

Researching online education during and after COVID-19

Monty King, Learning Team, FutureLearn



In this session:

Presentation: Building a course to support teachers during COVID-19

Q&A

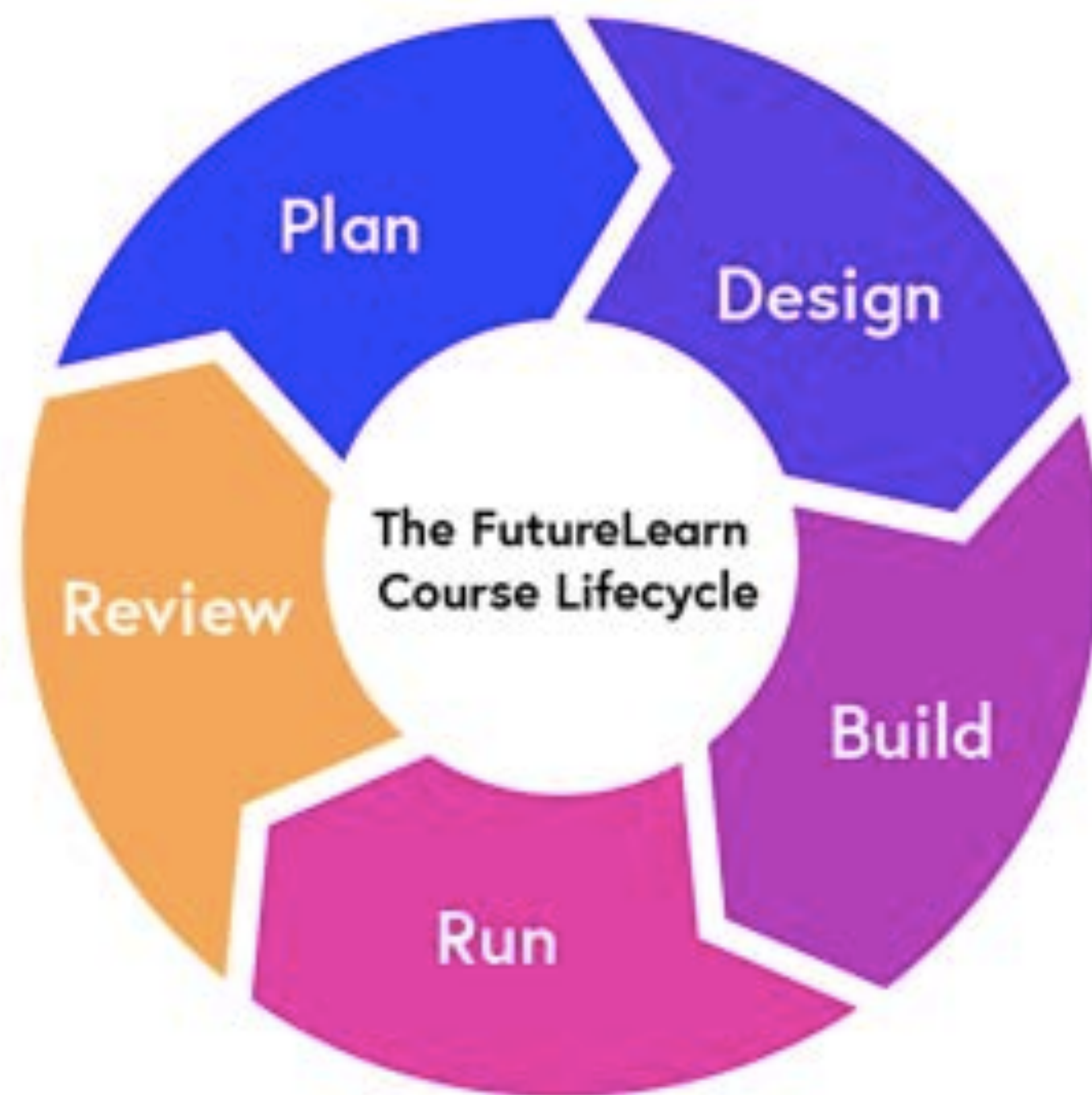
Round-table discussion

How To Teach Online

Building a course to support teachers during COVID-19

Monty King, FutureLearn Learning team





 4 min

Plan

The situation

UK schools to be closed indefinitely and exams cancelled

Schools will remain open only for key workers' children and 'the most vulnerable'

