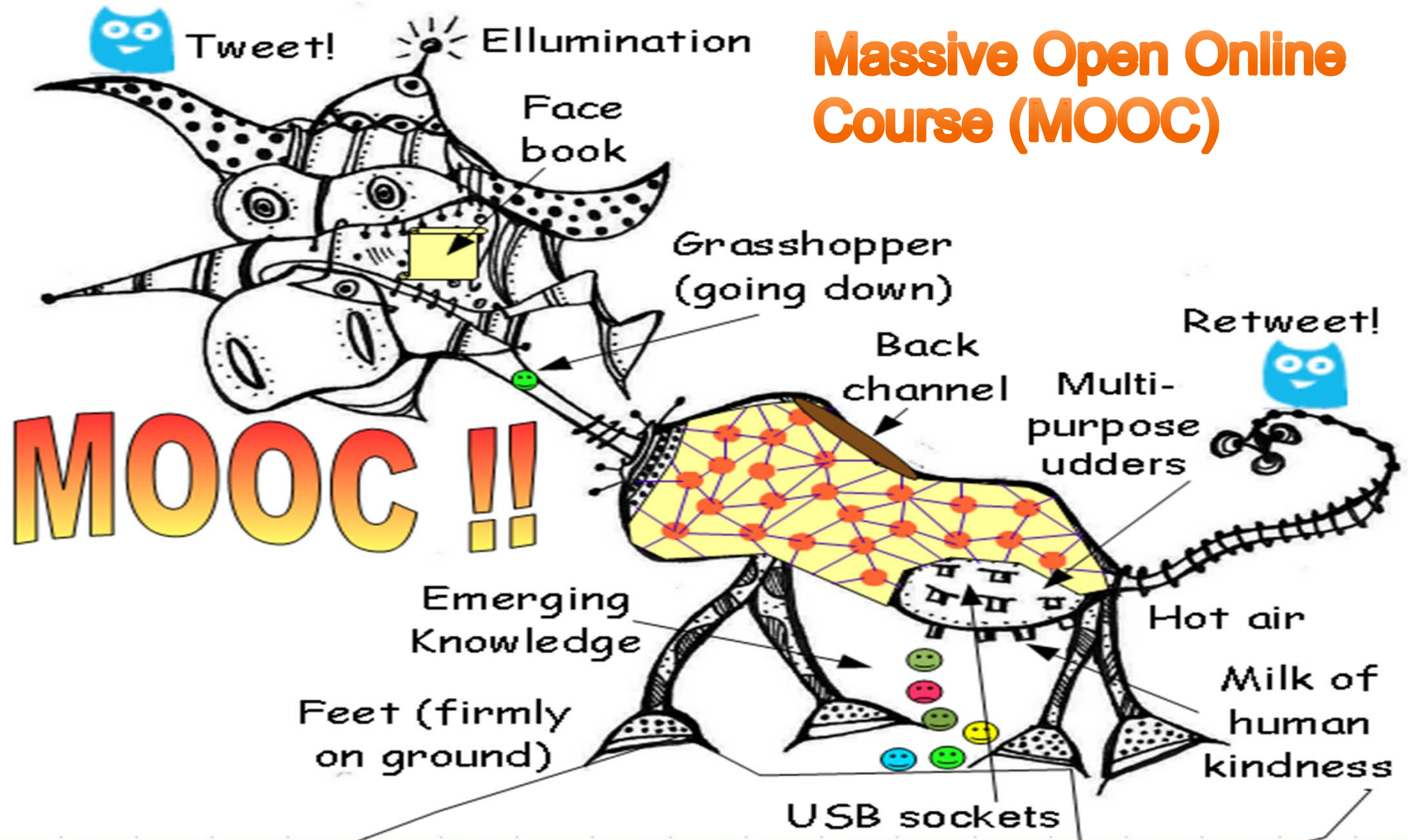


Massive Open Online Course (MOOC)



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MOOC: Current State and Future Direction

- Introduction (participants, definition, examples)
- Exploring MOOC in North America and Western Europe Since 2012
- Comparison Between the two Institutions MOOC Offerings
- Contextualize Key Principles/Questions
- MOOC Planning: Where do you want to go next?
- Promising Practices

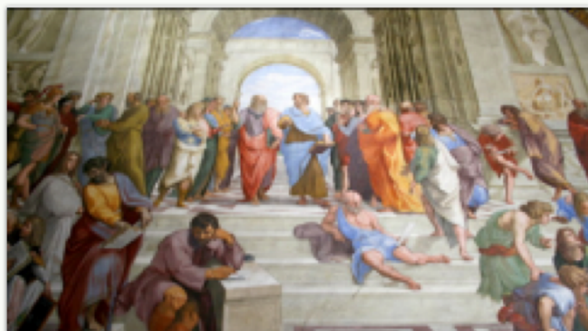


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Edinburgh MOOCs....Objectives?



