



# Learning design @ Edinburgh:

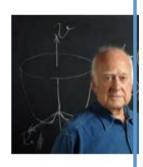
A community approach to MOOC design and content development

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## The University of Edinburgh

Delivering excellence in teaching and learning. Consistently ranked as one of the world's top 50 universities and top 3 UK provider of online Masters courses. The University of Edinburgh offers over 700 diverse degree programmes with over 31,000 students currently studying with us from across the world.





Warhol
Date to be announced.



Philosophy and the Sciences
Date to be announced.



Animal Behaviour and Welfare
Date to be announced.



EDIVET: Do you have what it takes to be a veterinarian?



ic Theory



Introduction to the Clinical Psychology of Children and Young People

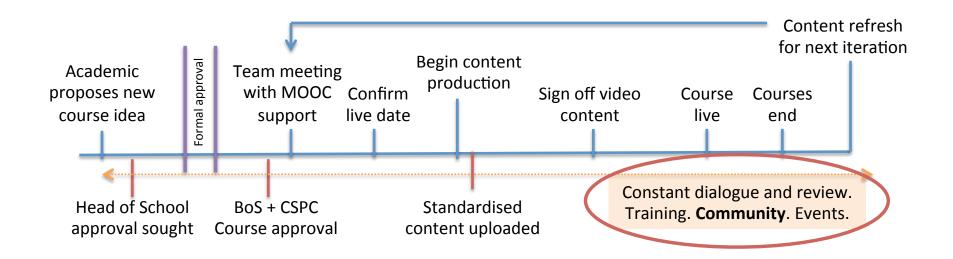
Date to be appounced.



AstroTech: The Science and Technology behind Astronomical Discovery Date to be announced.

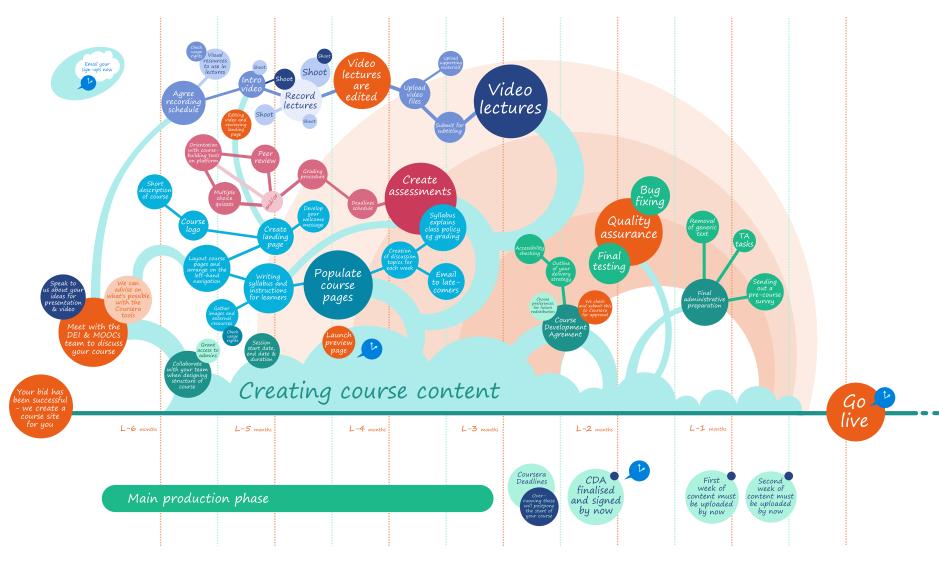
## Courses and the internal process

- 6 courses (wave 1) + 8 courses (wave 2) + more (~30 by year end)
- Broad subject areas academic led and short in length (5-7 weeks)
- Fully online, free to take, open resources CC licenses
- New as MOOCs, not f2f conversion non-template approach





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# Launching an Edinburgh MOOC

... Lots of central guidance and resources along the way!

## **Ensuring quality – how?**

#### Academic course development

- No imposed approach or template
- Encouragement to choose an approach suitable for subject delivery and which the team were comfortable with
- Encouragement to experiment with platform

#### Community and transparency

- Talking to peers and asking for feedback
- Development of teams not individuals
- Sharing practice, good resources found

#### Recycle, repurpose, reuse

- Use of creative commons as default
- Encouragement to think about resources beyond MOOC space
- Awareness raising of open content



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## Why MOOCs? ... Institutional learning design

- Never intended to be money making
- Capacity building online learning
- Seen as knowledge exchange initiatives
- Research project into new online delivery methods
- Research project into new audiences
  - -- who takes a MOOC? And why?
- Logical progression of University strengths and interest
  - -- keen to explore technology enhanced learning
- It was new, it looked fun! ©



### Who's involved?

- Academic(s)
- Teaching Assistants
- Local coordination
- Central coordination
- Technical support
- Online Learning Advisor
- Media production
- Local expertise
- MOOCs Community all academics involved in MOOCs
- Senior Management input VPs, Head of School etc.

