura Kirsop, FutureLearn: Designing ‘study groups’: How the Learning Experience team at FutureLearn have explored and designed a small group learning experience.
* Manuel León Urrutia, Adriana Wilde, Southampton: Cross-institutional MOOC Data Analysis and Visualisation: A call for collaboration
* Janesh Sanzgiri, The Open University: Indian learners on FutureLearn - what do we know?

## Meeting 10: The Open University, 7 June 2016

* Professor Allison Littlejohn, The Open University: Professional and Digital Learning: Leveraging learning at work
* Steve White: The socio-technical construction of MOOCs and their relationship to educator and learning designer roles
* Inge de Waard, Mike Sharples and Agnes Kukulska-Hulme: Self-directed informal learning by experienced online learners enrolled in FutureLearn MOOCs
* Rachael Hodge: Literature and Mental Health: the MOOC as research tool
* Lorraine Hudson: Smart City MOOC
* Tony Hirst and Michel Wermelinger: The medium is the message… Learning to Code for Data Analysis
* Matt Walton (FutureLearn): MOOCs for credit
* Francisco Iniesto: Accessibility and massive open online courses (MOOCs): the current state and next steps

## Meeting 11: University of Leicester, 24 October 2016

* Silvia Gallagher, Trinity College, Dublin: Trinity College MOOC Research: Past, Present and Future
* Mike Sharples, The Open University & FutureLearn: The Blockchain and Kudos: Thoughts on Record, Reputation and Reward
* Adriana Wilde, University of Southampton: Recommendations arising from performing Data Analytics on FutureLearn Courses
* Deirdre O'Sullivan, University of Leicester: Crowdsourcing Public Research Data
* Ben Fields, FutureLearn: Baby Steps Toward Empirical Pedagogy: Measuring Implicit Learner Behaviour at Scale

## Meeting 12: Universitat Pompeu Fabra, 27 January 2017

* Professor Sir Timothy O’Shea, Principal & Vice-Chancellor, University of Edinburgh: Edinburgh’s MOOC Strategy
* Dr. Manel Jiménez, Dr. Davinia Hernández-Leo and Kostas Michos, Universitat Pompeu Fabra: Reformulating learning at scale
* Dr. Lisa Harris and Dr. Nic Fair University of Southampton: Integrating MOOCs within modules at Southampton
* Kalpani Manathunga, Universitat Pompeu Fabra: Models to support social learning
* Shi Min Chua, The Open University, UK: Unpacking comments and social learners in FutureLearn
* Tina Papathoma, The Open University, UK: The educator professional development perspective
* Ishari Amarasinghe, Universitat Pompeu Fabra: The group formation problem
* Dr. Rebecca Ferguson, The Open University: MOOCs: What the research of FutureLearn’s UK partners tells us
* Skype discussion moderated by Prof. Sharples, The Open University, UK & FutureLearn. Joined by Ester Oliveras(UPF), Sarah Speight (University of Nottingham), Sarah Cornelius (University of Aberdeen), Pierre Binetruy (Université Paris Diderot):: What have been the experiences of educators on FutureLearn courses, and how can these be improved?

## Meeting 13: Lancaster University, 28 April 2017

* Professor Kerrie Douglas, Purdue University: Contextualized Evaluation Framework for MOOCs)
* Professor Krishna Madhavan, Purdue University: Predictive data analytic pipelines for intelligent personalization of online learning environments
* Professor Judit Kormos, Lancaster University: [Assessing the impact of MOOCs on attitudes and beliefs about inclusive teaching practices](https://partners.futurelearn.com/hc/article_attachments/360014534397/Assessing_the_impact_of_MOOCs_on_attitudes_and_beliefs_about_inclusive_teaching_practices__April_2017_.pptx)
* Paul Browning, National Stem Learning Centre: [Does facilitation influence learner retention? Some hunches from 2 years of data](https://partners.futurelearn.com/hc/article_attachments/360014606658/Does_facilitation_influence_learner_retention___April_2017_.pptx)
* Dr. Leah Marks, University of Glasgow: [Students as partners in MOOC creation – A journey just begun](https://partners.futurelearn.com/hc/article_attachments/360014534457/Students_as_partners_in_MOOC_creation__April_2017_.pptx)
* Malik Manish, Lancaster University and Portsmouth University: MOOCs- A systematic (critical) review
* Philip Tubman, Lancaster University: [Visualising Social Learning for Discoverability](https://partners.futurelearn.com/hc/article_attachments/360014606698/Visualising_Social_Learning_for_Disocverability__April_2017_.pptx)
* Tracie Farrell-Frey, The Open University: Affordances of Learning Analytics: Ideology, Pedagogy and Practice

