



# sooner

*Structuration of Open Education in the Netherlands*

## Get Inspiration for Scalable Design in Open Online Education

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[www.sooner.nu](http://www.sooner.nu)

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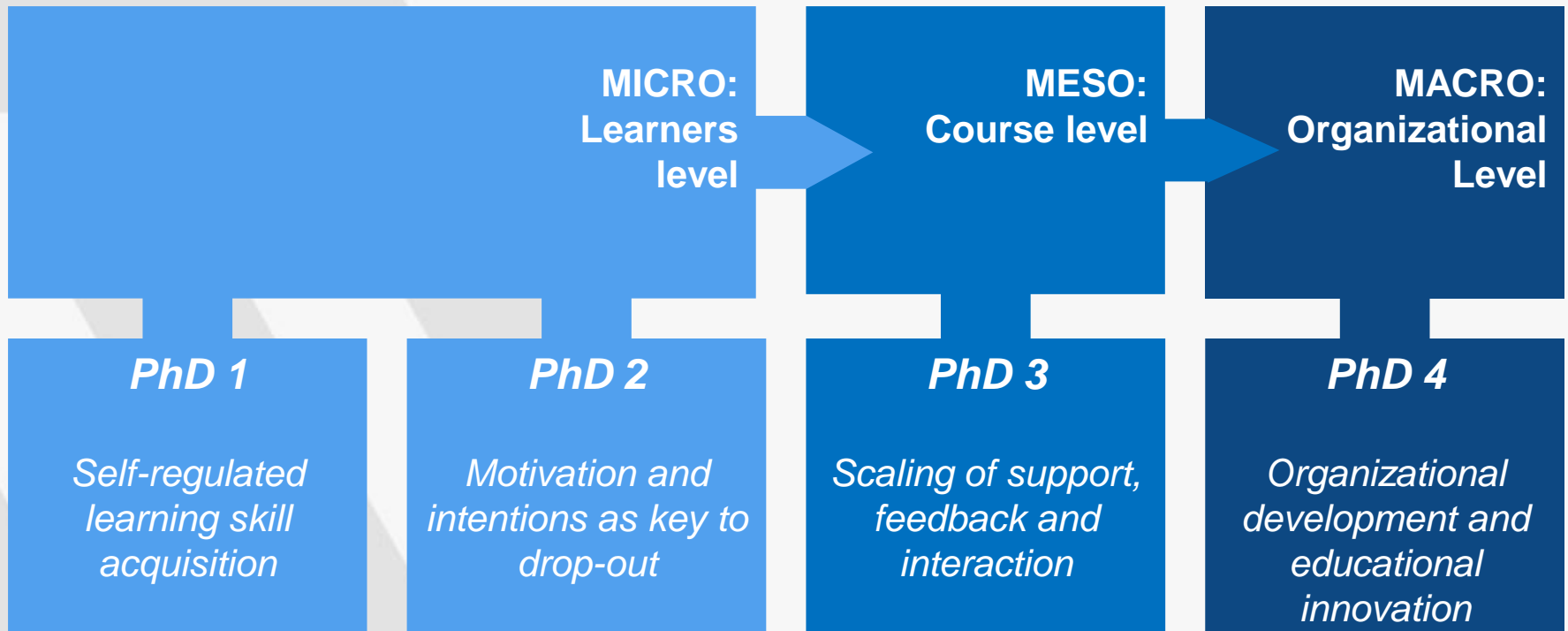


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# MICRO, MESO, MACRO



# Overview PhD

Study 1

**Design  
analysis  
instrument**



Study 2

**Design  
analysis in  
MOOCs**



Study 3

**Peer-  
feedback  
training in a  
MOOC**



Study 4

**Peer-  
feedback  
orientation  
instrument**

# MOOC Design Analysis Study

Qualitative study to find scalable best practices in MOOC design with focus on:

- 1) Formative feedback
- 2) Interaction types:
  - student-teacher
  - student-student
  - student-content