How to teach online: Examples of need / resources shared / hashtags used

Please add any examples you find of the need for educators (Unis and school teachers) to suddenly have to teach online - this may be in your networks, social media, media in with partners etc. We're keen to find out the skills needed. sources shared to address this need too, and make short notes ing online, if you have time. Emerging hashtags would also be his is to inform the Learning team who will be creating a course (to ddress the need for educators to suddenly transfer their face to hank you! Finola

in a faculty meeting just now someone expressed concern about not knowing how to take courses online if required. To which someone responded, "we weren't trained to teach effectively the normal way eit

Me. It was me.

Twitter · 10 Mar

5 replies Last reply 1 month

anna kahn 16:52

(one way of looking at this is it demon academics saying stuff like this)



mattjenner 11:11

a vision for the course is it's a space for teachers / educators to transition to online and maintain continuity during this time. It's less about chucking lots of tech and 'how tos' at them and more of a pragmatic, community-driven response to how to rapidly change practice in education without letting your students down. It will evolve as we plan together - this is a lot of what came out of me working on it over the weekend.



I look forward to hearing from you.

(edited)

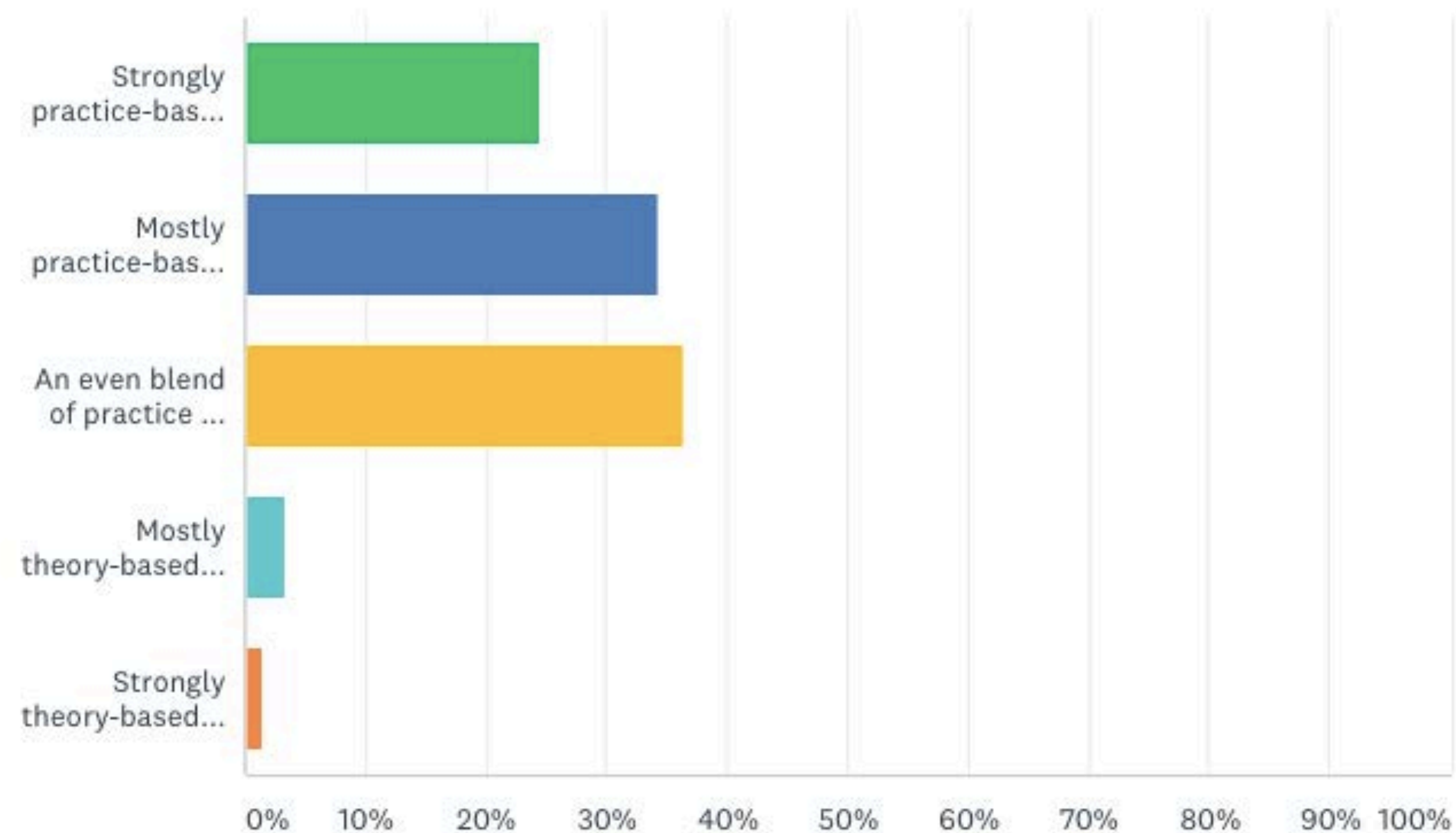


6 replies Last reply 1 month ago

Research

For a course that aims to help educators who have suddenly had to shift their teaching online - what would be your ideal ratio of learning the theory versus learning to put it into practice?

Answered: 2,037 Skipped: 18



Full results: <https://www.surveymonkey.com/results/SM-JPXBV2YM7/>

Course design principles

Keep it simple

Learn, apply, reflect

Foster a community
of practice

Work iteratively
and responsively

Learning Outcomes

What will you achieve?

By the end of the course, you'll be able to...

- ✓ Develop plans to set your students up for success
- ✓ Discuss the benefits and challenges of moving classes from face-to-face to online
- ✓ Adapt your practice to the online context
- ✓ Discuss how to manage the personal impact of teaching online
- ✓ Create and share approaches and techniques for maintaining continuity while moving teaching and learning online
- ✓ Identify techniques and approaches for engaging your students online
