

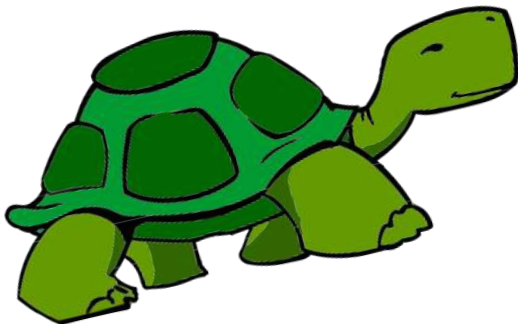
Good MOOC, Bad MOOC 2: The return of the MOOC turtle

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Good MOOC, Bad MOOC 2: The return of the MOOC turtle

- Shanghai & the turtle
 - UoB update
- Avenues for evolution/integration
 - Discussion

‘MOOCs under the microscope’



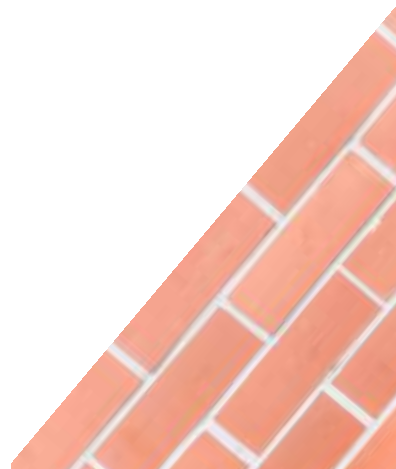
<http://www.u21health.org/>

<http://www.universitas21.com/>

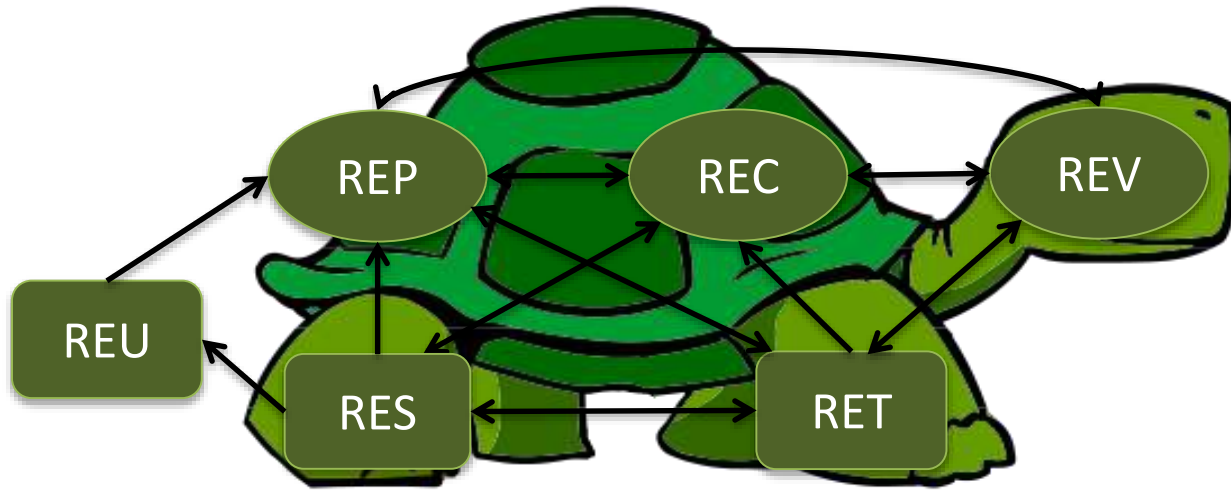
Direction & Drive

You could consider:

- (How) is it 'good' for students?
- (How) is it 'good' for the University?
- (How) is it 'good' for society?



The turtle moves!



Recruitment

Available via [UoB College of Arts & Law](#)

Hamlet + Much Ado About Nothing

[BA English](#)

[BA English Language and Literature](#)

[BA English with Creative Writing](#)

[BA Drama and Theatre Arts](#)



Aviation

[MA British First World War Studies](#)

[MA Air Power: History, Theory and Practice](#)

[MA Military History \(distance learning\)](#)