## Meeting 14: The Open University, 16 June 2017

* Tina Papathoma, The Open University: Who are the MOOC educators and what are their tasks? A multiple case study
* Fereshte Goshtasbpour, University of Leeds: What do educators’ contributions to MOOC discussion areas look like?
* Shi Min Chua, The Open University: Investigating dialogic learning and teaching in MOOCs: an applied linguistics approach
* Dr. Alison Fox, Dr. Jim Askham and Rachel Tunstall, The Open University and University of Leicester: High responsibility: The ethics of researching a MOOC about research ethics
* Ahmed Al-Imarah, University of Bath: Quality assurance and innovation: case studies of massive open online courses in UK Higher Education
* Dr. Steve Cayzer and Simon Coton, University of Bath: Social network analysis of learning: application of significance tests to massive open online courses (MOOCs)
* Philip Tubman, Dr. Phillip Benachour and Dr. Murat Öztok, Lancaster University: Visualising social learning for discoverability
* Francisco Iniesto, Professor Patrick McAndrew, Professor Shailey Minocha and Dr. Tim Coughlan, The Open University: What are the expectations of disabled learners when participating in a MOOC?
* Garron Hillaire, Francisco Iniesto and Professor Bart Rienties, The Open University: The roadmap to emotionally accessible MOOCs
* Hillary E. Merzdorf, Nathan M. Hicks and Professor Kerrie A. Douglas, Purdue University: Psychometric analyses of the expectancy-value-cost scale in advanced nanotechnology MOOCs
* Tim O’Riordan, University of Southampton: Automated evaluation of comments in a MOOC discussion forum
* Janesh Sanzgiri, The Open University: A comparison of Indian learner experiences on a local and global MOOC platform
* Professor Eileen Scanlon, The Open University: Recent trends in MOOC research: from three US conferences
* Mirjam Hauck, The Open University: How to design for transition: beyond MOOCs
* James Little, University of Sheffield: Beyond MOOCs: a catalyst for change

## Meeting 15: British Council, 7 November 2017

* Josh Underwood, British Council (Spain): What I want from learning conversation guidelines & analytics dashboards: A FutureLearn educator/moderator’s wish list
* Dr. Matthew Nicholls and Bunny Waring, University of Reading: Online learner discussions and feedback in our ancient Rome MOOC
* Tracey Walker, Lisa Perez and Dr. Ben Fields, FutureLearn: Introducing Learner Archetypes
* Phil Tubman, Lancaster University: Comment Discovery Tool: implications for pedagogy
* Adriana Wilde, University of Southampton: Sentiment Analysis of comments in MOOCs
* Neil McLaren, British Council (Slovakia): Integrating MOOCs and social media: building and sustaining a global community of learners
* Professor John Domingue, The Open University: Large Collaborative Bidding: comparing Future Learn to the perfect partner
* Professor Kerrie Douglas and Victoria West Purdue University: Exploring Different Personal Costs to Achievement in Highly Technical Engineering MOOCs

## Meeting 16: University of Exeter, 28 February 2018

* Nigel Smith (FutureLearn Head of Content) & Christoffer Valenta (FutureLearn Legal Counsel): FutureLearn & the General Data Protection Regulation (GDPR)
* Yingxi Zhu, Shanghai Jiaotong University: China’s model of integrating MOOCs in the university
* Nic Fair and Manuel Leon from the Web Science Institute, University of Southampton: Integrating MOOCs into on-campus modules
* Sarah Cornelius, Colin Calder and Peter Mtika, University of Aberdeen: How does a MOOC impact on-campus student engagement?
* David Smith and Suzanne Collins, University of Bristol: Bristol Futures: Using open courses to provide extra curricular activities for students
* Damien Mansell, Sarah Dyer and student facilitators, University of Exeter: Students as MOOC facilitators; the benefits of worldwide MOOC engagement
* Reka Budai - Strategy & Insights Analyst, FutureLearn & Lisa Perez - UX Research Lead, FutureLearn: Questions & Answers - how to survey learners?
* Jeremy Singer & Vicki Dale, University of Glasgow: A blended course in Haskell Programming that includes a FutureLearn MOOC: Learner & Teacher Experiences
* Ahmed Al-Imarah, University of Bath: The Quality Approaches to MOOCs and the Influence of the University Culture