- ✓ Collect, review and evaluate student feedback on your new approaches


 4 min

Design

1. Step-level overview Learning Design: Google Sheets

		Big question - is this pivot a chance to innovate or simply sustain?					
		LO1-1 Discuss the benefits and challenges of moving classes from face-to-face to online					
		LO1-2 Develop plans to set your students up for success					
		LO1-3 Create and share approaches and techniques for the continuity of moving teaching and learning to online					
	Step	Step title	Step type	rationale		are we calling them students or learners! [Learners]	
to course	1-1		Poll	community building, finding like minded learners, similar contexts	Read Watch Listen	LO1-1 Discuss the benefits and challenges of moving classes from face-to-face to online	<p>What do you think will be your biggest challenge delivering teaching and learning online?</p> <p>- Pastoral - Quality- Technologies- Access- Time scheduling- Accessibility - Engagement- Assess Other (please state)</p> <p>Guided comment: Discussion prompt will be to ask why you chose an option, or the other option, and identify other learners who may have identified a challenge and why they see this as the key issue to decide these options - but they're only there to stimulate discussion and help us as supporting</p> <p>Overview structure of what we will cover</p> <p>Our approach</p> <p>Expectation for learner interactions</p> <p>How to work through the course</p> <p>Each week has two main activities - one is about supporting engaging your students, and the other is about approaches/tools/delivery ideas.</p> <p>100% will support each in turn. Share the class with the Welcome and intros</p> <p>Welcome and introductions - who the course teachers others that have collaborated on the course (or facilitate) and asking learners to set their profiles, introduce themselves and a comment and try to</p>
	1-2		Article	How to use this course/how it works/ set up learner expectations	Read Watch Listen	LO1-1 Discuss the benefits and challenges of moving classes from face-to-face to online	
	1-3		Article	introduce each other and explain their context, or ask the big question?	Discuss	LO1-1 Discuss the benefits and challenges of moving classes from face-to-face to online	



Week 1 Activity 3: Approaches 



Week 1 Activity 2: Student Centred



Week 1 Activity 4: Wrap Up



Whole Week 1.v2 Review 



Entire Week 1 Activity 1: Intro

2.