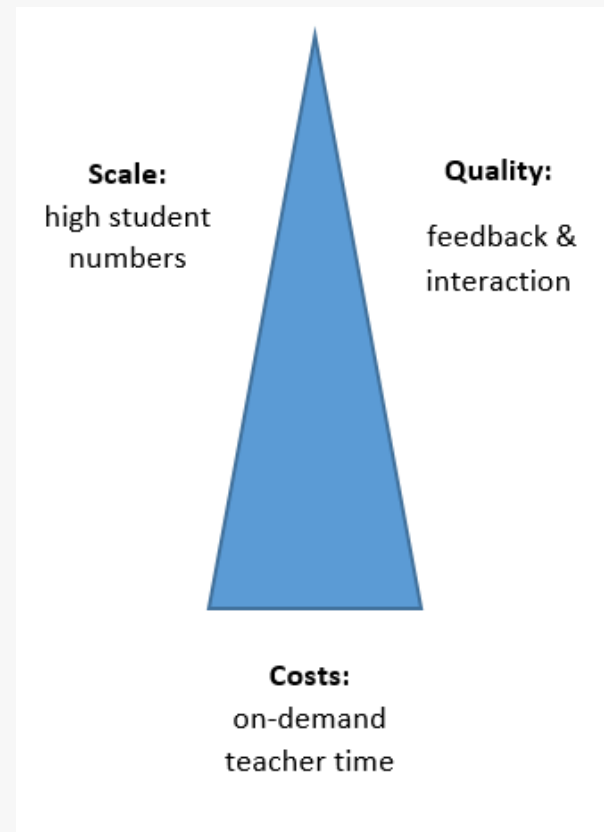


# Educational scalability

## Instructional design choices that enable:

1. provision of formative feedback
2. one or more student interaction types

**...on a high scale with low/remaining costs.**



# Course Design Analysis

Experience?

Expectations?

Goals?

Motives?

....

# Educational Scalability Analysis Instrument

## MOOC information

- name/topic
- provider
- runtime
- ...

## Objectives

- complexity
- alignment

## Learning activities

- complexity
- type

## Student interaction

- student-teacher
- student-student
- student-content

## Formative feedback

- how?
- when?
- how much/often?

<https://lab.ou.nl/lis/index.php/373582?lang=en>



Which one of the following is true about treatment of primary VL?  
Select all that apply.

Select all the answers you think are correct.

- a) Trivalent antimonials are used to treat VL.
- b) AmBisome can be used in pregnancy.
- c) Antimonials are not effective in parts of India
- d) Amphotericin B is a natural product
- e) Miltefosine is administered parenterally (i.e intramuscularly, subcutaneously or intravenously).

## Example quiz analysis

'Answer' the quiz questions

## Partially correct

Try again



Vanessa Yardley LEAD EDUCATOR

- d) True. Amphotericin B is a polyene antibiotic derived from a soil bacteria
- e) False. Miltefosine is the ORAL drug for the treatment of leishmaniasis

Look at formative feedback & S-C interaction

# Example peer-feedback analysis

Which elements does the instruction contain?

How clear is the instruction for the student? What is needed to do? Why? How?

Objectives:

- Show that you understand the use of discussion forums, blogs, wikis and community sites
- Show you can create an online presentation
- Show that you are thinking about how to develop collaborative opportunities for your own students

## Review criteria

less ^

- Is the submission an online presentation?
- Does the presentation show at least 3 examples of student collaborative activities in your test course?
- Does the presentation convey the value of these learning opportunities for students?

Passing threshold is 80%

## Step-By-Step Assignment Instructions

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Create an online presentation that shows at least 3 collaborative learning activities and conveys the value of these learning opportunities for students. Submit a link to the online presentation you have created.

# Design Analysis Exercise

± 1 hour

1. Analyse a MOOC
2. Idea writing
3. Discussion



# Before we start analysig...

Describe a past experience of yourself (include successes and challenges) regarding scalable feedback and/or interaction in (open) online education.