## Meeting 17: FutureLearn, 22 June 2018

* Dr Alyssa Friend Wise, Associate Professor of Learning Sciences & Educational Technology, NYU Steinhardt, USA: The conceptual and methodological future of large scale learning research
* Fereshte Goshtasbpour, University of Leeds: Educators’ participation in MOOC discussions and learners’ engagement: what do free-flowing discussions tell us?
* Tim O'Riordan , University of Southampton: Classifying critical thinking in MOOCs
* Tina Papathoma, The Open University: Who teaches in massive open online courses and how do they learn to do this? A multi-case study
* Janesh Sanzgiri, The Open University: Comparison of Indian learner experiences on FutureLearn and an Indian MOOC platform (NPTEL)
* Shahrzad Ardavani, University of Aberdeen, Monty King, The University of Western Australia: Examining a MOOC-based CPD course for English Language teachers from two differing perspectives
* Francisco Iniesto, The Open University: Understanding MOOC disabled learners: motivations and barriers to learning
* Dr Terry O’Sullivan, The Open University: Different routes to skills development in MOOCs
* Garron Hillaire, The Open University: Sentiment analysis in MOOC/online learning: review of accuracy and a prospective method
* Nigel Smith and Katherine Weber, FutureLearn: Planning for the future

## Meeting 18: University of Glasgow, 7 September 2018

* Elaine Beirne (Dublin City University): Emotion during learning with an LMOOC: Insights from an Irish language MOOC
* Conchúr Mac Lochlainn (Dublin City University): Motivations and identities - contrasting learner archetypes and literature on the psychology of language learning
* Louise Blakemore (Imperial College London) and Leah Marks (University of Glasgow): Digital Literacy in a MOOC setting
* Adriana Wilde (University of St Andrews): Clustering of learners' behaviour in the Understanding Language MOOC
* Andrew Deacon , Janet Small & Sukaina Walji (University of Cape Town): Researching MOOCs from multiple perspectives: MOOC makers and open educational practices
* Phil Tubman (Lancaster University): Comment Discovery Tool plugin
* Mike Sharples: nQuire and FutureLearn: Conversational inquiry learning
* John Kerr (University of Glasgow): Scaling up course design at Glasgow
* Shi Min Chua (The Open University): Why did Nobody Reply to Me? A Keyword Analysis of Initiating Posts and Lone Posts in Massive Open Online Courses (MOOCs) Discussions
* Mairéad Nic Giolla Mhichíl (Dublin City University): To tweet or not to tweet: integrating a hashtag as a voluntary activity in an Irish language MOOC
* David Waller and Gaurav Nanda (Purdue University): Similarities and Differences in Discussions on Different MOOC Platforms
* Monty King (FutureLearn), Eileen Scanlon (The Open University): New developments, discussion and closing remarks, introducing FutureLearn Fellows

## Meeting 19: LSHTM, 6 November 2018

* Jemma König (University of Waikato): Integrating lexical features and language tools into FutureLearn
* Reka Budai (FutureLearn): Gaining insights through FL surveys
* Astrid Leck and Daksha Patel (LSHTM): Developing a value creation framework to assess impact of MOOC learning
* Matt Cornock (National STEM Learning Network): How can we better support learner engagement choices?
* Saman Rizvi (The Open University): Divergence and similarities in MOOC learning paths
* Jacob H Askeroth (Purdue University): Instructor Perceptions of Quality Learning in MOOCs
* Rebecca Ferguson and Sally Parsley: Introduction to the group discussion on Developing the MOOC research agenda: Current MOOC research landscape, Key themes of FLAN presentations 2013-2018