Draft
Content:
Course
Manuscripts
in Google
Docs

 4 mins

Build

How to build FutureLearn course content

in 7 easy steps 😄

1.

High level
overview in
Learning
Design

2.

Draft
manuscript
in Google
Docs

3.

Paste as rich
text to Word

4.

Paste to
Typora to
convert to
Markdown

5.

Paste to
Course
Creator in
markdown

6.

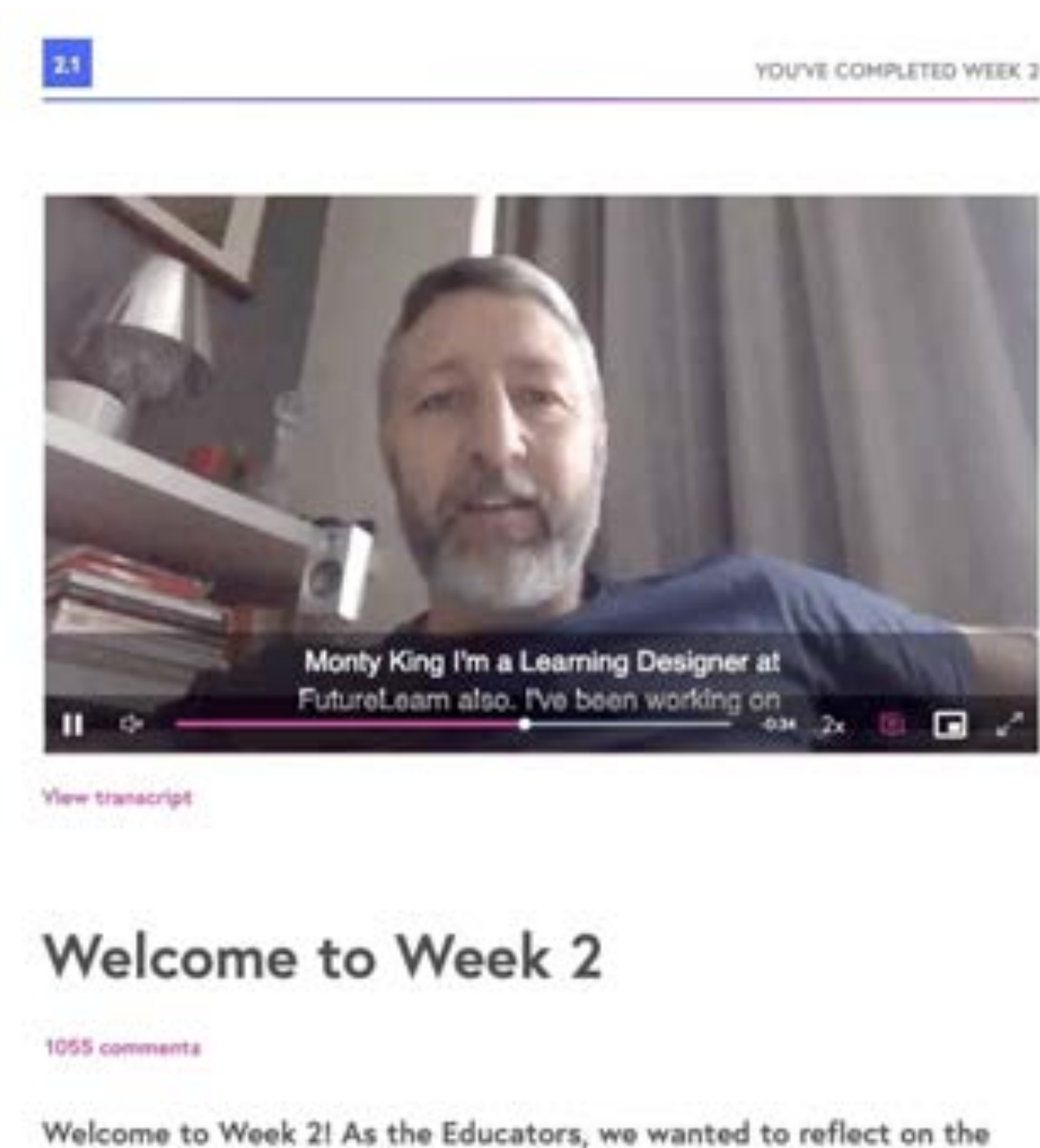
Preview in
Course
Creator

7.

