Learning to Learn Online: A MOOC Research Project

Understanding the experience of Learning to Learn Online:
A case study of MOOC design

Presenters

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Today's Agenda

A brief history of MOOC emergence

Athabasca University's response to MOOCs

The story of a new kind of MOOC: Learning to Learn Online

Key Dates & Developments

- Original cMOOCs (2008) vs better known xMOOCs (2011)

- xMOOCs took off in fall of 2011 with Intro AI Course at Stanford

- Platform providers (Coursera, edX, Udacity, FutureLearn) vs content providers (Stanford, Harvard, MIT, Edinburgh, OU, ...)

- This initiative is to support AU to be a learning provider

- *Adapted from the work of Peter Sloep*
  http://preview.tinyurl.com/petersloep

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"….. the way forward lies in construing and enacting a pedagogy for human being. In other words, learning for an unknown future has to be a learning understood neither in terms of knowledge or skills but of human qualities and dispositions" (Barnett, 2012, p. 65).

Barnett, R. (2012). Learning for an unknown future. Higher Education Research & Development, 31(1), 65-77.

AU (M)OOC Advisory Group Co-leaders

Dr. Derek Briton
Dr. Marti Cleveland-Innes
Dr. Mike Gismondi
Dr. Cindy Ives
Dr. Nathaniel Ostashewski
Dr. Nancy Parker
Dr. George Siemens
Dr. Veronica Thompson

AU (M)OOC Advisory Group
Development Process

Create expert, evidence-based assessment of, and a critical academic and practical voice on (M)OOC issues

Determine process on assignment of credit

Support interest in MOOCs that continue social mandate to remove barriers to learning and engage new learners

Observe, document, measure, analyze and share our (M)OOC experience.

MOOC Research Initiative at AU

http://www.gatesfoundation.org/How-WeWork/Quick-Links/Grants-Database/Grants/2013/06/OPP1078781
- Grant increased to $840,000

http://www.athabascau.ca/aboutau/news/index.php?new&id=139
- 266 submissions
- 78 second round review
- 28 successful submissions
- 2 projects in support of AU projects

http://www.moocresearch.com/
- Site to report on MOOC research jointly sponsored by B&MGF and AU

http://www.slideshare.net/gsiemens/mooc-research-initiative
- George's report on MOOC initiative

Approval and start-up

|	
Dec 12, 2013	AUMAG agrees to offer a public course on becoming an online learner; no credit, no cost.
Jan-May 2014	AUMAG hones topic idea, audience focus, MOOC platform, and budget requirements.
Jun 2014	AU Executive group approves topic and budget.
Sep 2014	AU-MOOC initiative underway as Project Manager JoAnne Murphy and Project Assistant and Instructional Designer Iain McPherson approach the course development phase. Project timeline established, Canvas engaged, dates of delivery, and timelines set. Six weeks later, the course start date is revised to March 9, 2015 to allow for adequate development time.

General Information

- 5 week MOOC

- Launch date: March 9, 2015

- Canvas LMS

- Designed for both new and experienced learners (community-based education)

- Learner-centred, engaging, high quality educational experience

LTLO design timeline
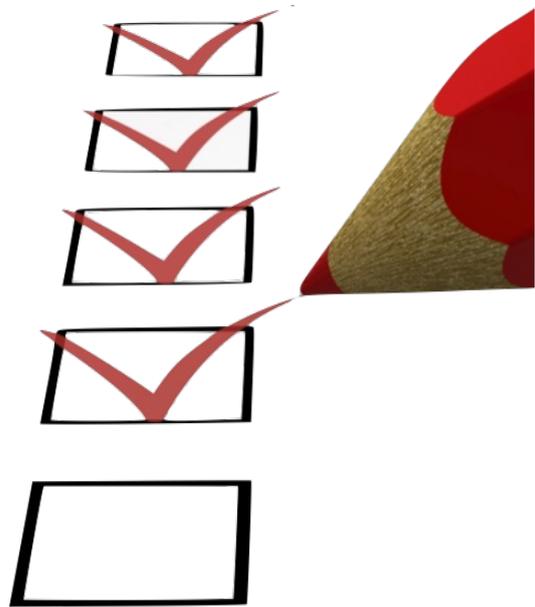
Sep-Oct 2014 — MOOC Team works on course objectives, syllabus, design ideas and course title. AUMAG approves documents and decisions.

Oct-Nov 2014 — Decision: course called Learning to Learn Online (LTLO).

Oct 20, 2014 — Course proposal submitted to Canvas for approval; Canvas MOU negotiations with Athabasca University settled (end of November 2015).

Nov 4, 2014 — MOOC Team and AUMAG discuss course instruction, activities, assessment, enrolment, certificates and pre-course survey.

Nov 13, 2014 — Team presents the AU-MOOC project to AU community via live webinar.

