# FLAN

5 years, loop back to Glasgow.

Overlap between activities and content – confused by step names.

Missing out the reading aspect of conversational learning

Do we have a route to move things from research into practice? And also to bring shared insights to FL. For example, around talking tools for language MOOCs.

Tools are emerging from research that could move across to FL.

What do we really want to have to take the platform forward. What is the next pedagogic element that we really need on the platform? Time for a discussion on this, and for FLAN to lobby hard for it.

Elaine Beirne (Dublin City University)
**Emotion during learning with an LMOOC: Insights from an Irish language MOOC**

What emotion do students experience? How do these change? Is there a relation between task type and reported emotion?

Students found the detailed nature of the ethics declaration to be off-putting. Would be easier to be able to link out, or to put the research within the course.

Mostly positive: curious, excited, hope, proud, surprised, confused, frustrated, anxious, hopeless, bored, angry. (These are in order). Confusion, frustration and anxiety peak in week 2.

Experience sampling – how are you feeling now?

Task type – seen in terms of content type.

Will be using the control-value theory of emotions

(emotion work led to a restructuring. Students reacted negatively to the first full video of people speaking Irish. So they worked up to this in smaller steps, looking at individual bits of it and then putting it all together.

10.50 Conchúr Mac Lochlainn (Dublin City University)
**Motivations and identities - contrasting learner archetypes and literature on the psychology of language learning**

Motivation = Why someone is doing something, what they are doing it for and with what intensity they are doing it

This study is on the same MOOC as the one before.

Linking this with work on FL archetypes (introduced at FLAN in Nov 2017)

Archetypes tend to focus more on academically salient personality traits.

Tim asks whether learners recognise themselves in the archetypes

Louise Blakemore (Imperial College London) and Leah Marks (University of Glasgow)
**Digital Literacy in a MOOC setting**

Cancer in the 21st century: the genomic revolution

Students were asked to write a 300-word response for peer review

Peer review was structured with three questions. What did you like abou it, did they make good use of reliable resources, what would you like to see improved about it?

Some people didn’t have time to complete it, or put in random characters, or cut and pasted something irrelevant

171 written assignments on first run. 32 were junk. A TurnItIn check showed that some had high levels of plagiarism. About 10% were 75%=100% plagiarised

Looked at this in context of Jisc’s seven elements of digital literacy

Added guidance around digital literacy and plagiarism, but this had no noticeable effect

Decided that this might be because many people were coming to the course with a personal interest in cancer, but less interest in academic skills

References work by Attique et al 2016, social media for healthcare, which was looking at another FL MOOC.

Did more work an think it led to modest improvement in appropriate citation and a reduction in plagiarism

Between runs 1 and 7th number of active learners went up, but the number of assignments submitted for peer review went down

Adriana Wilde (University of St Andrews)
**Clustering of learners' behaviour in the Understanding Language MOOC**

Reference to archetypes – we can no longer treat all learners as if they are the same.

The archetypes hel s to understand motivations, but we also need to talk to learmers

Citing Ferguson and Clow on the clusters that move through the content

Worked with Understanding Language MOOC. Couple of hundred thousand learners over its runs.

They identified samplers who just explored a few things at the beginning. Strong starters – engaged in first week but then did little. Unsocial starters completed all steps but typically did not comment (up to 5% of students). Typical learners aren’t really typical but they’re not at any extreme. Most completed all activities and posted comments each week. Popular learners finished most septs and got many likes. Completely engaged, - finished all steps, commented and got many likes. Very few learners in this cluster – only one in run 6.

Andrew Deacon , Janet Small & Sukaina Walji (University of Cape Town)
**Researching MOOCs from multiple perspectives: MOOC makers and open educational practices**

Goals include giving exposure to African content and knowledge, profile key programmes aligned with uni’s goals. Showcasing teaching and research and professional opportunities. Also helping to give students the skills to move into undergrad or postgrad study.

Thinking about many things including why educators want to create MOOcs? How do educators understand openness in education? How is pedagogical openness expressed? How is financial openness expressed?

Phil Tubman (Lancaster University)

**Comment Discovery Tool plugin**

Contrast between utility of the platform, what it does, and the usability of the platform – how this is conveyed to learners.

There’s broadcast content, there’s user-generated content, info about progress and links to progression. Does the emphasis on progression mean that we move away from reflection?

Average 77% of comments are lone – they do not have a reply. This is across all Lancaster MOOCs.

Should maybe encourage learners to reflect on what they want to get out of the course and track their version of progress against their outcomes.

Desgn platform affordances to encourage discovery and reflection

Maybe a scaffolded discussion activity at the end of a series of steps rater than on each step to encourage slower and more thoughtful reflection and meaning making. Support learners t reflect and self-assess on their own terms.

Working on ways to help learners discover more conversations (more user friendly than saying here is a tool)

Interesting to explore structural works such as think and hoped

Would be better if FL took this on and hosted it. More difficult to do it from Lancaster. Haven’t had that conversation. Technical issues around cookies and changes to browsers currently make it difficult for other partners to use it.

Mike Sharples

**NQuire and Tomorrow’s World**

Talking about the shared medium aspect of the conversational framework – what the learners are talking about.

There isn’t really anything that supports inquiry learning.

Citizen inquiry brings together citizen science and inquiry learning, and crowd sourcing and conversational learning

John Kerr (University of Glasgow)

**Scaling up course design at Glasgow**

Using a learning design framework and how they went about it as they were scaling up their MOOC provision.

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**

Talks about dialogic expansion and dialogic contraction. Expansion allows alternative voices and represents the proposition as one of a range of possible positions. It allows dialogic alternatives. Contraction is shot and makes no reference to others’ viewpoint.

‘Anybody’ is good for initiating posts, Words like please, wonder, wondering and why begin to start discussions. Questions and hedging show uncertainty and invite opinions. Lone posts are more focused on appreciation, emotion and agreement.

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**

Use a dog to get people tweeting!

Gaurav Nanda (Purdue University)

**Similarities and Differences in Discussions on Different MOOC Platforms**

Higher percentage of posting in FutureLearn than EdX, but there was no considerable difference in the depth of conversations.

Monty King (FutureLearn), Eileen Scanlon (The Open University)

**New developments, discussion and closing remarks**

Enabling research collaborations and bids across partners. Looking at potential for a FLAN stream at the Dublin conference next November. Matt Jenner is the contact, and take a look at the Partners site.