## Meeting 20: Dublin City University, 5 April 2019

* Mark Brown, Director of National Institute of Digital Learning, DCU & Mairéad Nic Giolla Mhichíl, The Ideas Lab@NIDL:DCU: Fáilte - Welcome
* Tim O’Shea, University of Edinburgh: Metrics for MOOCs and Masters
* Conchúr Mac Lochlainn, Dublin City University: Running up that Hill: Cross Course Continuation on Irish Language MOOC
* Isabel Drury, FutureLearn: FutureLearn Update The World of Teachers
* Jeremy Wade, O.P. Jindal Global University: Inclusive Higher Education through MOOCs: Integrating an Online Social Enterprise Program into an Indian University
* Eileen Scanlon, Open University: NQuire
* Elaine Beirne, Dublin City University: What are they really feeling? Making sense of emotional data in MOOCs
* Mark Brown NIDL & Gráinne Conole Open Education@NIDL: DCU: The Big Debate
* Address from Brian MacCraith, President of DCU
* Rebecca Ferguson, Open University: The Future of FLAN
* Mairéad Nic Giolla Mhichíl, The Ideas Lab@NIDL:DCU, Closing Remarks

## Meeting 21: Deakin University and FutureLearn, 6 June 2019

* Professor Emeritus Beverley Oliver, Deakin University: Where to next with microcredentials and why?
* Associate Professor Phillip Dawson and Associate Professor Margaret Bearman, Centre for Research in Assessment and Digital Learning: Workshop - Researching digital education
* Panelists include Professor Kylie Readman (Murdoch University), Professor Nick Barter (Griffith University) and Dr Clare Lloyd (University of Newcastle, Australia): What’s the Strategic Value of Researching MOOCs in the University Sector?
* Professor Mike Sharples, The Open University: Pedagogy at scale: past, present and future
* Professor Mike Sharples, The Open University: Pedagogy at scale: past, present and future
* Layla Croll, The University of Sheffield: What can MOOC completers tell us about successful learning design?
* Shi Min Chua, The Open University: A corpus-assisted discourse analysis of the use and discursive construction of URLs in MOOC discussions
* Barbara Conde, The Open University: Using MOOCS as promising language learning objects to facilitate self-regulated learning
* Matt Jenner, FutureLearn: Research at FutureLearn – understanding new features
* Paco Iniesto, The Open University: Understanding the stakeholders' perspectives to design accessible MOOCs
* Manuel León Urrutia, University of Southampton: MOOCs and competencies for Higher Education transformation: an activity theory analysis
* Reka Budai, FutureLearn: Partner archetypes
* Dr Gaurav Nanda, Abigail Genry & Dr Kerrie A Douglas, Purdue University: Understanding what learners like and dislike about MOOCs across subject areas using topic modeling

## Meeting 22: Leeds University, 11 September 2019

* Sir Alan Langlands, Vice-Chancellor, University of Leeds: Welcome address
* Neil Morris, University of Leeds: Keynote: Exploring the changing nature of higher education: impacts on learners and learning
* James Pickering and Bronwen Swinnerton, University of Leeds: Medical Student Engagement with Technology-Enhanced Learning Resources
* Michael Kilmister, University of Newcastle: Proposing an expansion of FutureLearn metrics for the prediction of student engagement
* Fereshte Goshtasbpour, University of Leeds: Do watercooler conversations with instructors in FutureLearn MOOCs help learning?
* Jonathan Pitches, University of Leeds: Research Impact and MOOCs - what contribution can digital education make to the REF impact agenda?

## Meeting 23: National STEM Learning Centre, 18 November 2019

* Fran Dainty, Head of Content and STEM Expertise, STEM Learning: Welcome and introductions
* Emeritus Professor Beverley Oliver, Deakin University: Making micro-credentials work for learners, employers and providers
* Terry O’Sullivan, The Open University Business School: Certifying MOOC quality – opportunity EOCCS?
* Round-table group discussions: micro-credentials and frameworks
* Josie Gallo, London School of Hygiene and Tropical Medicine: Using Learning Manager to target health professionals with essential information on antimicrobial resistance and diagnostics
* Tina Papathoma, The Open University: MOOC Educators: who they are and how they learn
* Karla Kerlley de Lima Guedes, University of Southampton: To blend or not to blend? Lecturers’ experience with blending MOOCs into traditional UK Higher Education modules
* Steve George, CIPD: Case study of professional learning: CIPD – HR fundamentals
* Mac Bowley, Matt Hogan, Martin O’Hanlon, Raspberry Pi Foundation: The benefits and challenges of having a varied audience
* Matt Cornock, National STEM Learning Centre: Evidencing personal and professional development on FutureLearn
* Karen Hornby, National STEM Learning Centre: The authenticity of online learning activities for professional learners