LTLO design timeline
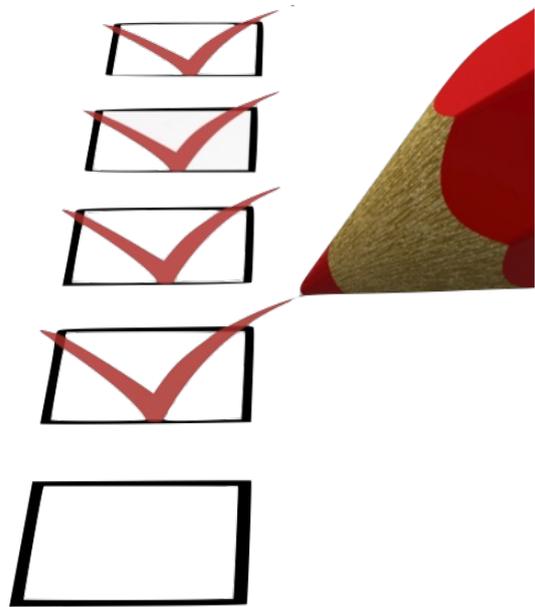
Nov 2014	Web specialist/graphic designer Dan Wilton is added to the LTLO design team.
Dec-Feb 2015	Development of course content and instructional design.
Jan 2015	Canvas creates ad for their homepage and reviews design.
Jan 12, 2015	LTLO opens for registration.
Feb 9, 2015	LTLO Team meets with AUMAG to discuss the research aspect of the AU-MOOC project.
Feb 23, 2015	Final course review by Canvas.
March 9, 2015	Course begins and runs for 5 weeks.

Goals & Design

Based on Community of Inquiry (CoI)

Garrison, Anderson & Archer, 2000
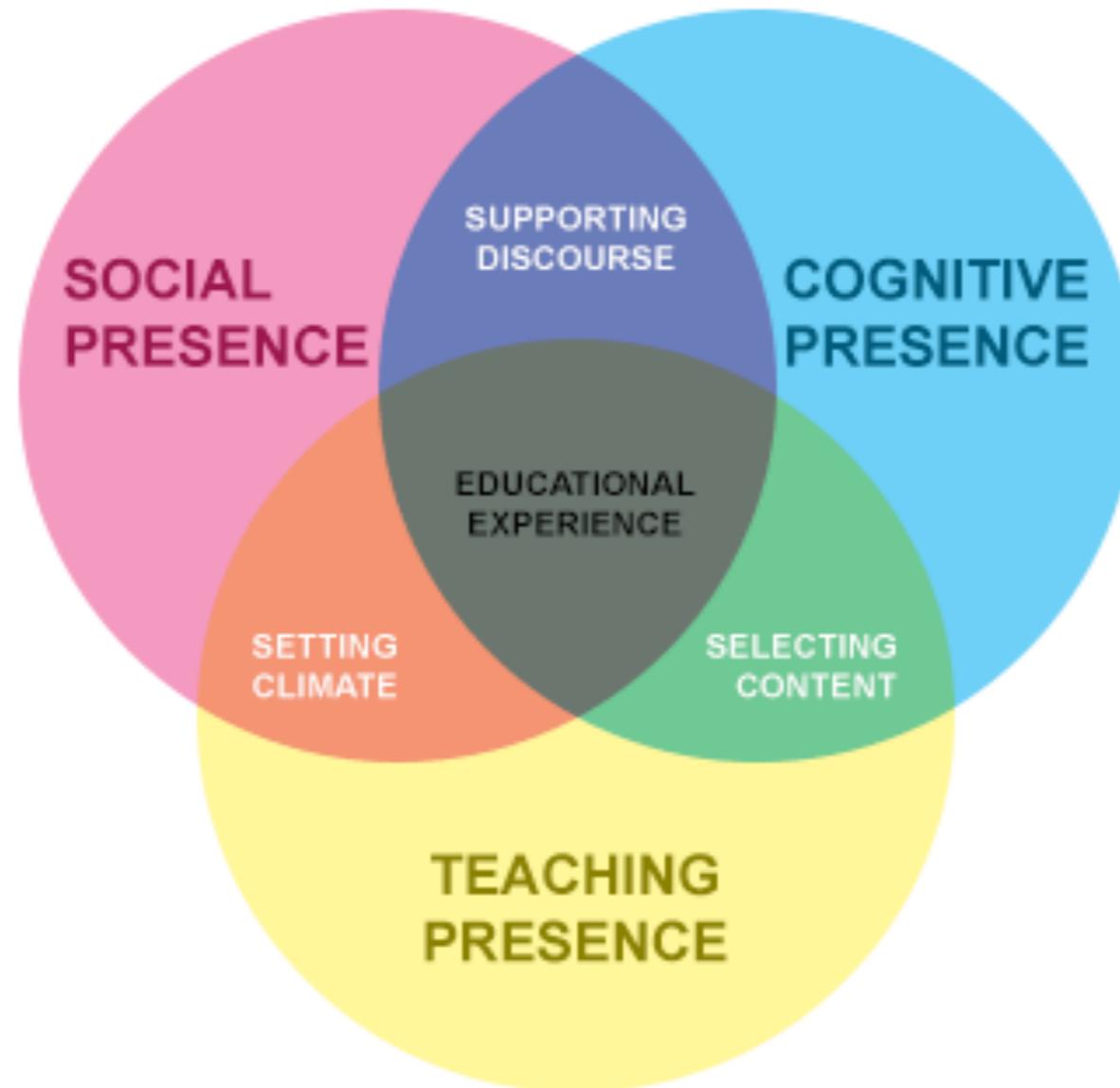
Goals and Design

- Learn about course participants early in the course to enable us to enhance the learning experience and foster a learner-centered learning environment

- Immediately engage learners and keep them engaged

- Reach learners on an emotional level

- Maintain the 'open' concept of a MOOC by providing learners with choice in their own learning experience; designing for learners of varying knowledge and computer experience

- Design to feature cognitive, teaching, and social presences as posited by Garrison & Archer's Community of Inquiry model

- Multi-modal designing to appeal to various learning preferences

Learners who successfully complete the AU MOOC will have demonstrated the ability to:

- Describe what it means to learn.