Edit and
check on
Learner side

Building content in response to learner need

- Engagement and motivation key
- Learners loved our (short) videos
- And peer-peer interaction
- Pedagogy before technology!



Mentors

Finola asked around the partnership for help with the course.

- 20 Mentors signed up in one [Satur]day
- Giving quotable expert advice
- Partnership, collaboration, community - our message

- Diana Laurillard, UCL Institute of Education
- Chris Cavey, British Council
- Claire Ross, British Council
- Cat Scutt, Chartered College of Teaching
- Hannah Tyreman, Chartered College of Teaching
- Amy Icke, Girls' Day School Trust
- Mark Brown, DCU
- Lisa Harris, University of Exeter Business School
- Rebecca Ferguson, Open University
- Mairéad Nic Giolla Mhichíl, Dublin City University
- Dr J Simon Rofe, SOAS University of London
- Angela Davies, University of Manchester
- Fran Hooley, University of Manchester
- Neil Mosley, Cardiff University
- Martin Weller, The Open University
- Laura Giles, The University of Sheffield
- Eileen Kennedy, UCL
- Tim Neumann, UCL Institute of Education
- Neil McLaren, British Council
- Joshua Underwood, British Council
- David Lewis, British Council, Romania
- Sally Trowbridge, British Council
- Eamon Costello, DCU
- Tracey Chapelton, British Council, Madrid
- Tina Pole, British Council
- Gilly Salmon, Online Education Services (OES)

Run

Laying the tracks while flying
the plane...

Do not try this at home!

- The team built week 2 as week 1 went 'live'
- Simultaneously facilitating and building 🤪
- We acted on learner feedback as we went
- The mentors were amazing! 🥰



Educator presence at scale

- 2000+ comments on many steps
- Pinned posts helped but created new threads
- Discussion step in Week 2 encouraged learners to **Follow** each other. ->
- Visibility with limited time to facilitate, lots of 'likes' and quick replies for impact

Your Task (10 - 15 mins)

Follow five other learners like you

Browse key steps from Week 1 to try to find five others who are teaching the same level or topic as you and then **Follow** them. The purpose is to then filter comments in any step; showing only comments from those you Follow. This is helpful to find comments containing practical, interesting and useful content from other learners that's more relevant to you and your circumstance.

Question and Answer steps

- Mentors participated in an asynchronous Q&A-style step each week within set times ->
- Learners could post a question or 'like' others
- 'More Knowledgeable Others' often contributed fantastic answers

Weekly Q&A

Please post any reflections, outstanding questions or comments here.

If you see a comment you'd like the team to respond to, press 'Like' it.

We'll note the top most liked comments on **Friday 27 March at 12:00 UTC**, and the course team and mentors will respond during the day of Friday 27 March. We recommend you try to come online during or after this time to see the responses to the top questions asked by everyone on this course.

We'll do this at the end of each week during the course.