Every course MUST be a team

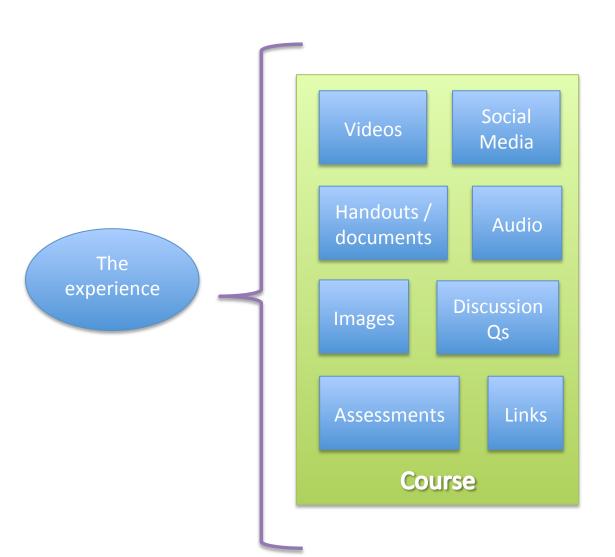
Every course
MUST have an
UoE academic
lead

Every team
MUST be part of
the community



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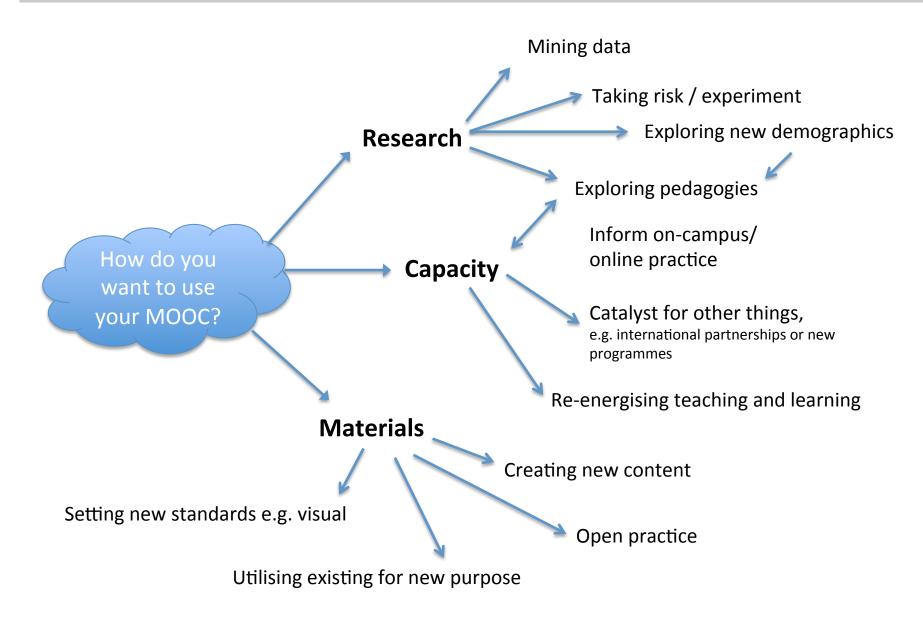
### All elements of a MOOC can be repurposed in multiple ways



- Embed
- Recycle/reuse
- Inspire peers
- Activities and assessment
- Encourage MOOC use to enrich student understanding
- Sign-posted resources
- Make CC content
- Use as a case study

We encourage teams to think about wider MOOC purpose

## Bigger picture thinking



	Creating data	Testing boundaries Risk taking Breakir	Scripts = open	Data mining student projects – feed directly into body of research
	Pure Educational research			
	True outreach first crea	Virtual mo ation	bility Digital literacy	Analysing the whole project, e.g. MBA project
	Outreach for research Uruguay Erasmus+ NMS			
	Collaboration Joint course creation			Student involved in summer projects
	Experiment and experience	$\wedge$		l .
	w/ online learning New	academics	Sparked creativity Enthusiasm New ODL programmes	Community outreach Tutoring / learning hubs
	New ODL programmes			
	Sharing practice Consultancy			
	Setting standa leading	rds example Innovati	Exploring unknown spaces	Student surveys to understand MOOC experience and how it
		iiiiovati	Agility	relates to UoE learning
	Utilising own/oth embedding videos	• •	Internal impact	experience
	New processes			
		New services		
	Created short, structured courses OERs Visually mindful			Feedback / feeding into
				course creation
	Making content High	quality components	Showcasing	Design students for new content types

Direct use of MOOCs

## **Building** internal capacity – more than just building courses

Enthusiasm for MOOC engagement is (still) high and we are seeing huge impact across the institution beyond expectations:

- New applications for fully online MSc programmes, e.g. MSc Philosophy
- ODL programme teams pushing VLEs and improving student experience through MOOC lessons
- Getting non-ODL Schools over the online line
- Interdisciplinary courses and collaborations
- Beginning (albeit slowly) to take more risks with learning delivery

... Every MOOC gets 90(+)% learner satisfaction – impact is more than these stats.