- Identify and analyze their personal learning preferences.

- Describe areas of adjustment required for the online environment.

- Analyze and compare the differences between the online learning and face-to-face learning experience (or 'other types of learning').

- Identify and describe the common components of an online learning environment.

- Employ effective online communication skills through an exploration of common online communication tools and strategies.

- Analyze various types of online learning environments including the paradigm of the personal learning environment.

- Formulate a personal strategy for successfully adapting to online learning

LTLO: Instruction

Three levels of instructor presence to:

    1) support learners and
    2) encourage a Community of Inquiry

- Lead Instructor: AU Faculty Member

- The Inspirer: AU MDE Graduate Student

- Facilitators: 10 MDE Graduates/Students

Welcome! Getting Started...

GET STARTED | **Welcome!**

"Once again, welcome to the course!"

"We are glad you have decided to join us in "Learning To Learn Online!" Before beginning the course, there are a few things you should do to get yourself oriented."

1. General course navigation

The course is organized by modules. Within each module are topics and activities. Each module begins with an Introduction page, followed by a brief warm-up activity to get learners thinking about the upcoming material in the module. The following page is called the Module overview which talks a bit about the Module and provides direct links to the four content pages to follow. Each content page focuses on a subtopic of that module. Finally, each module finishes with a summary page which includes an activity which contributes to your online learning portfolio and an end-of-module quiz. Successful completion of the quiz for all five modules, allows you to download a Certificate of Completion for the course.

Course Overview & Navigation
To see an overview of all the course content (modules, topics, and activities), click the "Modules" item in the navigation bar on the left side of your screen. Doing so will open a page which gives you direct access to all the course modules and their topic pages. If you see a module listed but no topics, click the arrow next to the module title to expand the section and see the topics and activities for that module. (You can click the arrow again to compress the module and hide the topics/activities.) Simply click on the title of any of the topic pages to go directly to that page.

Navigating within Topic Pages
Once you are on a Topic page there are a couple navigation tools to be aware of:

1. Below the topic page content you will see "Next" and "Previous" arrows. Click these to move forward and backwards between the topic/activity pages within a module.
2. In some topics you may see underlined words in blue. These are known as hyperlinks. Clicking a hyperlink will open a page or activity in a new tab or window. When you are done looking at that new page/activity, simply close the tab/window to return to where you left off in the module.

GET STARTED
[+] details

MODULE
1
What is Learning?
[+] details

MODULE
2
Online Learning
[+] details
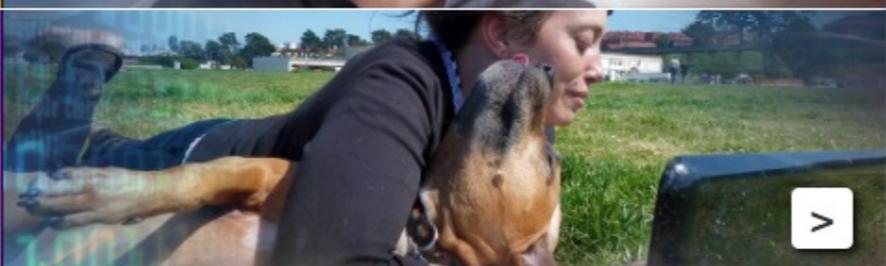
MODULE
3
Learning Technologies
[+] details

MODULE
4
Successful Learning
[+] details

MODULE
5
Putting it Together
[+] details

Athabasca University

This course is brought to you by Athabasca University in Alberta, Canada.

(e.g. is something a "democracy?" is something a particular type of chemicals such as an "acid?", etc.)

Principle knowledge (also be called relational knowledge) is where one understands relationships in order to predict, explain or control circumstances. One may also think of it in terms of *"if-then"* relationships. A couple of examples might include:

- If you heat gas, then it expands.
- If you exercise regularly, then you will tend to become more physically fit

- **Procedural knowledge-** Procedural knowledge refers to understanding the order (procedure) in which certain steps should be taken. Examples of procedural knowing include knowing a) how to complete a multi-step math equation in the proper order, b) the processes for operating a piece of machinery, or c) how to perform certain tasks at one's job, etc.

(These descriptions were Adapted from Smith and Ragan (2005))

"Now it's your turn!

"You may be asking yourself, "What have I gotten myself into with this course? That's too much theory for me!" Rest assured that once we get a through some of these foundational concepts, we will dive into the practical and exciting material to set you on your path to becoming a successful online learner."

"And, of course, we don't want you to go on without making sure you feel comfortable and understand the material. To do so we've provided you with a couple of opportunities for you to both gauge how well you understand the concepts of this topic (Practice Activity) and explore the content a bit more (Explore Activity). Click the buttons below to test your understanding of this material (Practice) and further build (Explore) upon the material."