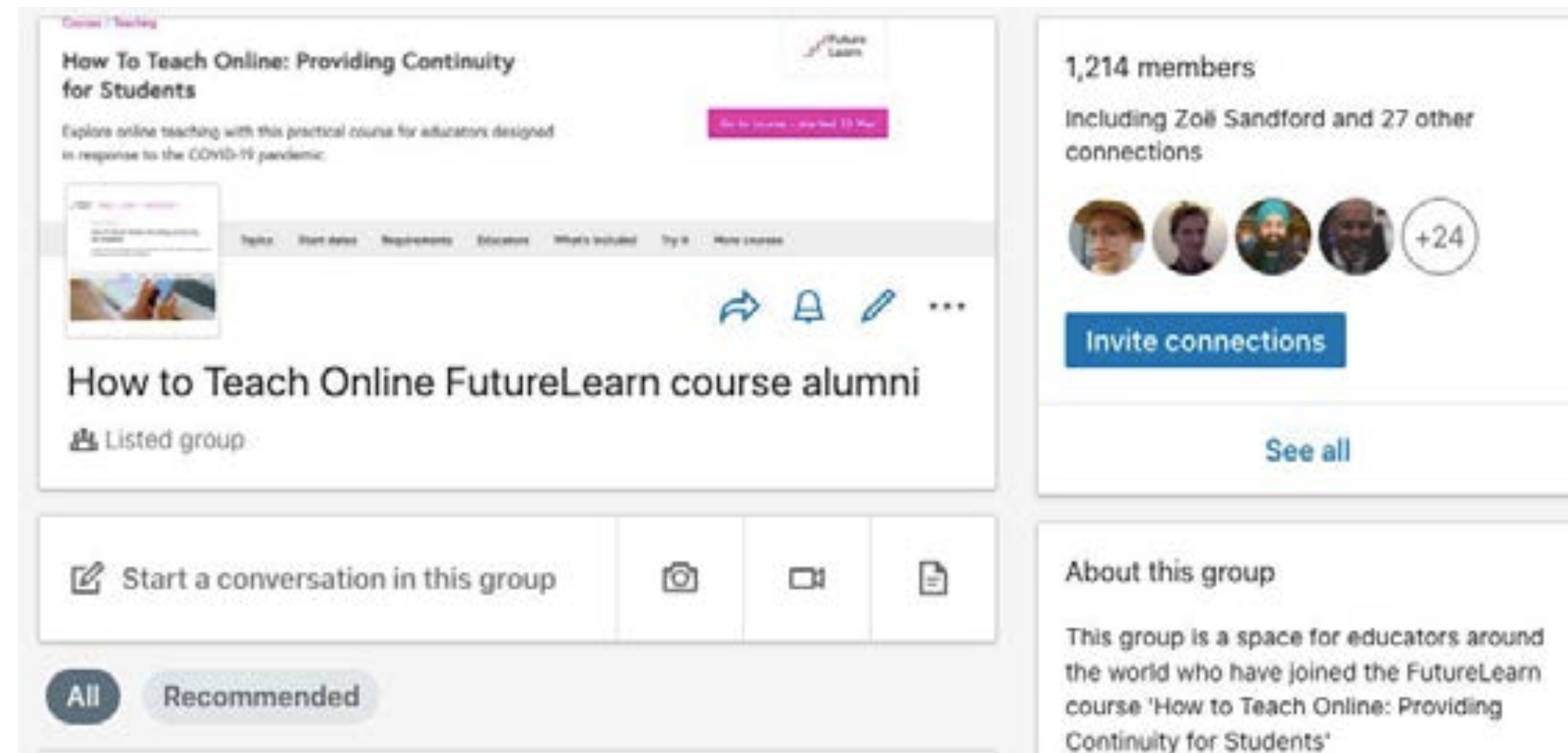
© FutureLearn

2081 comments

Mark as
complete

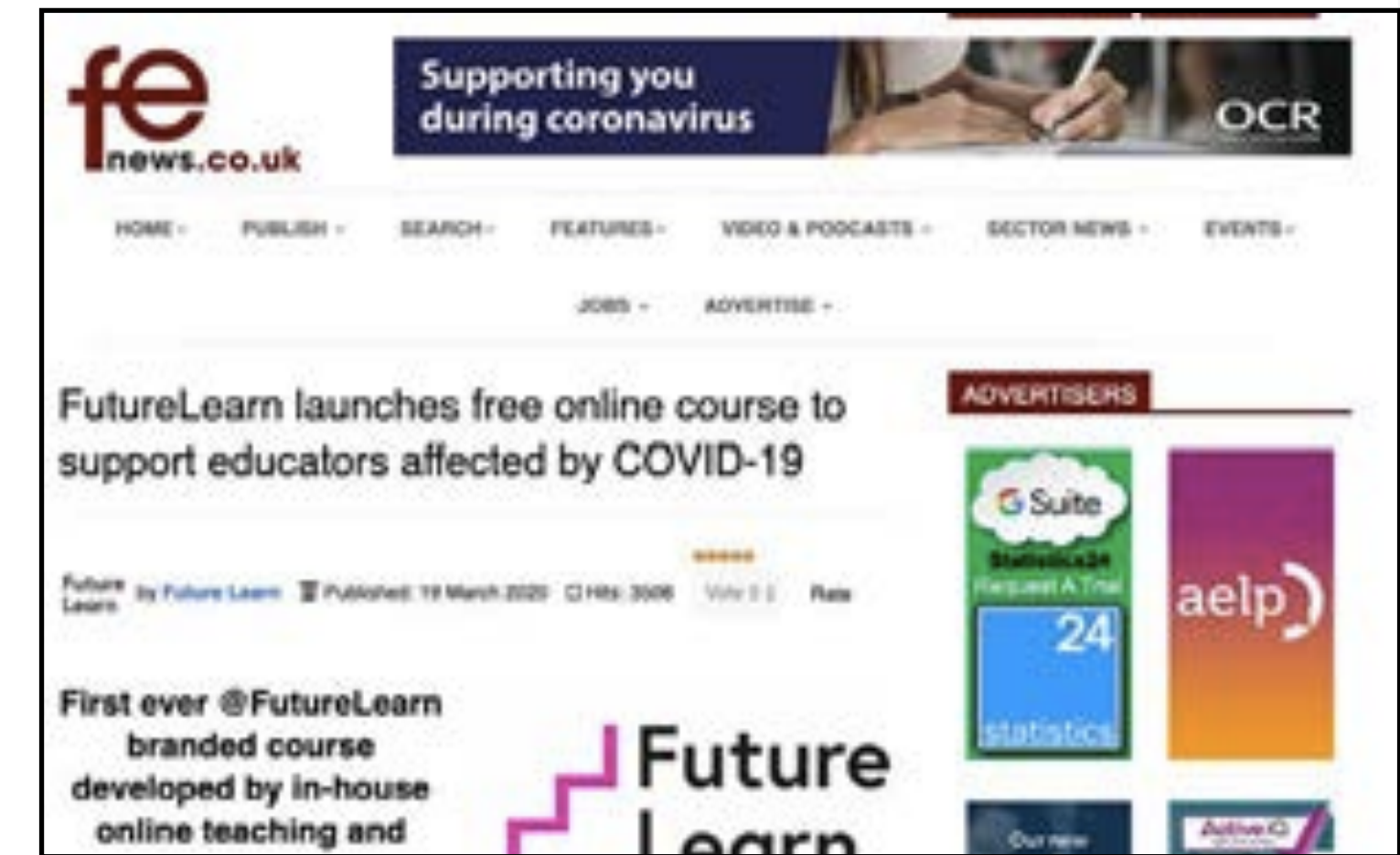
Building a professional community

- Via a LinkedIn group for course 'alumni'
- Over 1200 members as of September 2020
- Place to share more resources and tips

