

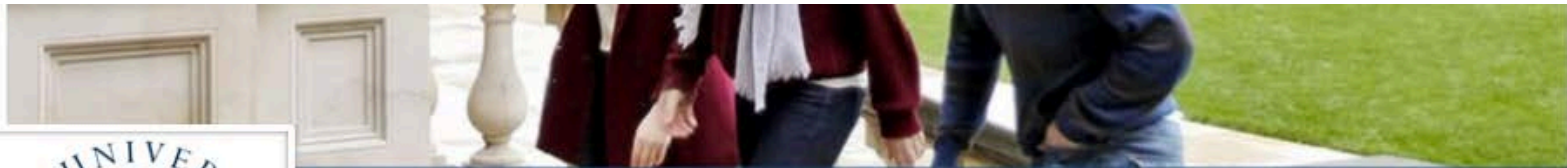
University of Edinburgh



# Learning design @ Edinburgh:

A community approach to MOOC  
design and content development

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MOOCs Project Manager

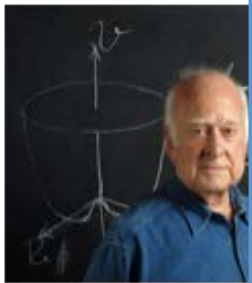


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## The University of Edinburgh

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.



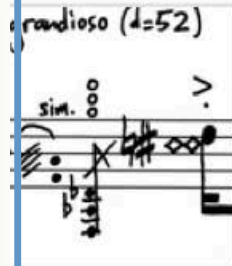
**Philosophy and the Sciences**  
Date to be announced.



**Animal Behaviour and Welfare**  
Date to be announced.



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



**Music Theory**



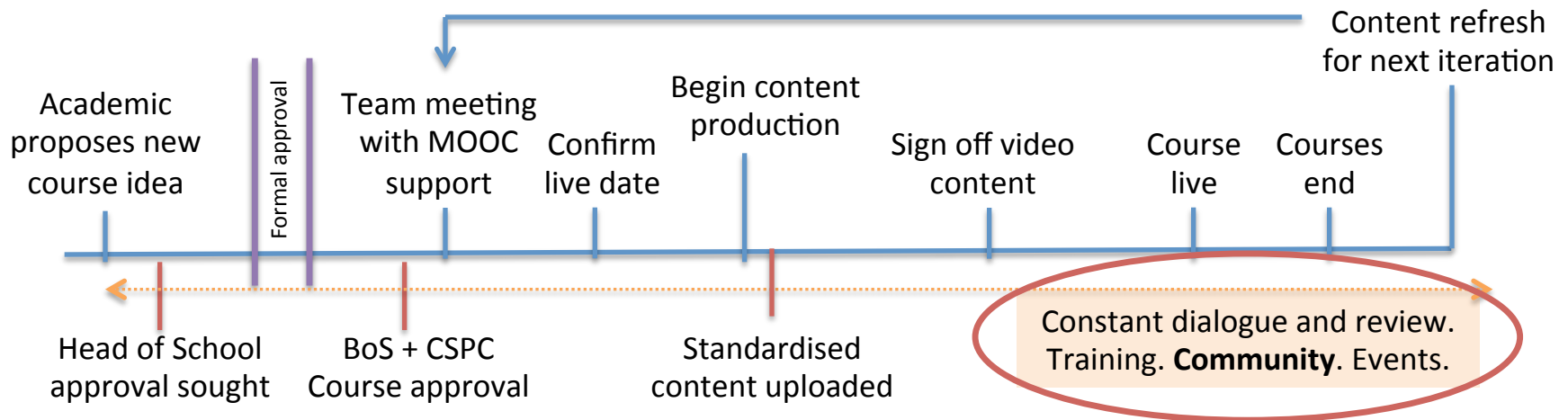
**Introduction to the Clinical Psychology of Children and Young People**  
Date to be announced.