Practice Activity

go to **What is Knowledge?** activity
A sorting exercise.

The practice activities open in a new tab or browser window. When you complete the exercise, proceed to close the tab/window. If you wish to restart or redo the activity,

Explore Activity

How would you define knowledge?
Search the internet and find some definitions and / or examples of what is meant by the term 'knowledge.' When you have found something that you like and think is a good explanation for the term, share it with the class by posting your results in the 'Padlet' wall below. You can post images, video links, or simple text. You can also drag and drop images from your computer. When you have finished, close out of the

Research Questions

- 1. Identify the demographic profile of participants in LTLO;

- 2. Track the online activity of participants in LTLO;

- 3. Analyze discussion forum postings as artifacts of the amount and quality of text-based participation in LTLO;

- 4. Ask participants to tell us about their individual experience in LTLO through open and closed ended survey questions, pre and post LTLO;

- 5. Interview participants, instructors, designers, and advisors involved in LTLO to request these stakeholders describe their experience with and assessment of LTLO

Data Collected

- Canvas Course Analytics & Enrolments

- Pre-Course Survey

- Course Discussions & Activity

- YouTube Analytics

- Post Course Survey

- Semi-structured Participant Interviews (11)

Quick LTLO MOOC Statistics

Participants Enrolled   1825
Signed into the course   916
Completed (all 5 quizzes)   148
Downloaded a certificate   143

Discussion messages 3099
Messages by facilitators   1284
Messages by students   1815
Students who posted   310

Pre-course surveys completed   487
Post-Experience surveys completed   120

English first language, pre-course   63%
English first language, completed   65%
Holding no degree   28%
College/undergraduate degree 31%
Graduate student or above   41%

LTLO MOOC Enrolments

Legend:
- ENROLMENTS (1825)
- STUDENTS WHO SIGN IN (916)
- STUDENTS WHO COMPLETE (148)

PEAK 112 (Feb 27)