Recruitment

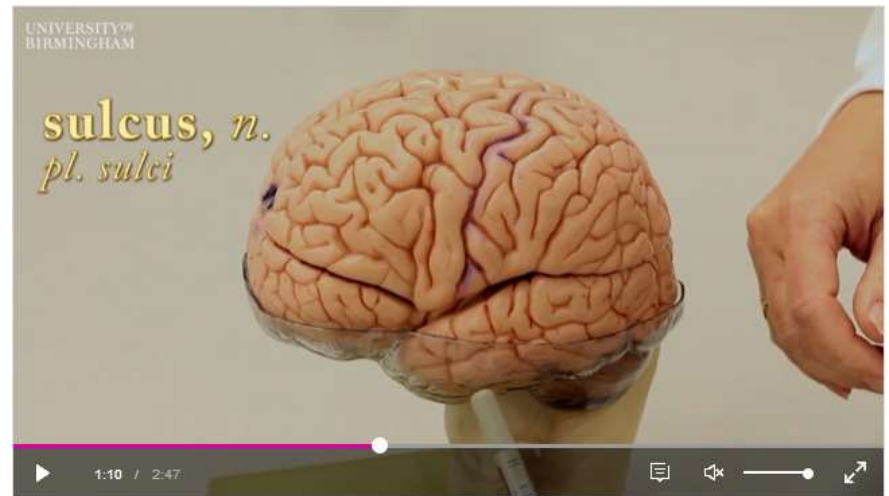
MOOCs as:

| Format | Cost | Formal / Accredited |
|-----------------------|-------|---------------------|
| 'Recommended reading' | N | N |
| 'Try before you buy' | N | Y / N |
| Pre-requisite | Y / N | Y / N |

Re-Use

GBBB 1/2/3 Vids – Dr Alison Cooper: Neurobiology / Neuropharmacology.

- GBBB MOMD: multidisciplinary
- MBChB (5 and 4 year courses)
- BDS (years 1 and 3/4)
- BMedSci (years 1,2,3)
- Chemistry with pharmacology
- BSc (bioscience)
- MSc and MRes programmes



Justify MOOC spend to College/School directors?

Train/develop academic skillsets

Reduce teaching hours – minimise repetition.

Encourage/enable flipped & social learning

Re-Use

MSc AGDP – Photography in practice unit:



+



(Possibly replace original unit entirely for future cohorts?)

Re-Use / Reputation

GBBB in Brazil

University of Sao Paolo



Portuguese translation/hosting aspect dealt with by Veduca
“who seem to be some sort of Brazilian futurelearn”, see:

- <http://www.timeshighereducation.co.uk/news/brazils-home-grown-mooc-veduca-has-high-hopes/2010440.article>

Revenue



<http://www.shu.ac.uk/faculties/hwb/cpd/anywhere/>

“HOLISTIC” HEALTHCARE CPD APPROACH

Strands: CPD Online, CPD SHU, CPD Bite Size & CPD Consultancy

Revenue

**Small, private online courses (SPOCs)
Closed online courses (CLOCs)?**

FL platform

Invite only - staff distribution lists (e.g. j.bloggs@institution.uk?)

Increase in expert/faculty presence – richer experience

Enrolment fee (individual or group?)

OR

Development/project funding



- There is nothing new about Non-Massive Closed Online Courses! (e.g. www.mscagdp.com)
- MOOC community dynamic is unique, e.g. HCPs, patients, family members, formal students & “voyeurs” – could lose this with active learner selection & compartmentalisation.
- Other tried and tested platforms with proven educational & administrative functionality already exist to cater for non-massive/closed formats (e.g. Moodle, Blackboard, etc.)

Healthcare (Rev + Soc. Pol?)

Mark Lester - Healthcare @ Oct 14 Partner Forum:

<https://partners.futurelearn.com/updates/partner-forum-october-2014-watch-all-videos/>

2 strands:

FOCUS ON BUILDING PORTFOLIO IN TWO BROAD AREAS
Opportunity exists in preventative medicine and professional medical education

Patient Education



Professional Medical Education



Courses should be endorsed by Professional Bodies or recognised healthcare channels (e.g., NHS Choices)

Future Learn

**NHS Choices
Healthcare UK**

Healthcare

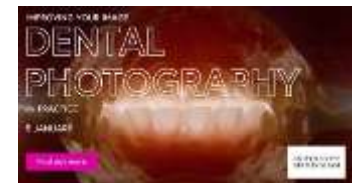
UoB: 5 medically-related courses to date



GBBB 1, 2, 3 (patient + professional)
Dental Photography (professional)
Liver disease (patient)

+

???



Research

- Paper on public outreach/patient education impact of Liver disease course to be submitted to Journal of Hepatology (EASL) in 2015 – <https://www.easl.eu/members/journal-of-hepatology>



Research

- **Draft research proposal:**

Analyse the impact of the diversity of MOOC learner communities on the achievement of learner goals.

e.g Parkinson's -> HCP, patient, family member, etc.



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Conversation-starters

- What are your priorities?
- What are you already doing?
- What have I missed?