## Meeting 24: University of Bath, 14 September 2020

* Professor Andrew Heath, Director, Centre for Learning & Teaching, University of Bath: Introduction and Welcome to FLAN and Bath
* Dr Sian Lickess-Smith, Anna Burhouse, Prof Christos Vasilakis, Dr Tricia Woodhead, University of Bath: A framework for evaluating the impact of a MOOC on quality improvement in healthcare
* Sally Parsley, Nathaniel Scherer: Evaluating global health MOOCs: Case study from the International Centre for Evidence in Disability, London School of Hygiene & Tropical Medicine
* Nicky McGirr, Dr Helen Bilton, Reading University: Measuring impact using a case study approach
* Shahad Almansour, Dr John Power, Dr Alan Hayes, University of Bath: A Statistical Analysis of Engagement in Arabic Language MOOCs
* Dr Tina Papathoma, The Open University: Guidance on how Learning at Scale can be made more accessible
* Josie Gallo, Maryirene Ibeto, London School of Hygiene & Tropical Medicine, UK Public Health Rapid Support Team: Preliminary findings from the study: How can MOOCs by used to support outbreak response? An Action Research approach
* Kulvir Bahra, The Open University: A workload analysis for learners in FutureLearn courses
* Monty King, FutureLearn: Roundtable session – Researching online education during and after COVID-19
* Dr Rebecca Ferguson, The Open University: What are the benefits to students of offering downloadable versions of online study materials and supporting offline study?

## Meeting 25: University of Glasgow, 18 November 2020

* Leah Marks (University of Glasgow): Introduction to FLAN
* Matt Jenner and Monty King (FutureLearn): Unlocking access to courses: Lessons learned from Always Available
* John Kerr (University of Glasgow): Lead discussion: The use of unfacilitated MOOCs during the COVID pandemic
* Nicky Garland (Durham University): The ‘Hadrian’s Wall’ MOOC: Considering Impact and Contributing to a REF Case Study
* Fereshte Goshtasbpour (The Open University): FutureLearn educator roles: Why learners prefer to engage with educators and not lead-educators or mentors
* Craig Brown (University of Glasgow): Building Microcredentials during Covid19: A practical approach to pandemic teamwork

## Meeting 26: UCL, 15 January 2021

* Prof Allison Littlejohn, Director of the UCL Knowledge Lab: Introduction and Welcome to FLAN and the UCL Knowledge Lab
* Monty King, FutureLearn / University of Western Australia: International scholarships and digital education in the Global South
* Dr Eileen Kennedy, UCL Knowledge Lab: The Potential of MOOCs as Massive Open Online Collaborations
* Dr Hanna Celina, FutureLearn: Impact-focused online learning communities in learner-led online environments
* Prof Stephen Peake, The Open University: Assessment of images using NIMA AI
* Dr Doris Dippold, University of Surrey: Life-long learning through a research-led MOOC: between rigour and relevance.
* Dr Halvdan Haugsbakken, NTNU Norwegian University of Science and Technology: Seven pedagogical design points for use of videos
* Prof Allison Littlejohn, Prof Manolis Mavrikis, Dr Alison Clark-Wilson, Dr Eileen Kennedy, moderated by Tim Neumann: Panel discussion: UCL Knowledge Lab researchers address the meeting themes.

## Meeting 27: The Open University, 17 March 2021

* Ahmed Al-Imarah, University of Kufa: The possibility of using MOOCs to enhance cultural heritage and social cohesion
* Matthew Moran, The Open University: Designing for creativity and reflection
* Nada Alsayegh, University of Edinburgh: Teacher Identity and MOOC Spaces in Arabic MOOC Platforms
* Shahrzad Ardavani, University of Aberdeen: Beyond the binary of Native English-Speaking Teachers and Non-native English-Speaking Teachers
* Matt Jenner, FutureLearn: Key trends for the Future of Learning
* Leah Marks, Manuel Leon Urrutia, Rebecca Ferguson: Reviewing the terms of reference of FLAN, looking ahead at publication plans and asking for ideas and input