100

50

Jan 12: Registration opens

Mar 9: Course begins
1476 enrolments

April 13: Course ends
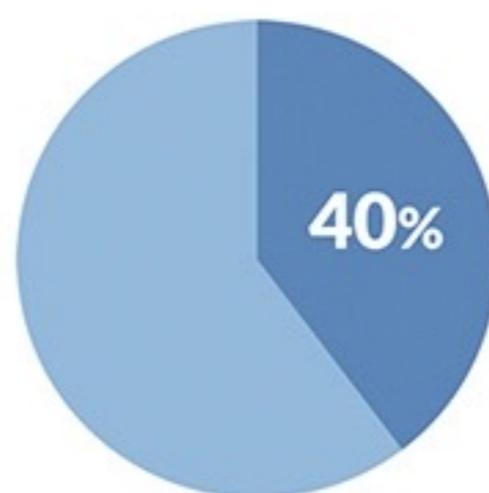1825 enrolments
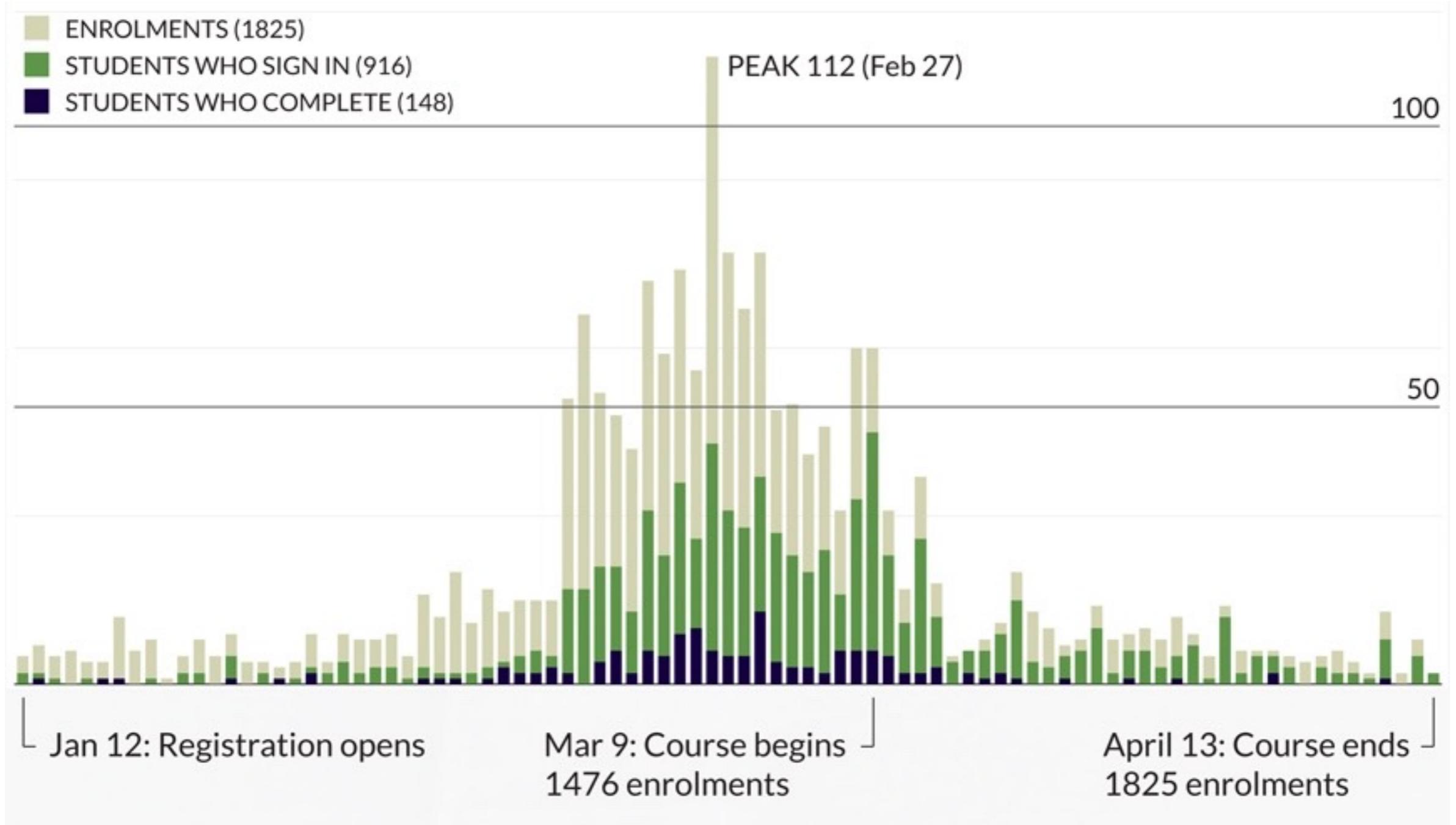
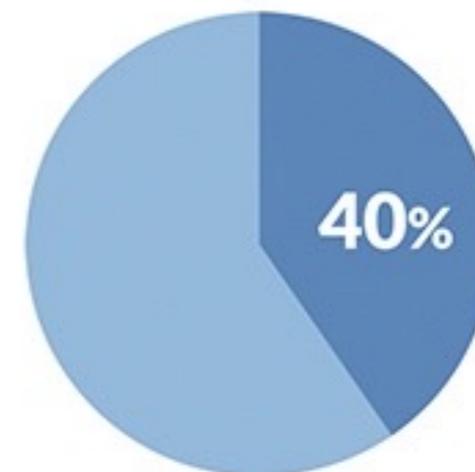# Discussion Activity
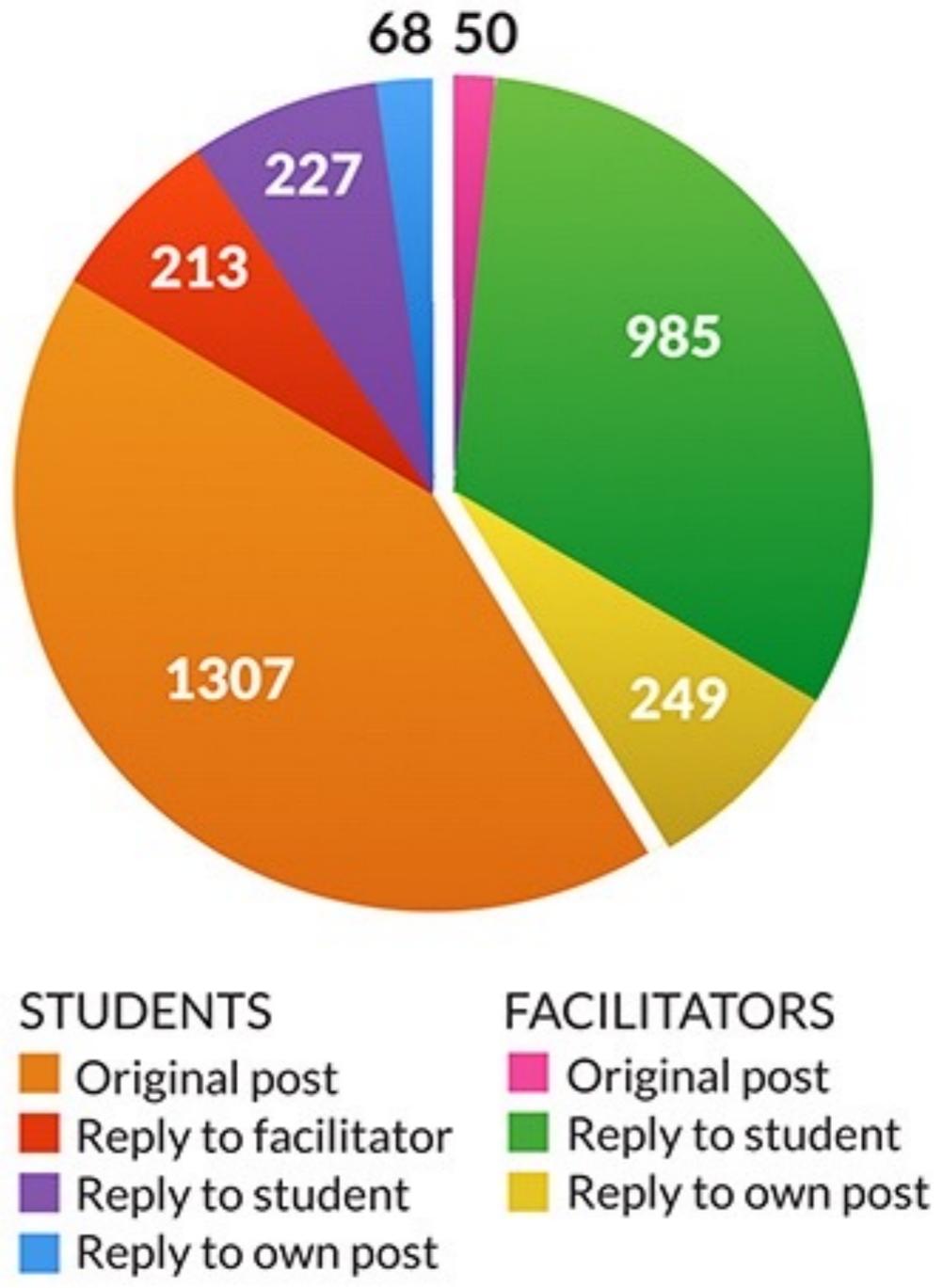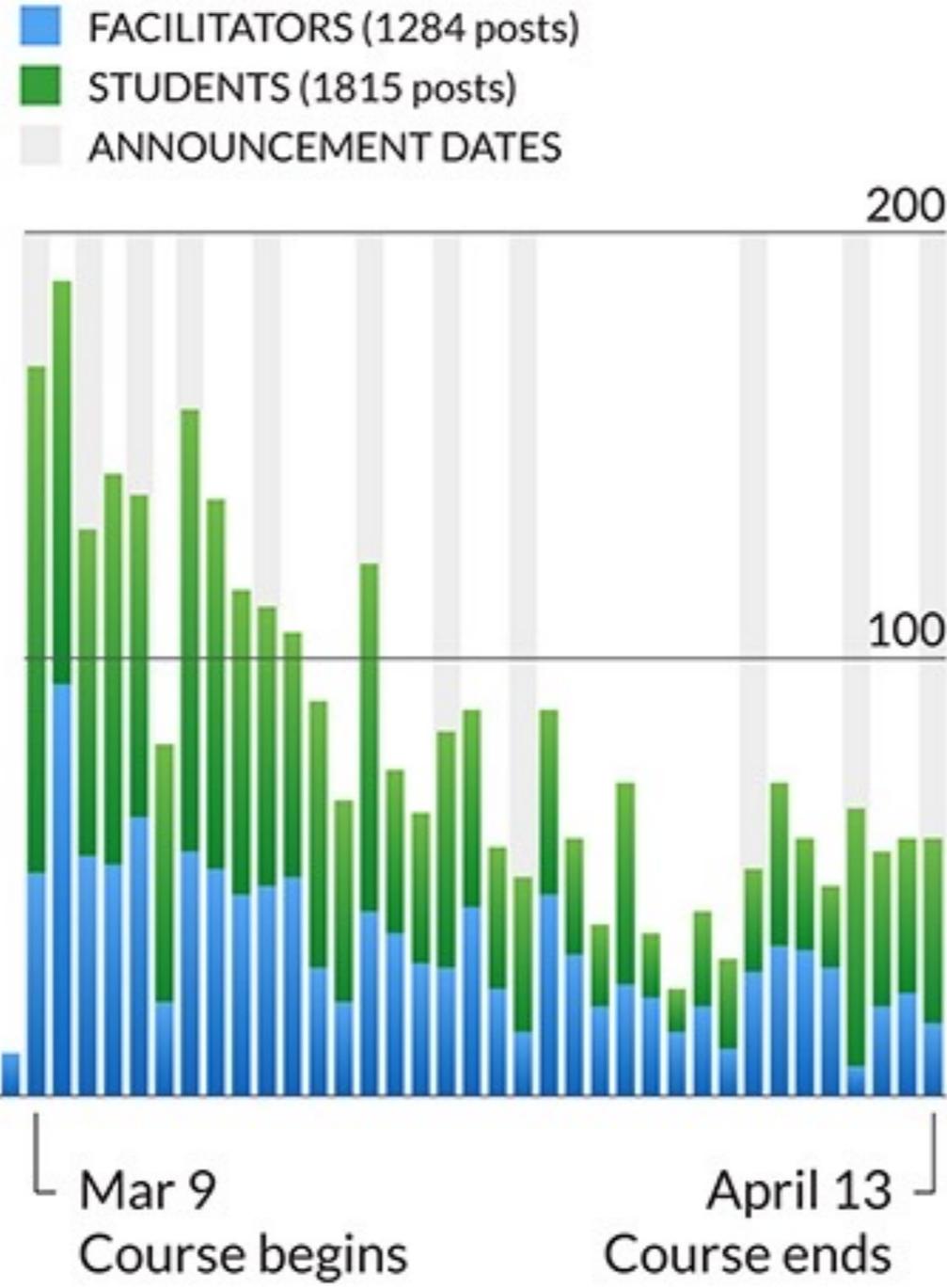
Interaction and Completion

