

THE IMPACT OF INTEGRATING MOOCS INTO UNIVERSITY MODULES

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- ▶ Current state of play
- ▶ MOOC integration models
- ▶ Impact on teaching and learning
- ▶ Impact on achievement
- ▶ Conclusions and next steps

WHAT OUR TALK WILL COVER...



- ▶ We've moved from "*MOOCs will be disruptive*" through "*MOOCs can be a useful lever for restructuring and transition*" (BIS, 2013) to online, mobile and blended learning is "*inevitable*" (NMC Horizon Report, 2017).
- ▶ 77% of students feel that blended approaches are more effective than face-to-face-only and online-only teaching (EDUCAUSE report, 2017).
- ▶ 45% of staff believe online blended learning is not effective (ibid.)
- ▶ 37% of staff want a "*clear indication or evidence that students would benefit*" (ibid.)

THE BIG PICTURE....

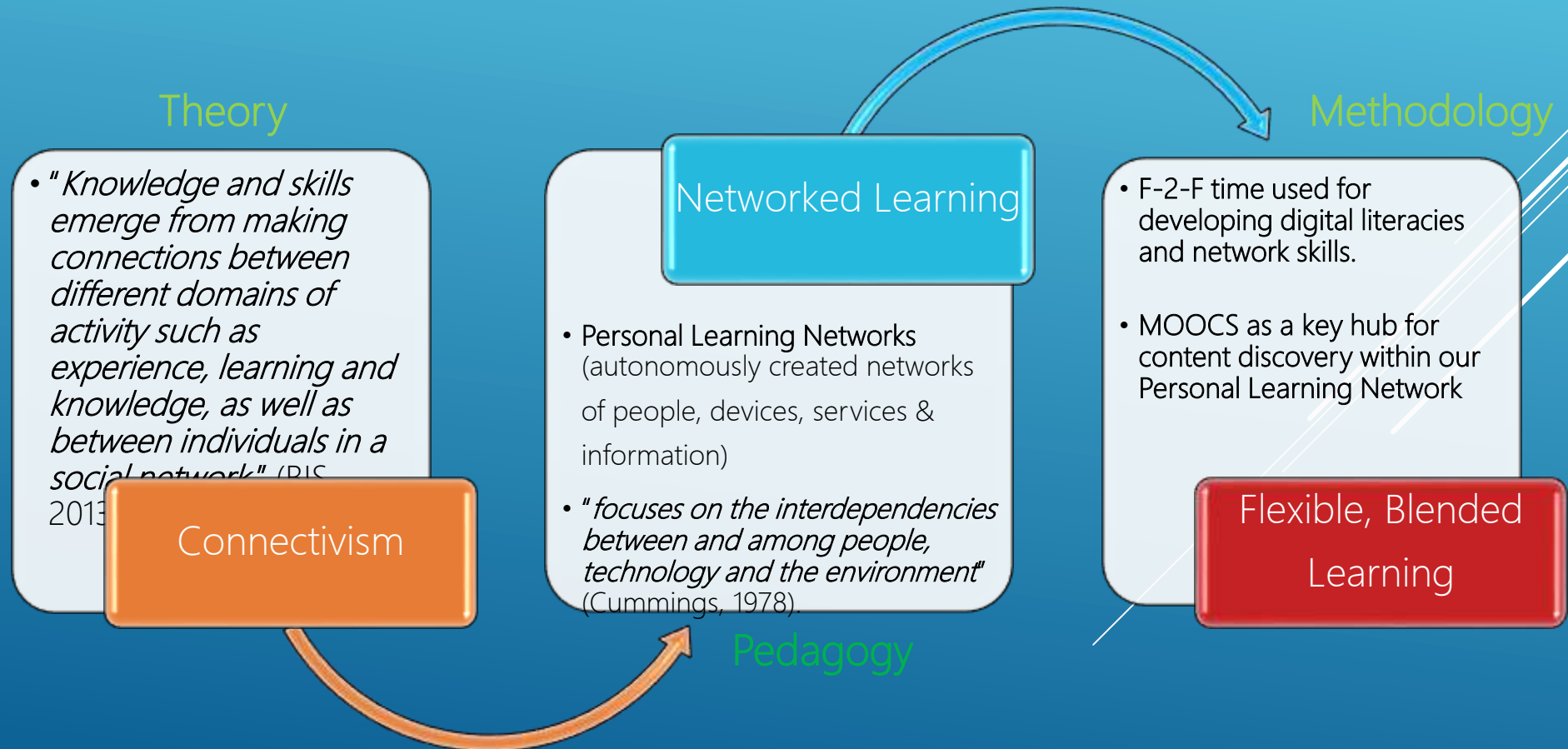


A SOCIO-TECHNICAL APPROACH TO HE TEACHING & LEARNING

Socio-technical Theory as applied to education (Latour, Pinch & Bijker, Geels)

