**Universitat Pompeu Fabra, Barcelona, 27 January 2017**

**Link to videos in Google Drive** <https://drive.google.com/drive/folders/0B3DG338cnIVnY2pkUDN4Nm9sWlU>

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| Professor Sir Timothy O’Shea, Principal & Vice-Chancellor, University of Edinburgh | [Edinburgh’s MOOC Strategy](https://partners.futurelearn.com/wp-content/uploads/2016/12/Sir-Timothy-OShea-Presentation-FLAN.pdf) |
| Dr. Manel Jiménez, Dr. Davinia Hernández-Leo and Kostas Michos, Universitat Pompeu Fabra | [Reformulating learning at scale](http://www.slideshare.net/davinia.hl/scaling-up-active-learning-mooc-research-futurelearn) |
| Dr. Lisa Harris and Dr. Nic Fair University of Southampton | [Integrating MOOCs within modules at Southampton](https://partners.futurelearn.com/wp-content/uploads/2016/12/Lisa-Harris-and-Nic-Fair-Presentation-FLAN.pdf) |
| Kalpani Manathunga, Universitat Pompeu Fabra | [Models to support social learning](http://www.slideshare.net/davinia.hl/a-social-learning-grid-for-moocs-exploring-a-futurelearn-case) |
| Shi Min Chua, The Open University, UK | [Unpacking comments and social learners in FutureLearn](https://partners.futurelearn.com/wp-content/uploads/2016/12/FLAN-Presentation-SMCHUA.pdf) |
| Tina Papathoma, The Open University, UK | [The educator professional development perspective](https://partners.futurelearn.com/wp-content/uploads/2016/12/Papathoma_Presentation-FLAN.pdf) |
| Ishari Amarasinghe, Universitat Pompeu Fabra | [The group formation problem](https://partners.futurelearn.com/wp-content/uploads/2016/12/Papathoma_Presentation-FLAN.pdf) |
| Dr. Rebecca Ferguson, The Open University | [MOOCs: What the research of FutureLearn’s UK partners tells us](https://partners.futurelearn.com/wp-content/uploads/2016/12/FLAN-R-Ferguson.pdf) |
| 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? |

**The video is available**[**here**](http://bit.ly/2kO8nQR)

**A selection of photos from the event**

        

[Talk summaries can be found on the Event page for this FLAN meeting.](https://partners.futurelearn.com/updates/event/futurelearn-academic-network-flan-event/)

# FutureLearn Academic Network (FLAN) Meeting Jan 2017

Friday 27 January 2017 | 8/26/20 10:00 - 8/26/20 16:30

Universitat Pompeu Fabra, Barcelona, Spain

## Morning sessions

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| **Title & Presenter** | **Summary** |
| **Edinburgh’s MOOC Strategy**Professor Sir Timothy O’Shea, Principal & Vice-Chancellor, University of Edinburgh[Slides as PDF](https://partners.futurelearn.com/wp-content/uploads/2016/12/Sir-Timothy-OShea-Presentation-FLAN.pdf) | Insight into Edinburgh’s ecology of education. Professor O’Shea shares an ambitious vision for 2025 which integrates online and blended with MOOCs, open distance learning, campus-based courses and even the City of Edinburgh itself. |
| **Reformulating learning at scale**Dr. Manel Jiménez, Dr. Davinia Hernández-Leo and Kostas Michos, Universitat Pompeu Fabra[Slides via Slideshare](http://www.slideshare.net/davinia.hl/scaling-up-active-learning-mooc-research-futurelearn) | Colleagues from UPF provide an overview of their research projects. Kostas gave insight into the question of “How do educators value data analytics about their MOOCs?” Outcomes include that qualitative data such as surveys and course report elements, such as analysing comment activity, learner survival and learner satisfaction give meaningful insight into learning. Qualitative data, reporting on quizzes (for example), was more difficult to understand and therefore less useful. |
| **Integrating MOOCs within modules at Southampton**Dr. Lisa Harris and Dr. Nic Fair University of Southampton[Slides as PDF](https://partners.futurelearn.com/wp-content/uploads/2016/12/Lisa-Harris-and-Nic-Fair-Presentation-FLAN.pdf) | Lisa shared the educator perspective of students joining their FutureLearn courses as learners. Southampton encouraged students to reflect on their experience by blogging. Many did not realise immediately they were developing online learning skills. Students’ reported the positives of mixing cultures, learning flexibly and networking with others online.Nic covered the research side where he shared how researchers could be using MOOCs for citizen research and crowdsourcing for data collection. Online courses are collecting data on how learners are learning and how these data/outcomes could be shared back to each learner. By using visualisation tools to understand the data, this could provide students with a space to reflect, make peer comparisons and enhance their learning experience. |