16%
Signed in
(148/916)
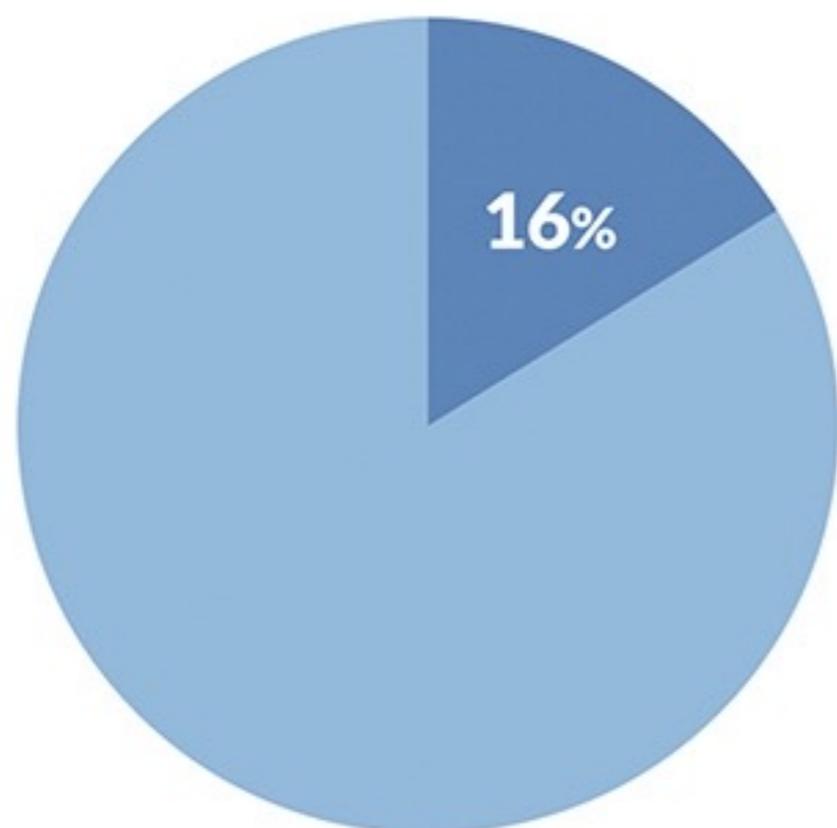
40%
Posted at least once
(123/310)