Introduction to Philosophy

Oct 14th 2013



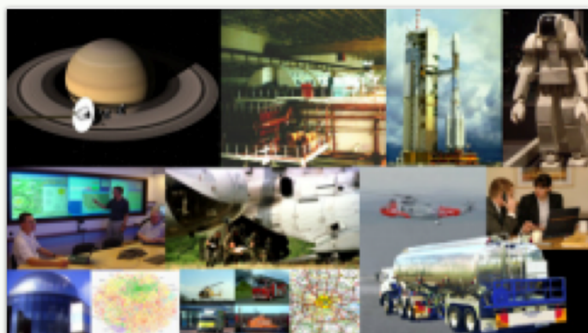
E-learning and Digital Cultures

Nov 4th 2013



Astrobiology and the Search for Extraterrestrial Life

January 2014



Artificial Intelligence Planning

Jan 13th 2014



Critical Thinking in Global Challenges

Jan 20th 2014




Equine Nutrition

Jan 27th 2014



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Strengths

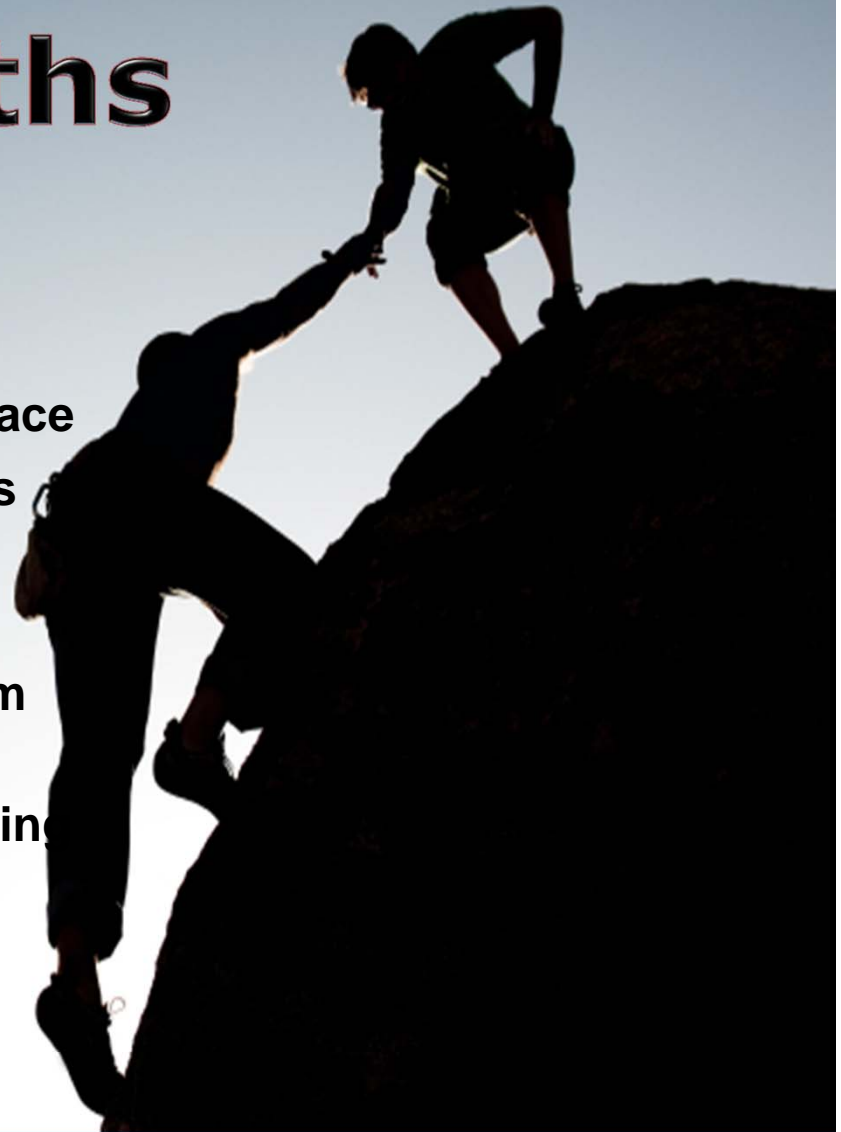


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Strengths

- Well-Planned
- Selection of courses and short duration
- Courses were reviewed prior to offerings
- Post-course quality assurance was put in place
- The initiative collocated with the University's Distance Education Initiative
- Coordinated the design and development
- Course development informed by cross-team insight
- Communication/inter-team community building
- Teams led by those experienced in online education
- Five out of six instructors had taught online before