Supporting learning theory, pedagogy and methodology (Siemens, Downes, Goodyear, Illych,...etc)

Learning is INSEPARABLE from learning technologies



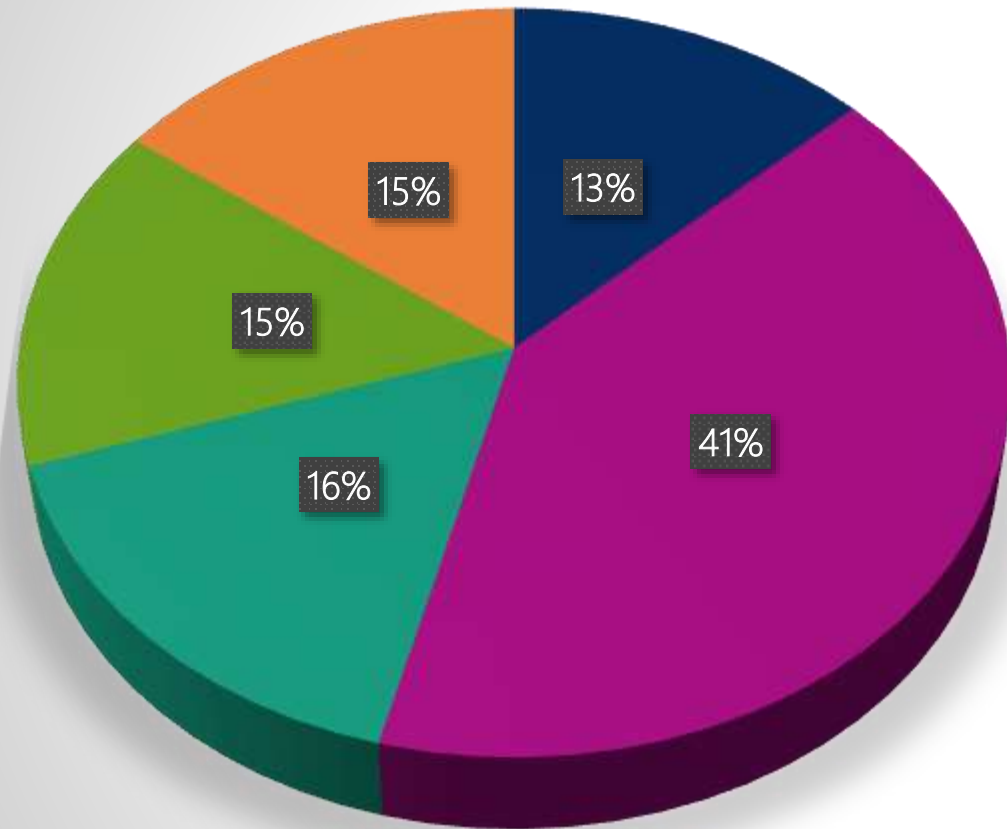
Module	Location (cohort size)	Duration	Face-to-face support	Southampton MOOCs	Integration model
Living and Working on Web (UOSM2008)	Southampton Campus (34)	2 nd semester	Weekly voluntary ins	Learning in the Network Age	Fully integrated into course structure
Online Social Networks (UOSM2012)	Southampton Campus (47)	2 nd semester	4 workshop sessions	Learning in the Network Age AND Power of Social Media	Revision tool
Living and Working on Web (MANG2049)	Singapore Campus (61)	3 weeks	None (Daily Google Hangouts)	Learning in the Network Age	Fully integrated into course structure

THE INTEGRATION MODELS

- ▶ 89% of learners had never participated in a MOOC before
- ▶ 79% of learners had, at best, only a vague idea about what a MOOC actually was
- ▶ 61% had never studied in a blended way
- ▶ YET, 75% identified as residing on the Digital Resident half of the Resident-Visitor spectrum (White & Le Cornu, 2011)

PRIOR KNOWLEDGE AND EXPERIENCE...