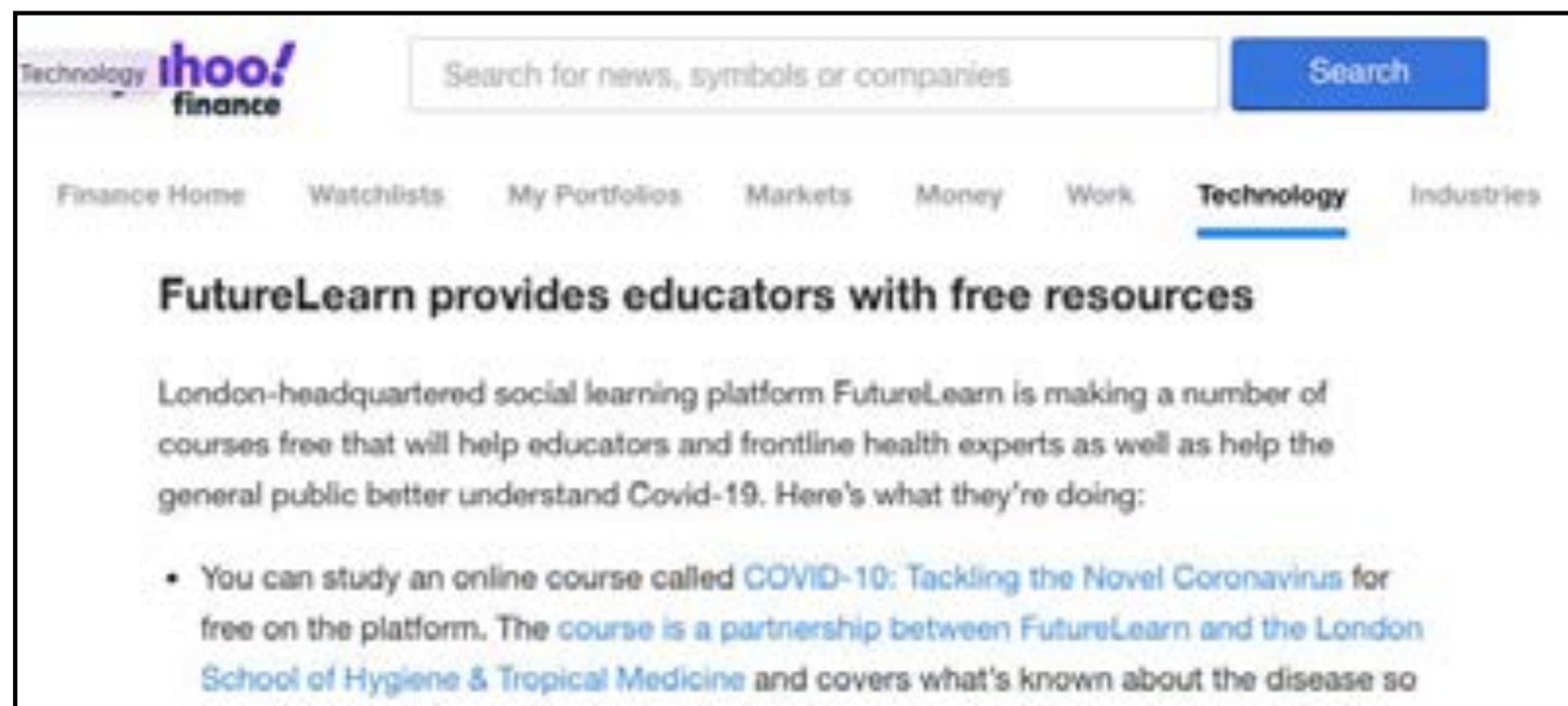


Review

What did the world think?



Media Coverage →



Course performance

Run 1: 23 March-19 April 2020

- 49,809 Joiners, 13,402 Social Learners, 9,462 (21.7%) Fully Participating,

Run 2: 27 April-

- 32,336 Joiners, 8,459 Social Learners, 8,371 (30.5%) Fully Participating

HOW TO TEACH ONLINE

"I really appreciate the forum and tasks. They were focused and allowed us to share and learn from each other. It definitely felt like a community."

"It was really nice to be amongst a community where we were all experiencing the same thing and knowing that you're not alone"

"I got the strength to struggle with my deficiencies as I could see that there is a whole community of educators on the same page."

"a very reassuring course - drawing out what I already knew and building on that in an online world. I feel much more confident for me and my students now!"

"So precious being part of a global group of educators all looking to assist our learners, even though we are so diverse & have different needs & resources. A great way to learn, support & collaborate with one another."

Questions?

FutureLearn Educator and Learning Designer Meetup November 2020

- A chance for course educators and Learning Designers to share good practice in an invite-only FL course
- Proposed course big question: 'How can we maintain quality teaching and learning at scale?'
- Mock up of the 'to do' tab ->
- To submit an activity proposal email monty.king@futurelearn.com

WEEK 1: WEEK 1

What makes great online learning?

Introduction to our course, and how the Meetup is structured.



1.1 WHAT MAKES GREAT ONLINE LEARNING? DISCUSSION

1.2 HOW TO USE THIS COURSE DISCUSSION

1.3 OUR WEEK'S AGENDA ARTICLE

Joe Bloggs - The University of Life: How to collaborate with third party content developers

Activity designed to provoke conversation around how current partners develop courses for online delivery.



1.4 SOURCING QUALITY CONTENT ARTICLE

1.5 HOW DO YOU MAINTAIN QUALITY? DISCUSSION

1.6 SETTING UP YOUR STYLE ARTICLE

Round table discussion

Breakout discussion

- How has your research approach changed as a result of COVID-19?
- What areas of opportunity do you see for further research in a (post-) COVID world?
- To what extent do you think this is the 'new normal' for your research practice?