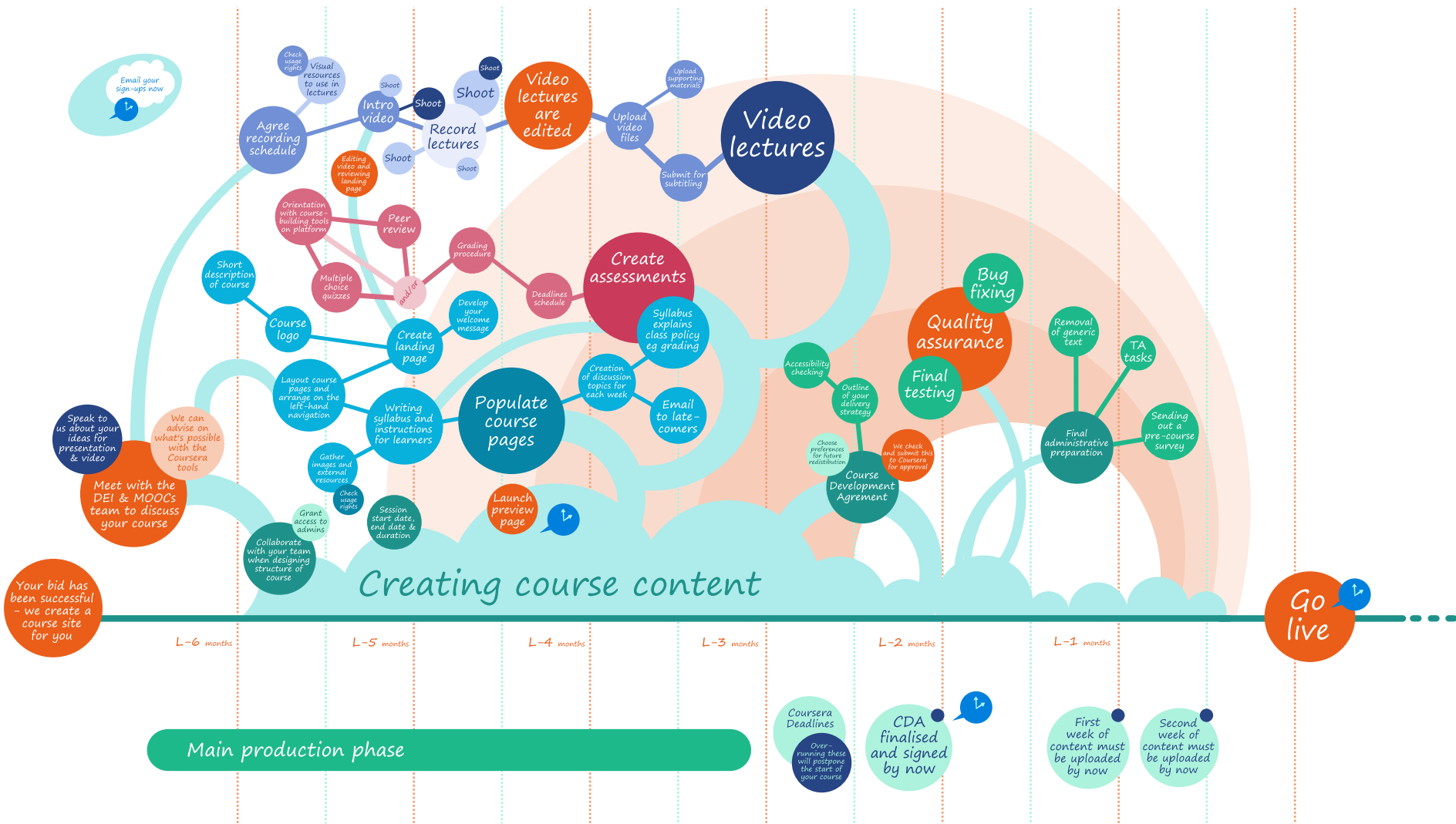
**AstroTech: The Science and Technology behind Astronomical Discovery**  
Date to be announced.