Comments on the value of participating in the MOOC



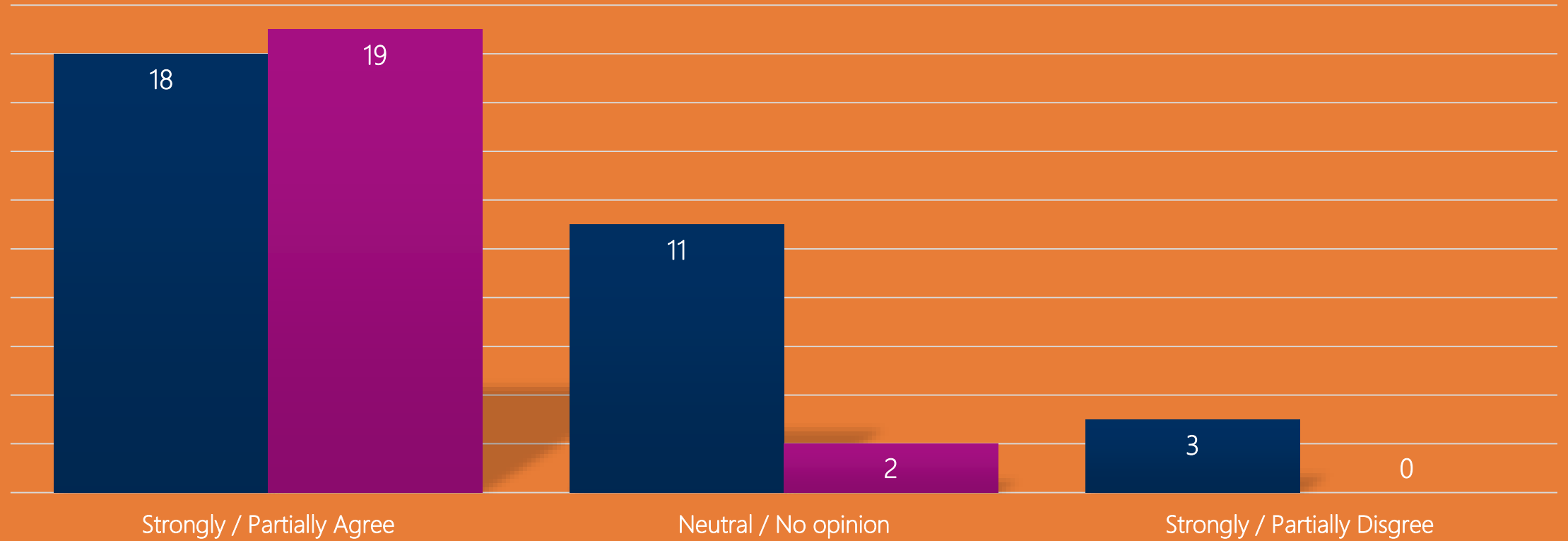
- flexibility and accessibility of online material
- allows deeper understanding
- allows deeper exploration of content
- video and audio is a simple way to help me understand concepts better
- wider range of perspectives available from global participants