### An observation during lunch…

## Afternoon sessions

### Social learning and the educator experience, short presentations by PhD Students

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| **Title & Presenter** | **Summary** |
| **Models to support social learning**Kalpani Manathunga, Universitat Pompeu Fabra[Slides via SlideShare](http://www.slideshare.net/davinia.hl/a-social-learning-grid-for-moocs-exploring-a-futurelearn-case). | A walk-though of Kalpani’s research on social and collaborative learning, and a critique on why forum discussions are not always effective for knowledge building. Kalpani introduces Collaboration Space Grid which details collaborative and social interaction possibilities based on time, task and cohort size. Kaplani concludes that scaleable pedagogies are essential and this grid helps define what is available for educators (and needed for platform development / enhancement). |
| **Unpacking comments and social learners in****FutureLearn**Shi Min Chua, The Open University, UK[Slides as PDF](https://partners.futurelearn.com/wp-content/uploads/2016/12/FLAN-Presentation-SMCHUA.pdf) | The researcher asks ‘What are the characteristics of conversations occurring in the FutureLearn discussions?’. Having analysed many conversations across courses, Shi Min notes ways of identifying different types of social learners which is displayed within their commenting behaviour. By looking at the type of comment made the research details five types on a course: Initiating posts, Lone posts, Replies, Responses and Further replies. This can be used for further research on this topic, and to categorise the type of comments for other purposes, such as enhancements or learning design. |
| **The educator professional development****perspective**Tina Papathoma, The Open University, UK[Slides as PDF](https://partners.futurelearn.com/wp-content/uploads/2016/12/Papathoma_Presentation-FLAN.pdf) | By using an integrative pedagogy framework, the researcher unearthed educator’s learning in how to teach in MOOCs within five key dimensions; Conceptual/Theoretical, Practical/Experimental, Sociocultural and Self-Regulative forms of knowledge. Educators mention they were given little guidance in making courses which was found to be frustrating. One key area, which maybe many could identify with, is the changing in practice and learning from past runs which is critical to future successes and enhancement. |
| **The group formation problem**Ishari Amarasinghe, Universitat Pompeu Fabra[Slides via SlideShare](http://www.slideshare.net/davinia.hl/towards-data-driven-group-formation-support-in-moocs) | This research was critiquing the lack of pedagogy within the formation of groups which are usually time, location or just randomly allocated (to a certain extent). Instead, the suggestion is perhaps a more data-driven, and pedagogically informed, process could create/allocate learners to groups. Ishari shared how within the learning design process it could be fed criteria for formulating groups, to assist with the creation of more optimised groups. This should be informed, for example, by demographics or learner goals / desirable outcomes from each learner in the course. |

## Closing sessions

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| **Title & Presenter** | **Summary** |
| **MOOCs: What the research of FutureLearn’s UK partners tells us**Dr. Rebecca Ferguson, The Open University[Slides as PDF](https://partners.futurelearn.com/wp-content/uploads/2016/12/FLAN-R-Ferguson.pdf) |  A study of 167 papers on MOOCs unearthed from scouring UK university repositories. Any paper which made recommendations, i.e. practical or pragmatic suggestions for MOOCs was then summarised. There was a notable thanks to Southampton, Warwick and Reading who are putting a lot into their research, making themselves visible and generally starting recommendations. These are summarised into eight priority areas:1. Develop a strategic approach to learning at scale.
2. Develop appropriate pedagogy for learning at scale.
3. Identify and share effective learning designs.
4. Support discussion more effectively.
5. Clarify learner expectations.
6. Develop educator teams.
7. Widen access.
8. Develop new approaches to assessment and accreditation.

A paper copy of this report was circulated at the FLAN Barcelona meeting, a link will be provided here when a digital version is known. |
| **What have been the experiences of educators on FutureLearn courses, and how can these be improved?**Facilitated by Professor Mike Sharples, The Open University, UK & FutureLearn | A live Skype (and streamed) discussion, moderated by Prof. Sharples. Joined by Ester Oliveras, UPF, Sarah Speight, University of Nottingham, Sarah Cornelius, University of Aberdeen and Pierre Binetruy, Université Paris Diderot. Educators were asked of their experience which are summarised as;* more work than expected;
* learning to teach at scale is a unique challenge;
* building a course is more than content production;
* educators have to re-consider such diverse audiences;
* help from facilitators on responding to comments.

Educators were then asked which single development would help them?* incentives to run a mooc; if these dwindle more = less likely
* connecting moocs to the core business
* tracking /segmenting learners who are students and measuring their interactions;
* facilitator tools to help reduce being overwhelmed / assistance with comment filtering/flagging
* resources and integration for schools and high school students/teachers
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## For the diary

Dates of the next two FLAN sessions are:

**28 April 2017** / Lancaster University, UK

**16 June 2017** / Open University (Topic: PhD Student Research)

**We look forward to seeing you, and your contributions!**

If you have any comments, please do make them below. You can also review all Twitter posts from the day on [#BarcelonaFLAN](https://twitter.com/hashtag/barcelonaflan)

<https://www.slideshare.net/davinia.hl/a-social-learning-grid-for-moocs-exploring-a-futurelearn-case>

<https://www.slideshare.net/davinia.hl/scaling-up-active-learning-mooc-research-futurelearn>