40%
Received reply
from facilitator
(120/297)

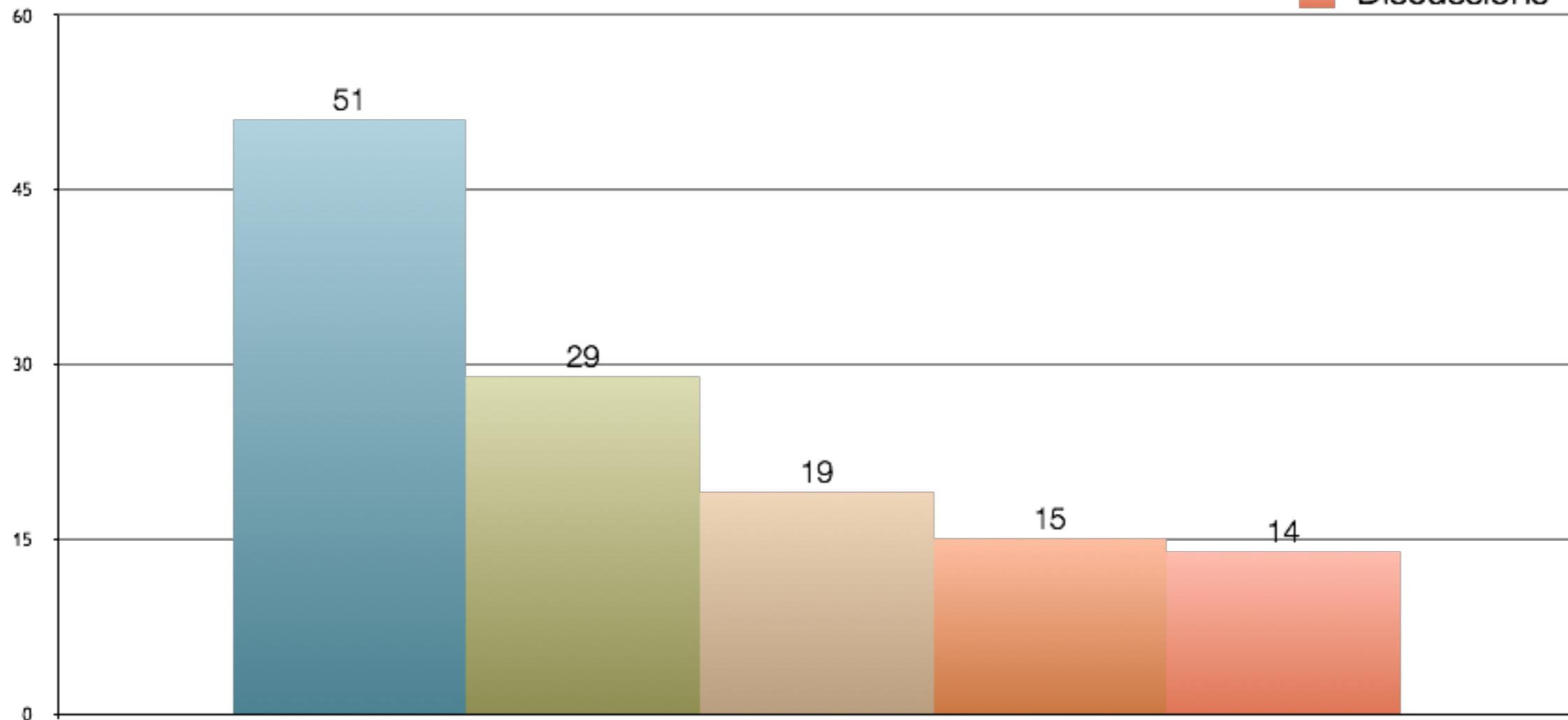57%
Posted reply to
fellow student
(72/126)