IMPACT ON TEACHING & LEARNING

UOSM2012, 2016-17,
semester 2,
Interview data

MOOCs are a convenient and easy way for me to learn

■ Pre-module ■ Post-module

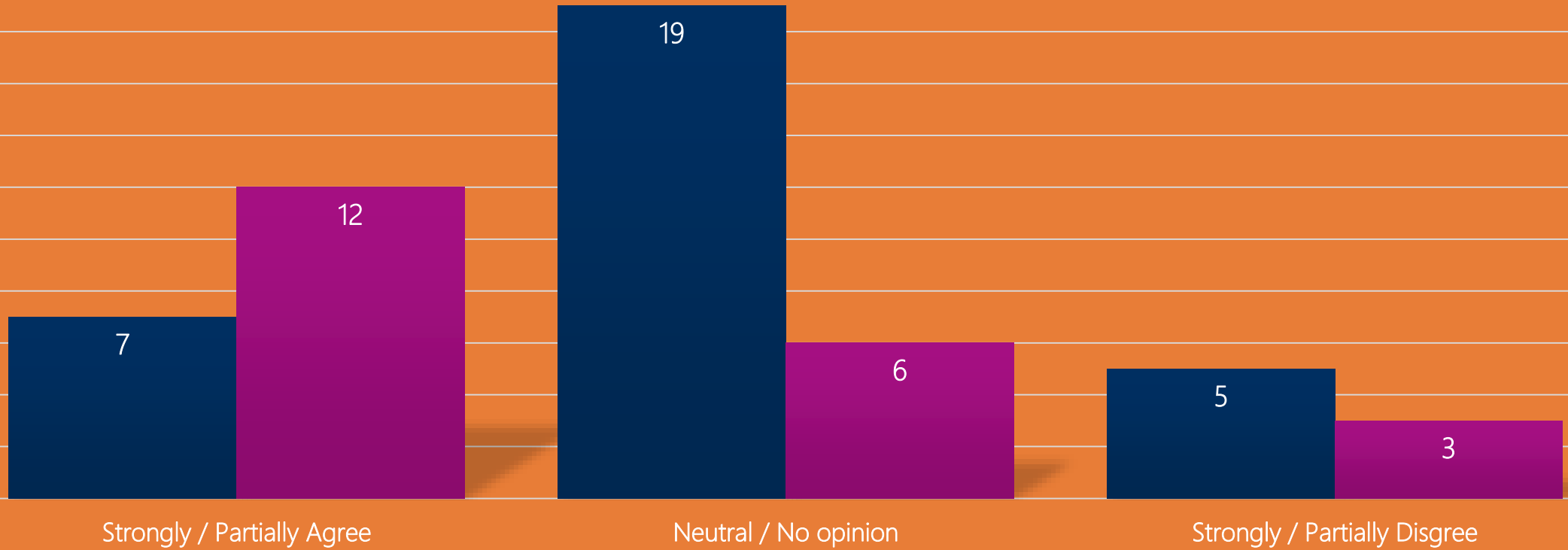


IMPACT ON TEACHING & LEARNING

MANG2049, 2017-18,
semester 1, survey data

I learn more from MOOCs than from lectures

■ Pre-module ■ Post-module

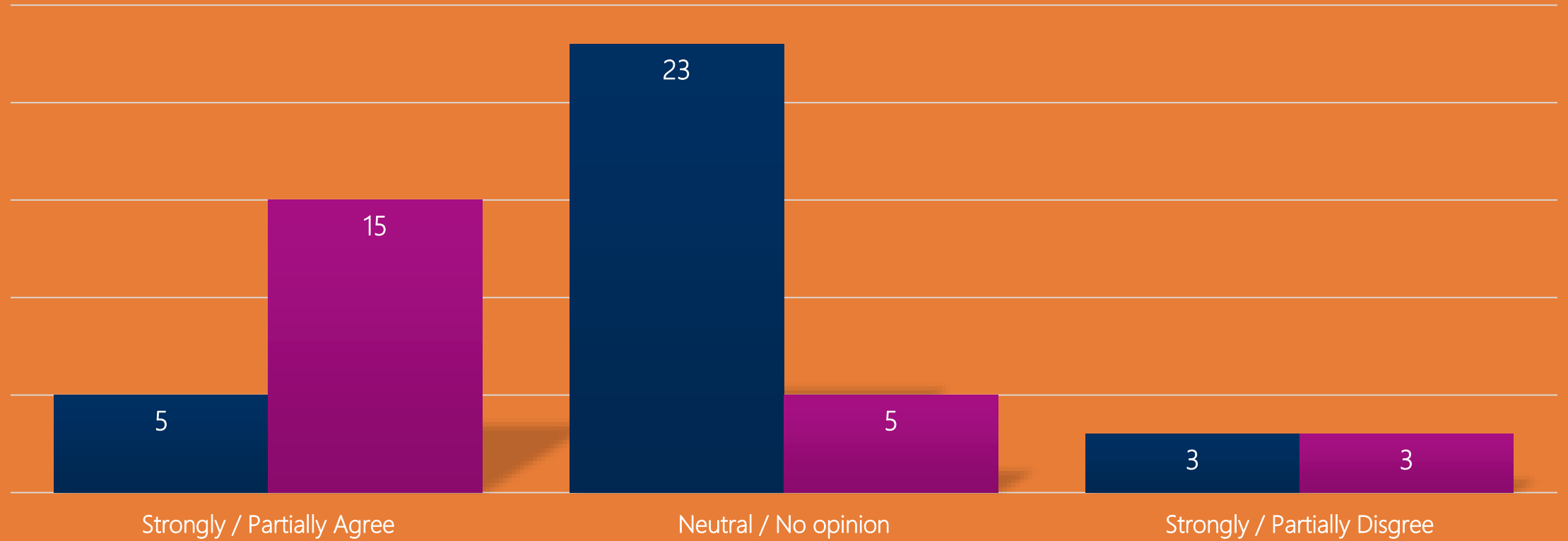


IMPACT ON TEACHING & LEARNING