## 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!** 😊



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## 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

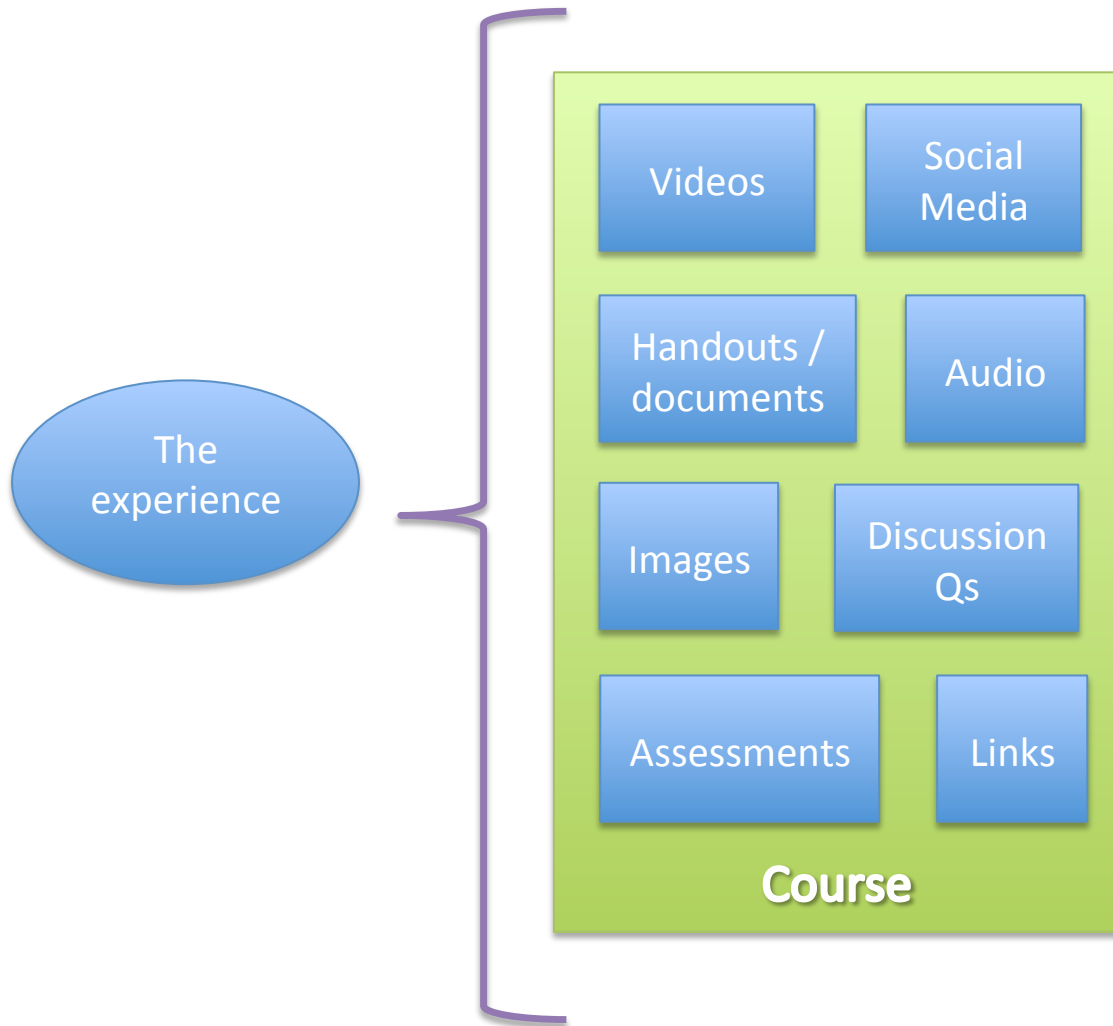
Every course  
MUST have an  
UoE academic  
lead