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Shortcomings

- No technology/platform training for learners prior to the opening of the courses
- Engagement strategies
- Learners engagement with course components couldn't be compared
- Measuring success...What is success?
- No midterm survey/evaluation
- Bringing a new pedagogy for learner support through a created network
- Discussions optional
- Browsing or navigating, reading forums were not included in the data
- Results of evaluation (exit and entry) from a single population?



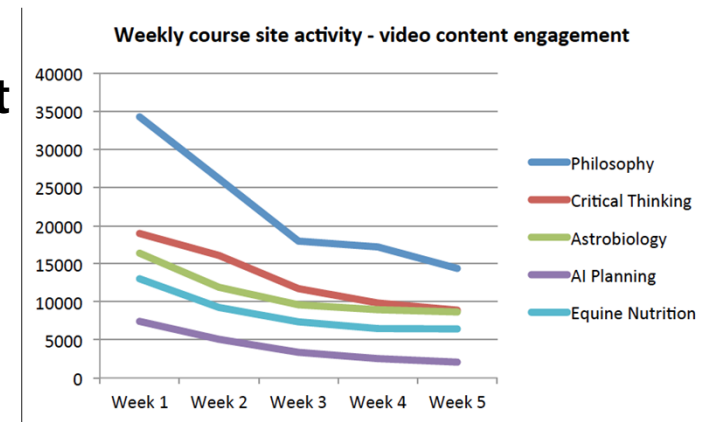
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Student Participation and Engagement



- Conversion from peak enrolment to total active participation – 53%
- Solitary interactions were dominant over social engagements
- Reported engagement with assessments was high
- Decrease in interaction with course components
- Three types of interactions were not fully present at all times



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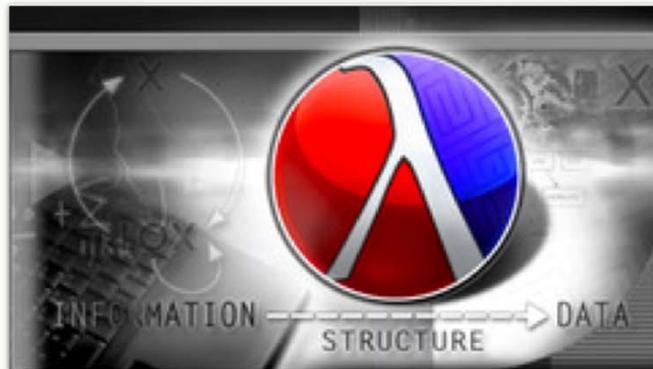
UBC & MOOC



Game Theory
Oct 14th 2013



Useful Genetics Part 1
Nov 1st 2013



Introduction to Systematic Program Design - Part 1
Sep 4th 2013




Climate Literacy: Navigating Climate Change Conversations
Sep 30th 2013



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Strengths



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Shortcomings

- Not building on online courses/procedures?
- No technology/platform training for learners prior to the opening of the courses
- Engagement strategies
- Learners engagement with course components couldn't be compared
- Measuring success...What is success?
- No midterm survey/evaluation
- Bringing a new pedagogy for learner support through a created network
- Browsing or navigating, reading forums were not included in the data
- No core team (including instructional designer)



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Student Participation and Engagement...missing strategies

- No direct correlation between presence of academics/TAs and overall forum activity!
- Offering a new pedagogy for learner support through created network
- Harnessing enrolment power for resource creation
- Creating an environment with scaffolding nurturing
- Different phases of engagement to empower online learners to increase their engagement as instructor guidance diminishes.
- Not all four Major types of activities within MOOCs



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Group Activity: Is Mooc for You? Yes/No? Why?