MANG2049, 2017-18,
semester 1, survey data

MOOCs help me to understand the topic more deeply

■ Pre-module ■ Post-module

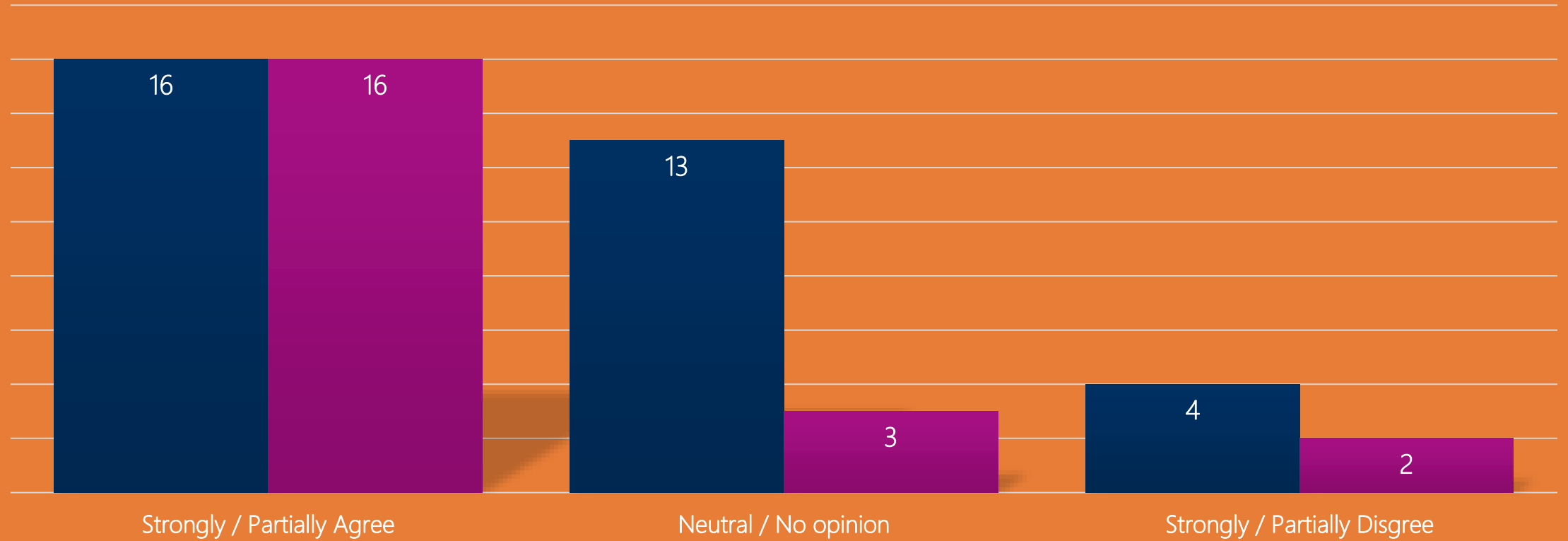


IMPACT ON TEACHING & LEARNING

MANG2049, 2017-18,
semester 1, survey data

MOOCs are a good way for me to interact with other learners

■ Pre-module ■ Post-module

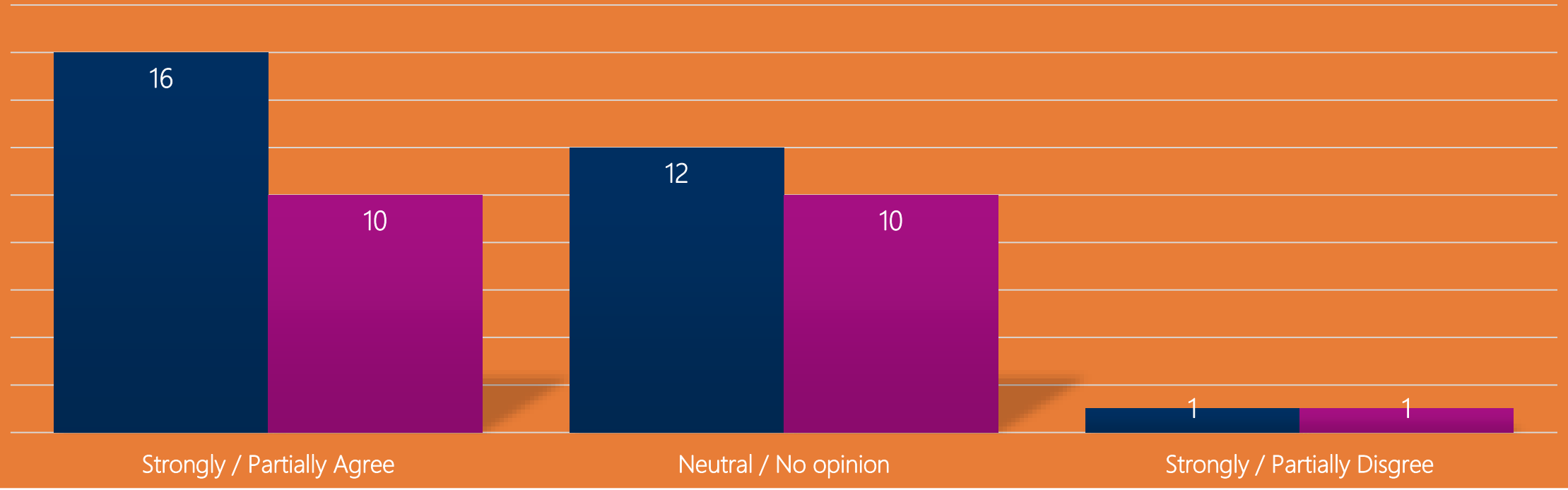


IMPACT ON TEACHING & LEARNING

MANG2049, 2017-18,