Every team  
MUST be part of  
the **community**



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

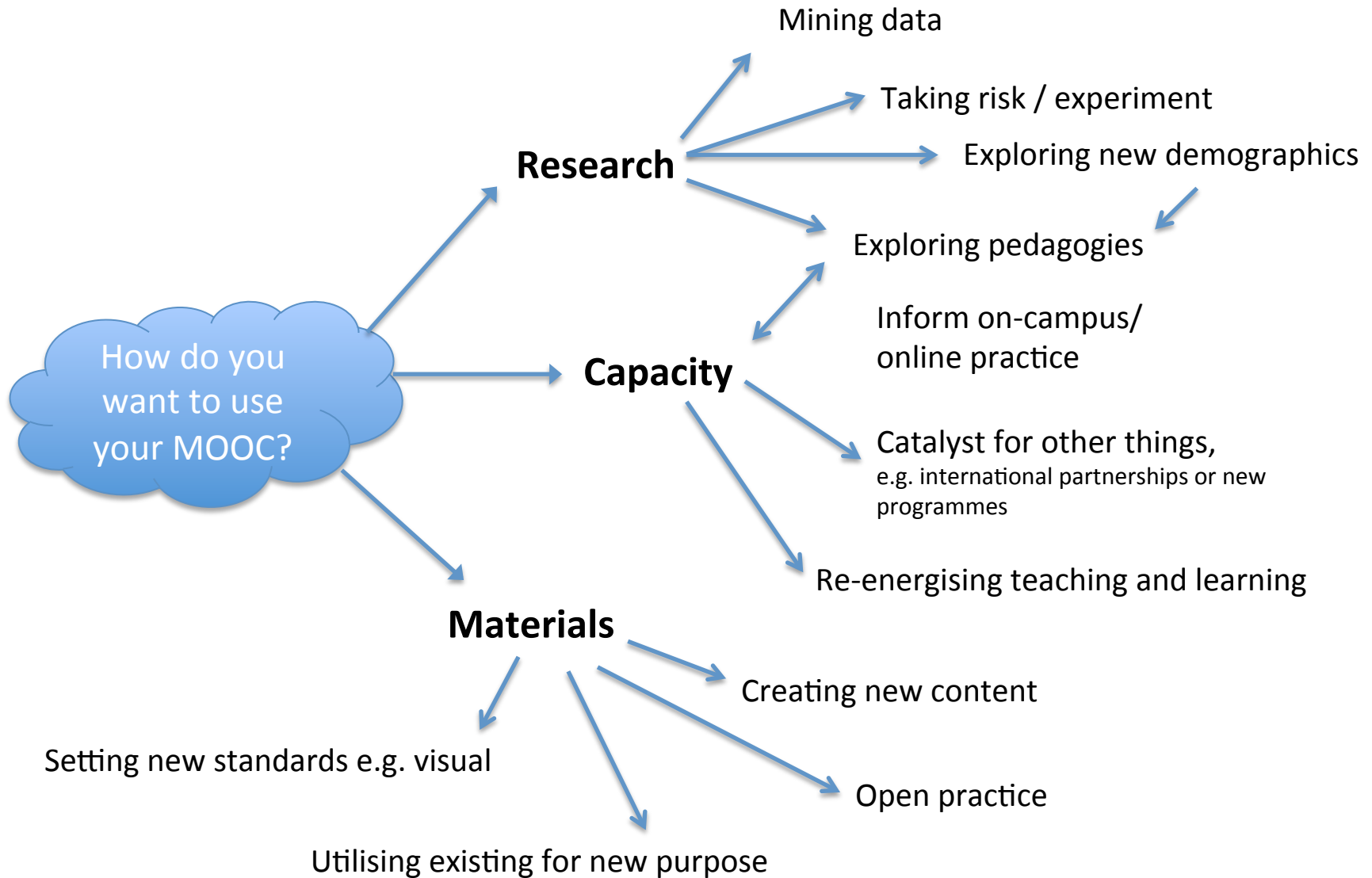


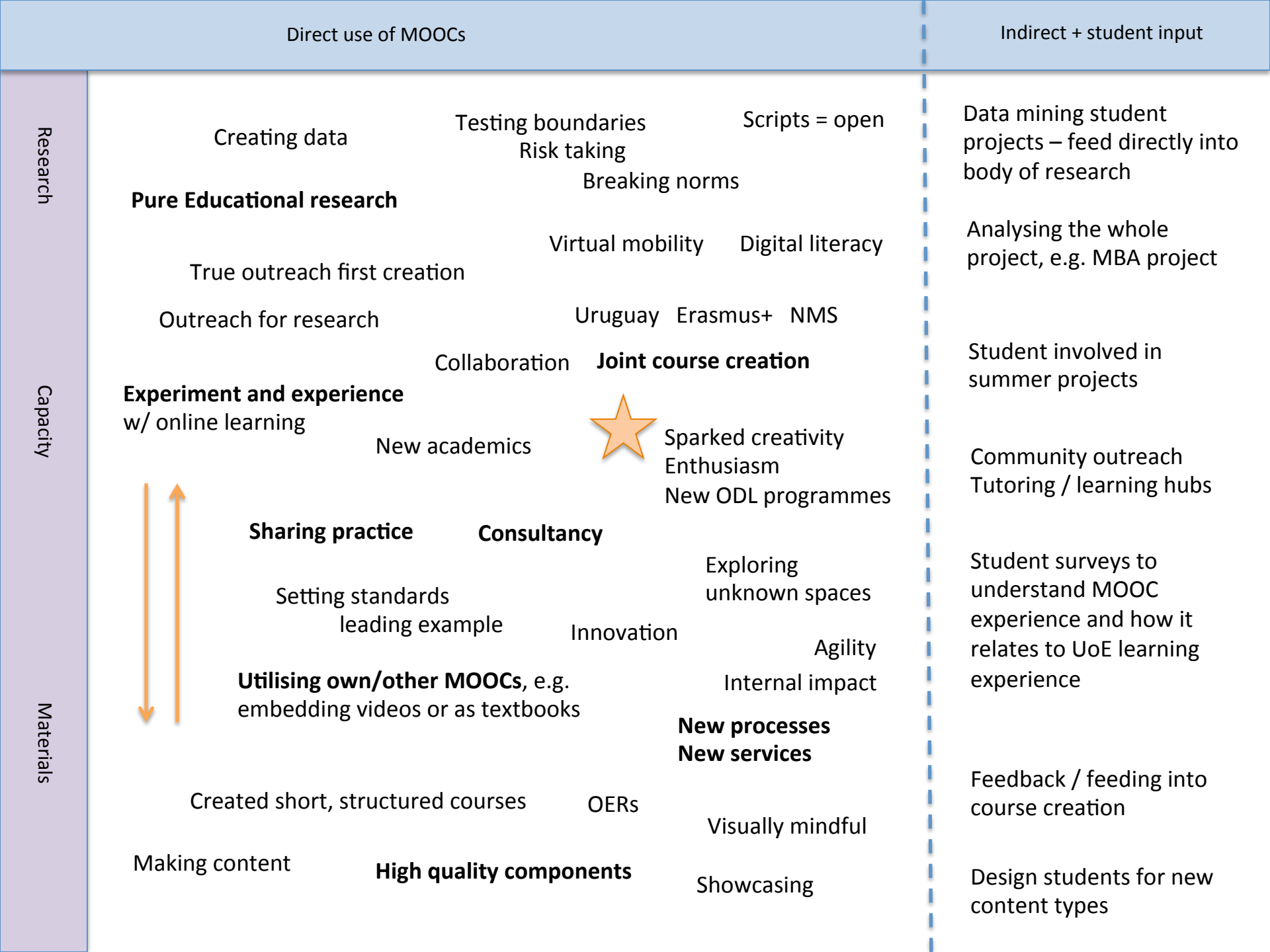
- Embed
- Recycle/reuse
- Inspire peers
- Activities and assessment
- Encourage MOOC use to enrich student understanding
- Sign-posted resources
- Make CC content
- Use as a case study

We encourage teams to think about wider MOOC purpose



# Bigger picture thinking





## 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.*



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