- **Do you see offering MOOC's primarily as a public good, or as an opportunity to enhance your institution's position?**
- **Will your MOOC curriculum parallel the aims--whether liberal arts, professional, or vocational--of your existing curriculum?**
- **Can MOOC's fit into your college's financial model? Does the experimental nature of MOOCs mean that instructors can be more free or innovative with their teaching?**
- **Do you offer online courses through your institutions? Are your faculty in favour of online learning?**
- **Do MOOCs offer an opportunity to publish your teaching?**



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YOU

DECIDE IF
YOU'VE BEEN
SUCCESSFUL

- Start Planning ...take time to plan
- Create a central MOOC support/design team, and academic team
- Create a research group
- Review and revisit course selection and criteria
- Try to identify all possible types of participants
- Try to develop different types of assessment of learning instruments
- Identify MOOC goal/success, research and students' expectation



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MOOC at UBC Continued

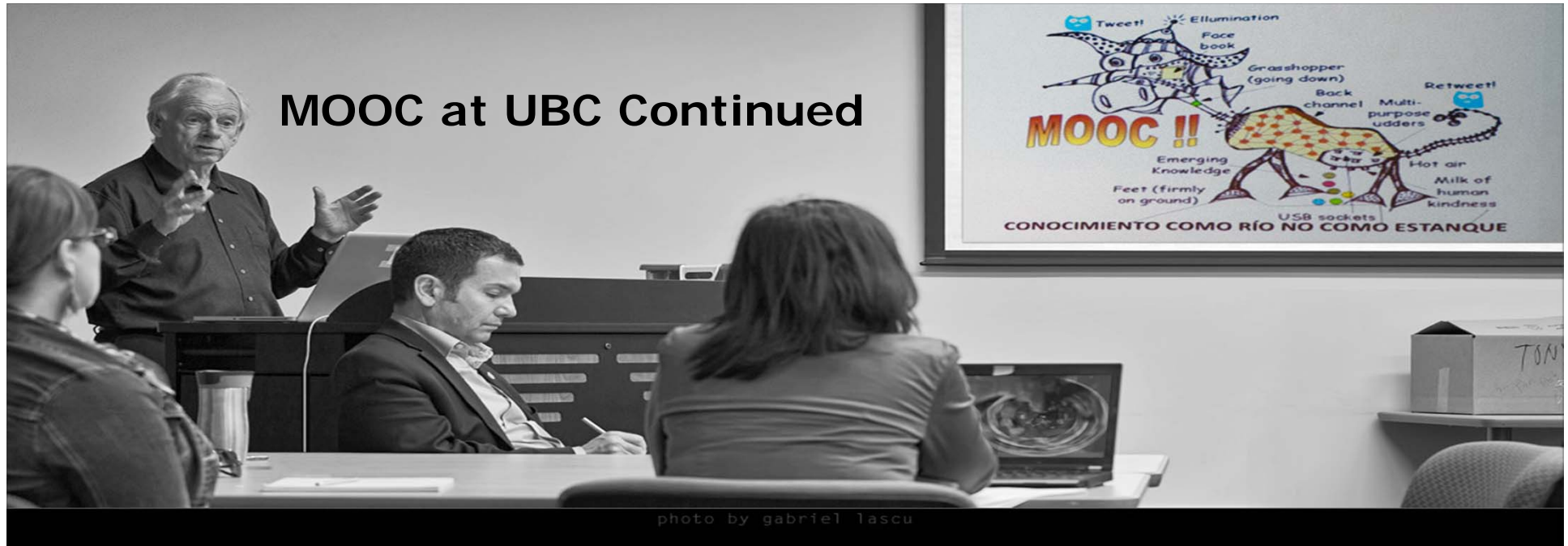
- Mix groups (i.e. regular campus students and MOOC participants)
- Define level of success
- Discuss and identify new ways to define learning success outcomes
- Provide a framework of competence to define different learning paths
- Design a quality assurance model beforehand, but evaluate as you go
- P2p/C2c: Model evaluation by community/crowd
- Coach students in P2P/C2C
- Let community/learners change the rules
- cMOOC or xMOOC



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MOOC at UBC Continued



- Introduce Peer to Peer pedagogy (FAQ available + trustworthy answers)
- Explore the possibility of automatic identification of needs
- Explore identity verification for different surveys
- Develop entry, mid, and exit surveys (involve learners)
- Declare your role (i.e researcher) in the beginning and make it possible to change it.
- Bring external reviewers



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MOOC Resources

<http://wiki.ubc.ca/MOOC>



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Questions?
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