semester 1, survey data

MOOCs are most useful when I also have face-to-face session

■ Pre-module ■ Post-module

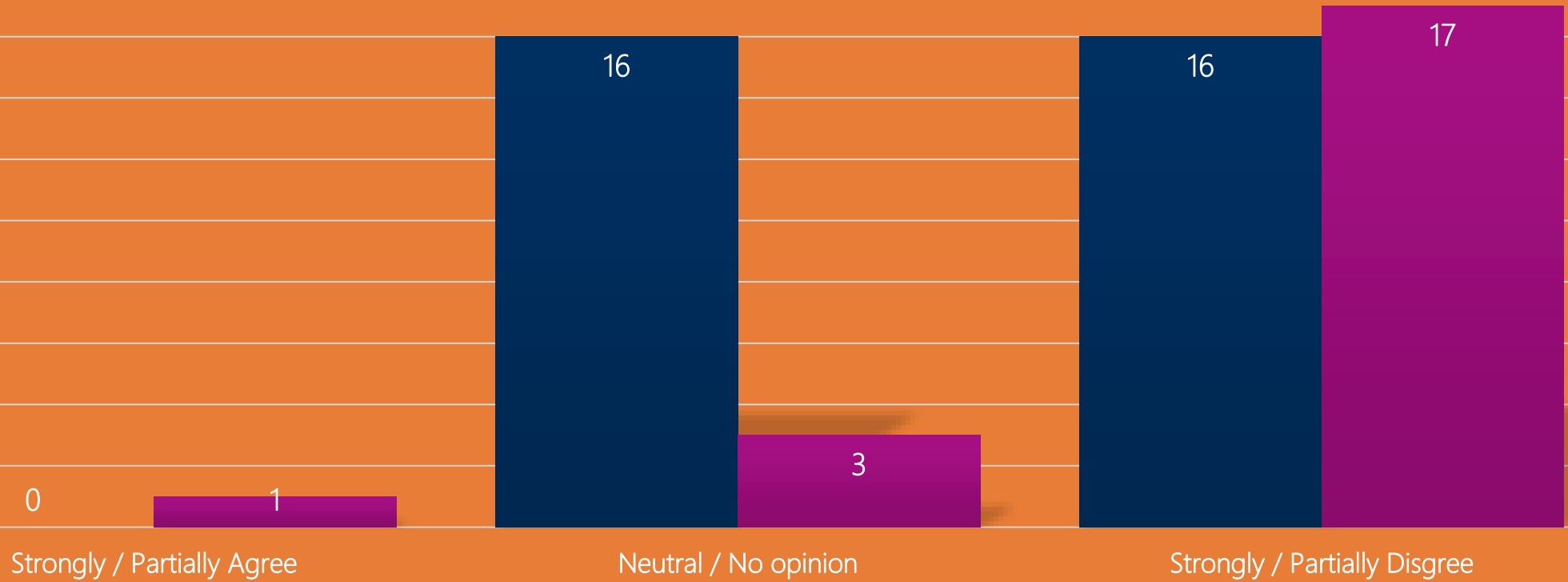


IMPACT ON TEACHING & LEARNING

MANG2049, 2017-18,
semester 1, survey data

MOOCs are a waste of my time

■ Pre-module ■ Post-module



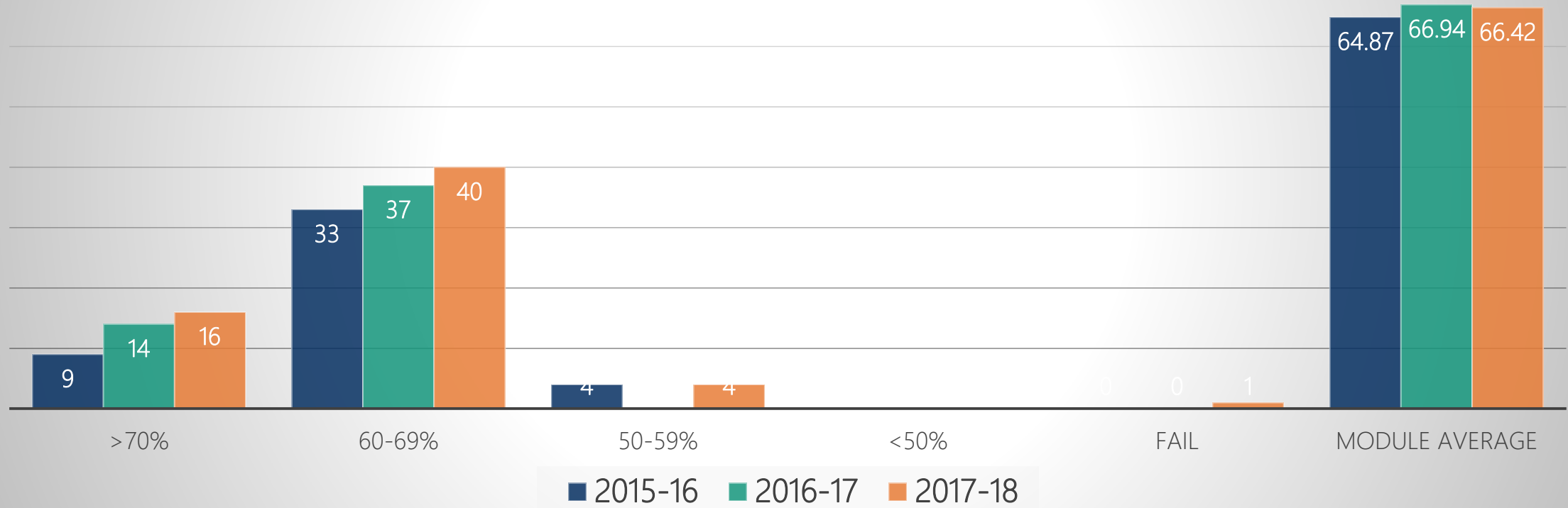
IMPACT ON TEACHING & LEARNING

MANG2049, 2017-18,
semester 1, survey data