-> write down on your idea writing sheet

# Analyse a MOOC...

- Choose one of the 2 MOOCs:

**MOOC 1:** Social Psychology (Coursera)

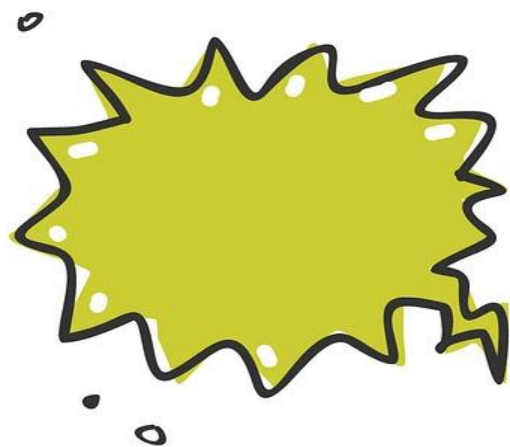
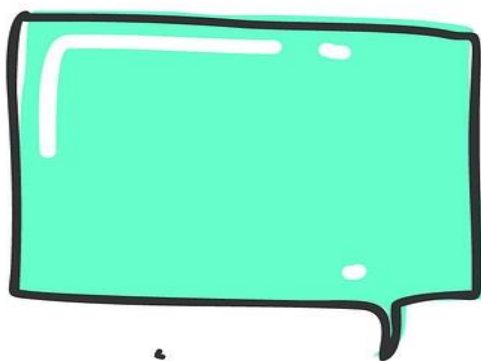
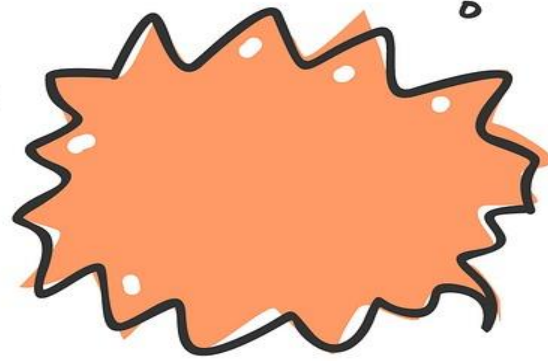
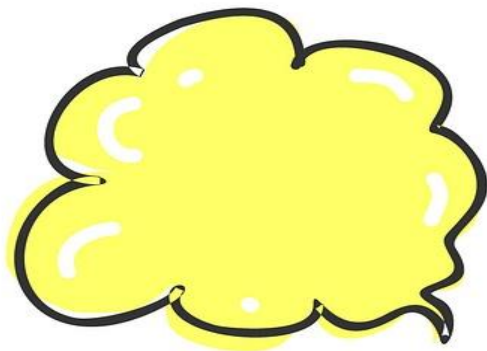
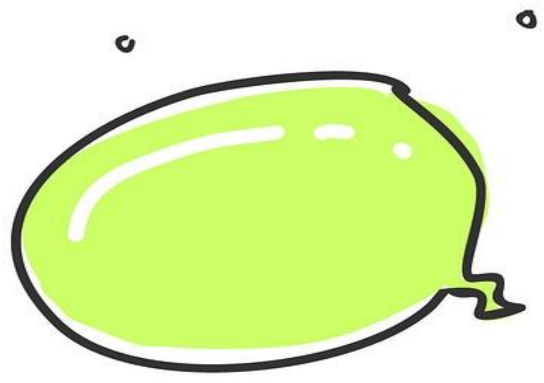
**MOOC 2:** Exploring Play (FutureLearn)

- Log in

- Find your way and start analysing

# Idea writing

- ✓ (1) Describe a past experience of yourself (include successes and challenges) regarding scalable feedback and/or interaction in (open) online education.
- (2) Describe your MOOC analysis experience regarding with this instrument.
- (3) Describe your ideas on how / why / when to use this (or part of this) instrument.
- (4) Iterate in your group (see idea writing handout).





# Thank you!

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