What the UK FLAN research tells us

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Study: 167 papers

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.

Develop a strategic approach

- Outside and inside the university
- Now and in the future
- MOOCs can enhance reputation
- MOOCs can influence development of lasting collaborations
- MOOCs can enable and extend impact
- MOOCs can provide an introduction for new learners
- MOOCs can support continuing study
- MOOCs can play a part in an open education strategy
- MOOCs need a business model

Research question: What procedures and practices are needed in order to quality assure MOOCs?

Research question: How can we ensure that research into MOOCs, including the use of learning analytics to support learning and teaching, is carried out ethically?

Develop appropriate pedagogy

- Decide what is educationally valuable about learning at scale

- Ensure massive numbers do not lead to negative experience

- Work with the massive, rather than against it

- Consider how diversity can be used to support learning

- Create opportunities for self-directed and open-ended learning

- Share innovative approaches within your university

- Encourage others to experiment

Research question: Which pedagogies are appropriate for learning at scale, and how can they be used most effectively?

Effective learning designs

- Showcase and share successful activities and design innovations

- Bear in mind learners' reasons for joining

- Have a target group of learners in mind but include alternative pathways for others

- Aim to minimise distractions that do not support design objectives

- Enable creative expression; support scale

- Hammond, M. (2016). Online collaboration and cooperation: the recurring importance of evidence, rationale and viability. *Education and Information Technologies*, 1-20.

Research question: Which design patterns are most effective in MOOCs, and how can they be shared successfully?

Support discussions well

- Incorporate discussion within your learning design
- Ensure educators can support discussion
- Prioritise learners' first posts
- Identify pedagogic rationale for any discussion groups
- Use comments to highlight subjects
- Use hashtags to link across platforms
- Model and emphasise good online practice
- Demonstrate respect for alternative viewpoints

Research question: FutureLearn supports conversational learning. How can this best be implemented?

Clarify learner expectations

- May learners are new to online learning

- Many are new to learning at this level

- Tell learners what is expected of them

- Explain whether learning develops incrementally or in blocks

- Make explicit how to use resources

- Give approximate timings for complex activities

- Help guide decisions about organising time

- Explain the role of social learning

- Prioritise activities
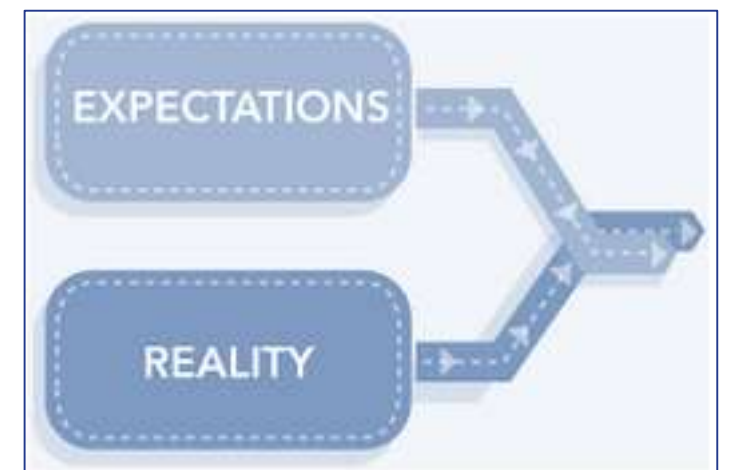
Research question: Can we increase alignment between what learners expect and what MOOCs deliver?

Develop educator teams

- Be aware of the extent of your team and take into account the expectations of team members based in different departments

- Librarians can provide support on copyright, licensing, resources and digital literacies

- Allocate realistic time to work on MOOCs

- Provide support for MOOC educators

- University of Southampton obervatories and dashboards could make FL MOOC data easily accessible to educators

Research question: What are the best ways of teaching at scale and of training MOOC educators?

Widen access

- Majority of MOOC learners have already studied at higher level

- Marketers and educators need to consider how to attract a more diverse cohort

- Identify barriers to MOOC entry for different groups and work to remove them

- Run accessibility checks on your MOOCs. Can a screen reader understand your resources and your assessments?

- Those new to higher education are likely to be looking for recognition of learning

Research question: How can we increase MOOC accessibility and widen access to learning at scale?

Assessment and accreditation

- Jordan S. E. E-assessment: past, present and future. *New Directions for Adult and Continuing Education*. 2013;9(1):87-106.

- Hauck M, MacKinnon T. A new approach to assessing online intercultural exchanges: soft certification of participant engagement. In: O'Dowd R, Lewis T, (eds). *Online Intercultural Exchange Policy, Pedagogy, Practice*. Routledge; 2016.

- O'Toole R. *Pedagogical strategies and technologies for peer assessment in massively open online courses (MOOCs)*: discussion paper. University of Warwick, 2013

Research question: What improvements can we make to the formative and summative assessment in MOOCs?
Research question: Can we develop and accredit learning journeys that involve both informal and formal learning?

Slides online at www.slideshare.net/R3beccaF

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