- ▶ Students report the integration of MOOCs into their modules as a mainly positive learning experience because:
- ▶ They are convenient and flexible
- ▶ They deepen content knowledge and understanding
- ▶ They provide positive interaction opportunities
- ▶ They learn more from them than from lectures and face-to-face sessions are not always necessary

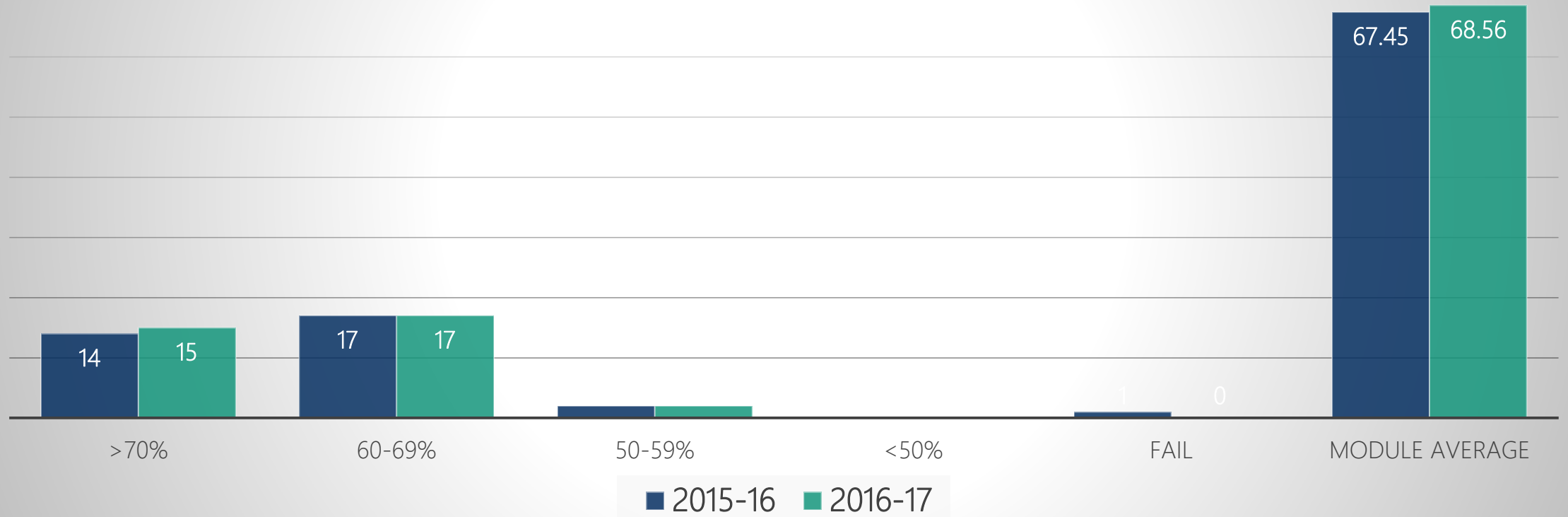
IMPACT ON TEACHING & LEARNING –
PRELIMINARY CONCLUSIONS

