FLAN Meeting Agenda
Hosted by Dublin City University
#DCUFLAN

Date: Thursday 17th February 2022
Time: 14:00 - 16:30 (GMT/UTC)
Location: Online (Zoom Link)

Time	Speaker	Title
14:00	Mairéad Nic Giolla Michíl, Dublin City University	Welcome
14:05	Hannah John & John Kerr, University of Glasgow	'Future of Higher Education in a Skills-Driven Environment: The challenges of developing and supporting flexible courses within the rigid structures of HE'
14:30	Ahmed Al-Imarah, University of Kufa	MOOCs for Cultural Heritage Education: An Exploratory Analysis
14:55	Martin Jackson, FutureLearn	Sentiment analysis and observations from MC learners
15:20		**Break**
15:30	Mark Brown, Dublin City University	The Unfinished Micro-credential Canvas: Are We Mixing Oil and Water?
16:05	Celine Heffernan, Caitríona Nic Giolla Mhichíl Dublin City University	Introducing the Microcreds Project at DCU
16:25	Mairéad Nic Giolla Michíl, Dublin City University	Final Remarks

Abstracts

Future of Education in a Skills-Driven Environment: The Challenges of Developing and Supporting Flexible Courses within the Rigid Structures of HE

Hannah John & John Kerr, University of Glasgow

Microcredentials, much like MOOCs in 2012, are receiving huge coverage as the way forward for education. Ideally, these skill-focused courses are designed to be taken flexibly to achieve a number of aims, but how does this look in reality? Should HE be so quick to move into a space that has been dominated by training providers? And just what do we mean by flexibility?
In this presentation we explore Glasgow's Microcredential portfolio on FutureLearn and provide insight into our course design, selection, support, and the challenge of aligning traditionally rigid structures of institutional approaches with the ever-changing landscape of education and professional development.

MOOCs for Cultural Heritage Education: An Exploratory Analysis

Ahmed Al-Imarah, University of Kufa

This study reports results of an action research project that engaged Iraqi academics in the development of MOOCs to promote knowledge of cultural heritage in the general public. It reports interview data from programme participants on their views of OER, and uses technology acceptance theory and previous studies to interpret these views. Results show considerable acceptance with and support for MOOCs, tempered with some scepticism and also identifies needs for cultural acceptance. These insights give further evidence of how general models such as MOOCs might be adapted and contextualized across societies and social settings.

Sentiment analysis and observations from MC learners

Martin Jackson, FutureLearn

A sentiment and qualitative analysis of learner satisfaction surveys from 2021, was carried out to better understand the pain points and delight learners found whilst taking FL MC courses. Respondents were from 71 MC courses spread across the portfolio of MC course content. I wanted to understand what frustrated learners and what they enjoyed in the delivery of the MCs, what they really wanted to gain from taking the courses and why they actually undertook their studies. I found that Courses are generally perceived as good quality and learners are satisfied. There are opportunities to improve however. These are broken down into focus areas:

- Social | learners want more interaction with tutors and peers. Content | Update of content to ensure it is cutting edge and accessible.
- Technical | Eliminate any "off site" activity, and broken links, Gemba walk the enrolment process to identify pinch points and reduce learner pain.
- Assessment | Allow for staggered assessment options and online tests/exams.Ensure questions are framed in learner appropriate language.

Future research is planned with a larger volume of survey responses and I hope to workshop ideas with the MC community to establish a benchmark by which our MC content can be judged and to support our learners with a response that meets their needs.