## Meeting 28: FutureLearn, 21 May 2021

* Matt Jenner, FutureLearn: Welcome!
* Saman Rizvi, The Open University: Cross-Cultural Learning Design Preferences in MOOCs
* Adriana Wilde, University of Southampton: Meaningfully comparing engagement in FutureLearn MOOCs against that in other platforms
* Michael Meaney, University of Cambridge: Hegemonic Design Bias: A Conceptual Framework for why xMOOCs have Struggled to Democratize Learning
* Matt Jenner, FutureLearn: Collecting FutureLearn Partner / FLAN Research into a shared repository or library

## Meeting 29: Monash University, 24 August 2021

* Dragan Gašević, Guanliang Chen & Mladen Raković, Monash University: Introduction and Welcome to FLAN and the Centre for Learning Analytics Monash,
* Yi-Shan Tsai / Monash University: Opening keynote: Feedback for online learners
* Craig Hassed / Monash University, Centre for Consciousness and Contemplative Studies: Mindfulness is associated with lower stress and higher work engagement in a large sample of MOOC participants
* Rowan Peter / Monash University: Learner revisitation of the same MOOC: formative feedback and its impact
* Mark Brown, Dublin City University: Closing keynote: MOOCs and Micro-credentials: Exploring Data Deserts

## Meeting 30: Raspberry Pi, 26 November 2021

* Jonathan Dickins: The influence of screencast video content on learner retention in MOOCs
* Mike Sharples: Generative AI and Education
* Tim O'Riordan: Developing a computational approach to evaluating learner comments
* Qiongqiong Wang: Exploration on learners' attitude on the relationship between peer feedback and student engagement in MOOCs - A Case Study
* Mac Bowley & Ben Garside: Rock, Paper, Scissors and Machine Learning

## Meeting 31: Dublin City University, 17 February 2022

* Hannah John & John Kerr: Future of Higher Education in a Skills-Driven Environment: The challenges of developing and supporting flexible courses within the rigid structures of HE
* Ahmed Al-Imarah: MOOCs for Cultural Heritage Education: An Exploratory Analysis
* Martin Jackson: Sentiment analysis and observations from MC learners
* Mark Brown: The Unfinished Micro-credential Canvas: Are We Mixing Oil and Water?
* Celine Heffernan & Caitríona Nic Giolla Mhichíl: Introducing the Microcreds Project at DCU

## Meeting 32: University of Lancaster, 2022

* Vaclav Brezina: Using and improving #LancsBox software on the Corpus Linguistics: Method, Analysis and Interpretation course
* Phil Tubman: Stigmergy: Designing for mass collaboration)
* Xiaoxia Wang: Variations in HE academics' experiences of designing MOOCs: a discussion through the lens of networked learning
* Heather Schwitalla: Lessons learned: mass collaboration for designing meaningful learning experiences in public health MOOCs
* Shahrzad Ardavani: Investigating the experience of in-service English language teachers’ professional learning on a Massive Open Online Course; an Activity Theory-based lens
* Barbara Conde Gafaro: Personal learning goals of adult language learners in MOOCs (20m + 5m for questions)

## FLAN Presenters

Numbers in brackets indicate how many times they have presented.