MANG2049 module grade profiles



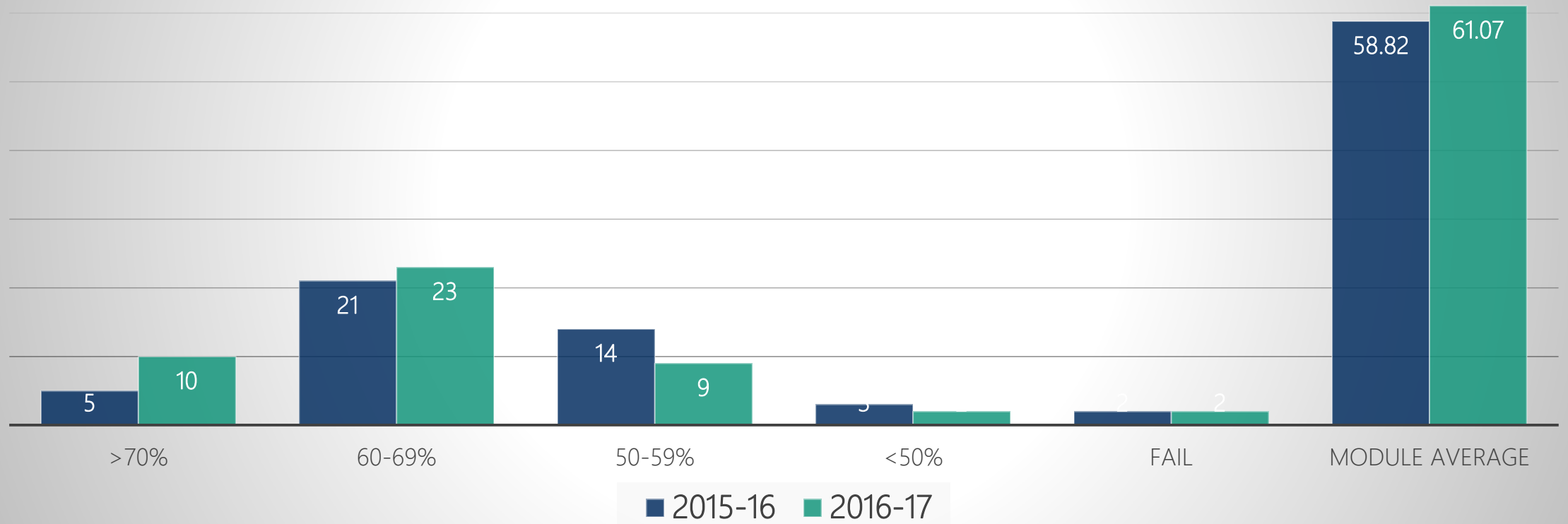
IMPACT ON ACHIEVEMENT...

UOSM2008 module grade profiles



IMPACT ON ACHIEVEMENT...

UOSM2012 module grade profiles



IMPACT ON ACHIEVEMENT...

Module	Integration model	Impact on Teaching & Learning	Impact on Achievement
Living and Working on the Web (UOSM2008) - non-examined	<ul style="list-style-type: none"> - Part of the teaching process - Weekly drop-in support 	Not captured	Slightly positive
Online Social Networks (UOSM2012) - examined	<ul style="list-style-type: none"> - Revision tool supporting lectures - Workshop support sessions 	Positive	Positive
Living and Working on the Web (MANG2049) - non-examined	<ul style="list-style-type: none"> - Part of the teaching process - No direct f-2-f support 	Positive	Slightly negative

PRELIMINARY CONCLUSIONS....