

Towards 'MOOCs with a Purpose': Crowdsourcing and analysing scalable design solutions with MOOC learners

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Towards 'MOOCs with a Purpose': Crowdsourcing and analysing scalable design solutions with MOOC learners

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Overview

Welten Institute & SOONER project

Towards MOOCs with a Purpose

Questions & Discussion

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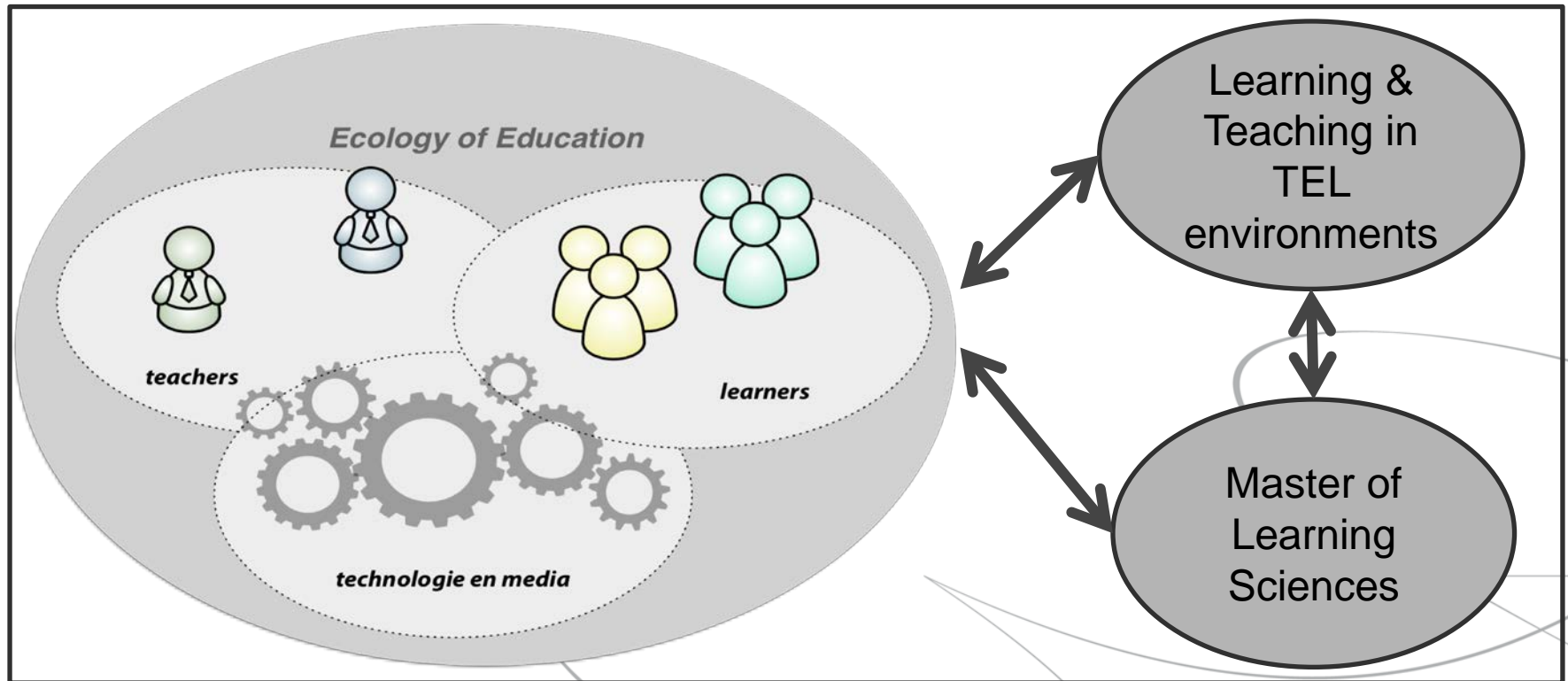
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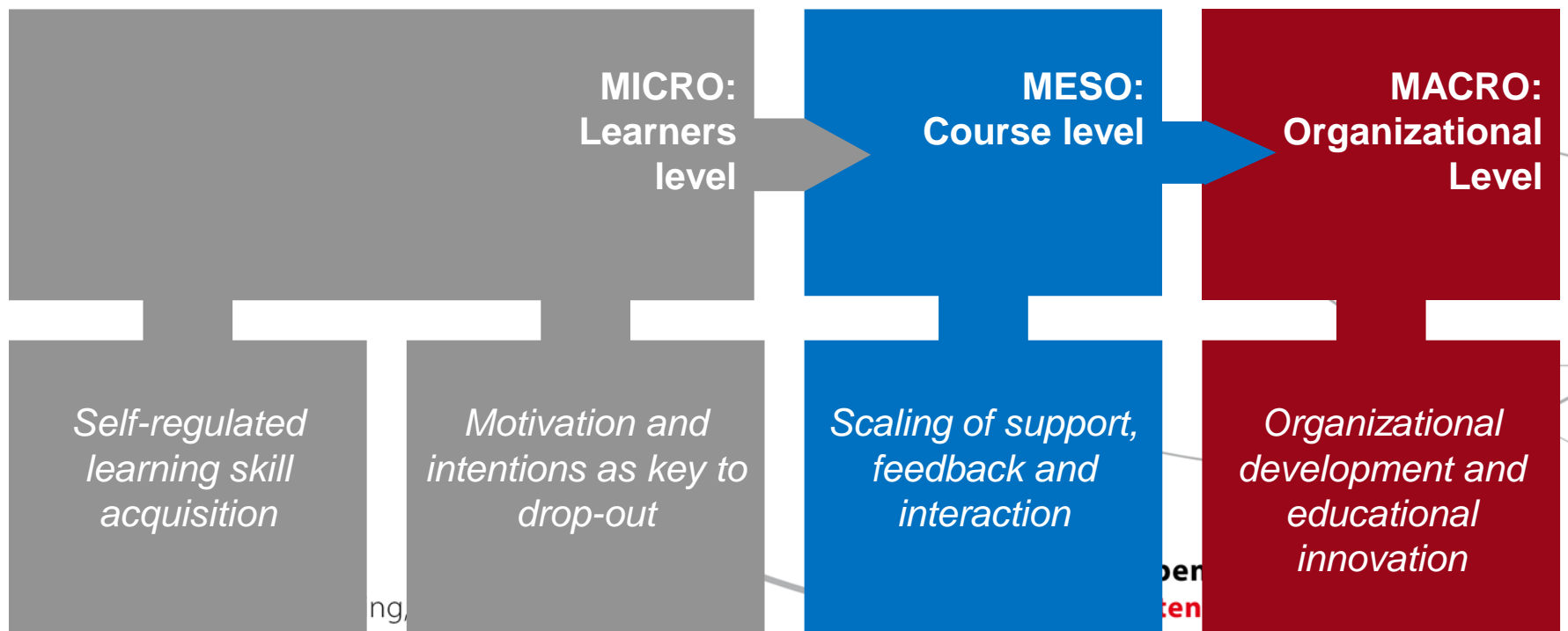
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SOONER is a 5 year Dutch research project focusing on the development & use of open online education (OOE) in the Netherlands:



TOWARDS MOOCS WITH A PURPOSE

A MOOC on assessment

? Final Assignment

? Connecting to research

Research: Scalable designs

MOOCs: designs inspectable

MOOCs: experimentation ground

MOOCs: large nr. of users

? MOOCs: 'citizen science'/'games with a purpose'

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Why ‘Scalable Designs’

The challenge:

- which educational design approaches and support and feedback options are able to scale (Ferguson & Sharples, 2014), i.e.: can be implemented for large number of students without increasing the number of tutors and while maintaining quality.

Higher education:

- World wide. “414.2 million students will be enrolled in higher education around the world by 2030 – an increase from 99.4 million in 2000 and that online, open and flexible education is going mainstream” (ICDE, 2015)
- The Netherlands:
 - 79% of university staff reports a workload of high to very high (FNV, 2017)
 - Since 2000 increase of students vs staff: 60% - 14% (Ministry of Education)
 - VNSU (Sept, 2017): experiment with, share and learn of online in HE.

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The MOOC research (final) assignment

Research assignment:

Analyse a week (UoL) of MOOC of choice with the given survey. The analysis centres on how the MOOC supports learning, focus on formative feedback.

Materials

A survey building on 4 criteria to analyse/identify (best) practice:

- constructive alignment: coherence and structure i.e. alignment of learning goals versus activities and assignments;
- task complexity i.e. learning activities offered and their complexity levels;
- Interaction i.e. the kind of interactions student-student (S-S), student and teacher (S-T) and/or student - content (S-C);
- formative feedback i.e. a detailed analysis of the offered feedback: what, how and when.

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The MOOC

MOOC: “Assessment for Learning in Practice”

Target audience: teacher and educationalists

Two assignments:

- An exercise to introduce the ideas & get acquainted with the survey.
- The final assignment.

Participation:

- 199 (week 1); 101 (week 4); 38 (week 7); final assignment (11)

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Results

The framework & survey applied by the students produced results similar to other MOOC analysis (e.g. Margaryan et al, 2015) but also revealed potentially best practice, in particular in the task offered:

- **constructive alignment:** alignment of learning goals versus activities and assignments is low / unclear.
- **task complexity:** overall a high variety including also higher level task such as essays, design activities and group assignments and brainstorm activities.
- **Interaction:** a clear focus on student - content (S-C) followed by student-student (S-S).
- **formative feedback:** in 8 cases activities were followed by some form of feedback. The elaboration was very limited. The 5 cases of peer feedback were without any support or preparation.

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Students experience

The students completed the assignment in between 1-4 hours (with one exception of over six hours).

Eight students commented on the assignment. Two indicated that it was too long. Six were clearly positive, as is shown by:

- "I appreciate this final assignment; the analysis template is helpful and covers important aspects of formative assessment"
- "It is an interesting approach: I had never thought about how to analyse a MOOC and since I have done a lot of MOOCs now I realize that some are not well-focussed and need bettering as regards formative and summative feedback".



Results & research experience

The framework & survey functioned fairly well:

- Some questions showed to be ambiguous. However, reparable.

Assignment connected to research:

- Assignment was clearly received positively.

Response level (crowd sourcing):

- Resulting sample size was too small, and being this small might be biased. An issue to be taken into account.



Follow-up

The framework & survey:

- The framework & survey has been updated and the updated version has been validated by having two reviewers analyse a sample of the same MOOCs (paper in review). The sample confirmed the survey has potential to identify best practice.
- A large scale analysis is in preparation.

Assignment connected to research:

- Investigating to look into similar assignment in our new / under revision master courses.

Crow sourcing research in MOOCs:

- Alike 'citizen science' and 'games with a purpose' this approach has a clear potential.
- It also could be a motivator to design and offer MOOCs.

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Questions

? Discussion - Questions ?

For more info: www.sooner.nu

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