1. Abigail Genry
2. Alison Clark-Wilson
3. Adriana Wilde University of St Andrews, University of Southampton (6)
4. Agnes Kukulska-Hulme
5. Ahmed Al-Imarah, University of Bath, University of Kufa (4)
6. Alan Langlands, Vice-Chancellor, University of Leeds
7. Alison Fox
8. Allison Littlejohn, The Open University, UCL Knowledge Lab (2)
9. Alyssa Friend Wise, Associate Professor of Learning Sciences & Educational Technology, NYU Steinhardt, USA
10. Amy Woodgate (2)
11. Andrew Deacon
12. Andrew Heath, Director, Centre for Learning & Teaching, University of Bath
13. Andy Wright (2)
14. Anna Burhouse
15. Astrid Leck
16. Ayse Saliha Sunar (2)
17. Barbara Conde, The Open University (2)
18. Bart Rienties, The Open University
19. Ben Fields, FutureLearn (2)
20. Ben Garside
21. Beverley Oliver, Deakin University (2)
22. Brian MacCraith, President of DCU
23. Bronwen Swinnerton, University of Leeds (2)
24. Bunny Waring, University of Reading
25. Caitríona Nic Giolla Mhichíl, DCU
26. Celine Heffernan, DCU
27. Christoffer Valenta (FutureLearn Legal Counsel)
28. Christos Vasilakis
29. Clare Lloyd, University of Newcastle, Australia
30. Colin Calder
31. Conchúr Mac Lochlainn, Dublin City University (2)
32. Craig Brown, University of Glasgow
33. Craig Hassed / Monash University, Centre for Consciousness and Contemplative Studies
34. Daksha Patel, LSHTM
35. Damien Mansell
36. David Major (2)
37. David Smith
38. David Waller
39. Davinia Hernández-Leo
40. Deirdre O'Sullivan, University of Leicester
41. Doris Dippold, University of Surrey
42. Lisa Harris
43. Nic Fair, University of Southampton
44. Dragan Gašević (3)
45. Eileen Kennedy, UCL Knowledge Lab
46. Eileen Scanlon, The Open University (3)
47. Elaine Beirne, Dublin City University (2)
48. Ester Oliveras(UPF)
49. Fereshte Goshtasbpour The Open University, University of Leeds (4)
50. Fran Dainty, Head of Content and STEM Expertise, STEM Learning
51. Francisco Iniesto, The Open University (5)
52. Francoise McClafferty
53. Garron Hillaire, The Open University (2)
54. Gaurav Nanda, Purdue University (2)
55. Grainne Conole (2)
56. Guanliang Chen
57. Halvdan Haugsbakken, NTNU Norwegian University of Science and Technology
58. Hanna Celina, FutureLearn
59. Hannah Gore
60. Hannah John, University of Glasgow
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62. Helen Bilton, Reading University
63. Hillary E. Merzdorf
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65. Isabel Drury, FutureLearn
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69. James Pickering
70. Janesh Sanzgiri, The Open University (4)
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72. Jeff Haywood
73. Jemma König (University of Waikato)
74. Jeremy Knox
75. Jeremy Singer
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78. Jocelyn Wishart, Bristol
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80. John Kerr, University of Glasgow (3)
81. John Power, Dr Alan Hayes, University of Bath
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83. Jonathan Pitches, University of Leeds
84. Josh Underwood, British Council
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86. Maryirene Ibeto, London School of Hygiene & Tropical Medicine, UK Public Health Rapid Support Team
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96. Krishna Madhavan, Purdue University
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101. Leah Marks, University of Glasgow (5)
102. Lisa Perez - UX Research Lead, FutureLearn (2)
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105. Mac Bowley (2)
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109. Manolis Mavrikis
110. Eileen Kennedy
111. Tim Neumann
112. Manuel Leon from the Web Science Institute, University of Southampton (6)
113. Margaret Bearman, Centre for Research in Assessment and Digital Learning
114. Mark Brown, Director of National Institute of Digital Learning, DCU (4)
115. Mark Bryant
116. Martin Jackson, FutureLearn
117. Martin O’Hanlon,
118. Matt Cornock, National STEM Learning Centre (2)
119. Matt Hogan
120. Matt Jenner, FutureLearn (5)
121. Matt Walton , FutureLearn
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123. Matthew Nicholls
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125. Michael Meaney, University of Cambridge
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127. Mike Sharples, The Open University & FutureLearn (8)
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129. Mirjam Hauck, The Open University
130. Mladen Raković, Monash University
131. Monty King, FutureLearn / University of Western Australia (5)
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133. Nada Alsayegh, University of Edinburgh
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136. Nathaniel Scherer
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141. Nicky Garland, Durham University
142. Nicky McGirr
143. Nigel Smith, FutureLearn Head of Content (2)
144. Patrick McAndrew
145. Paul Browning, National STEM Centre (2)
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147. Philip Tubman, Lancaster University (6)
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154. Rebecca Ferguson, The Open University (8)
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159. Russell Beale
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161. Saman Rizvi, The Open University (2)
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164. Sarah Honeychurch
165. Sarah Speight, University of Nottingham (2)
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193. Vaclav Brezina, Lancaster University
194. Vicki Dale, University of Glasgow
195. Victoria West, Purdue University
196. Vitomir Kovanovic
197. Xiaoxia Wang, Lancaster University
198. Yi-Shan Tsai / Monash University
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