68%
Received reply
from student
(72/106)

72%
Received reply from
and replied to a
fellow student
(57/79)

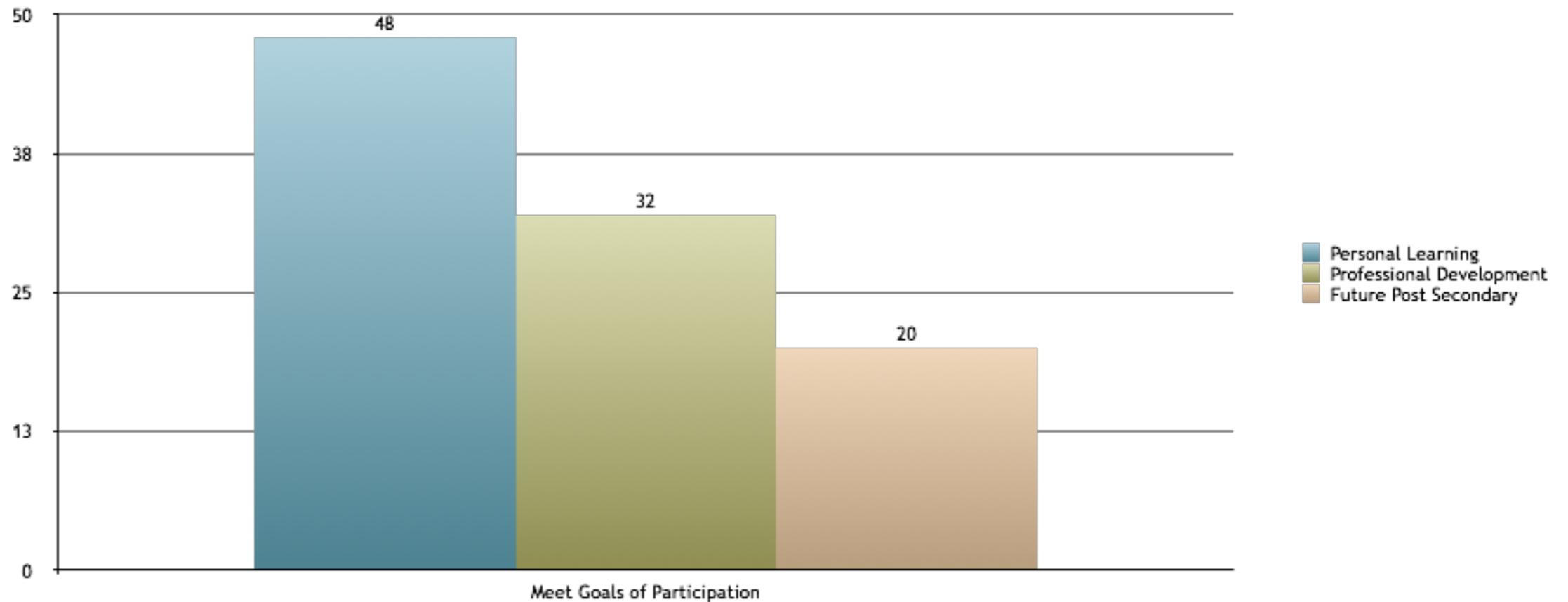# Which of the assignments/course activities did you find the most helpful?

In what ways has the LTLO MOOC helped you meet your personal or professional goals?

Personal Learning Goals: Learn about online education.
Professional Development Goals: The course is valuable to me as it provides me with new knowledge and skills to enhance my teaching career.
Future Post secondary Education Goals: The course has helped me to decide to pursue a degree program using distance learning.

Participant Interviews

"The [AU] course was by far one of the best MOOCs courses that I have participated. The course design was very engaging and truly enjoyed the quizzes, as it was well designed and superbly challenging."

The LTLO experience allowed another participant an opportunity to learn more about AU and online learning – As a result the participant plans to pursue an online Masters program, perhaps at AU.

A college curriculum designer(taking this as her first online course) wants to replicate the MOOC at her College – especially the introduction videos and the practice activities.

A semi-retired Professor thought that there was good practical application of knowledge in the activities and said that 'it felt like a teacher was there'. He is now more knowledgeable and motivated to do things online.

Participant Interviews

A female participant liked connecting with people all over the world. Through people, she gained confidence and resources, and liked that there were videos and not just text.

A male participant is likely to use the course as a template in his online training for the Yukon government. He liked that it was open and felt that it was good advertising for AU – he even checked out the AU website as a result. He liked the course and felt that it presented AU in a 'good light'.

Another female participant thought it was a great course and that all AU students should be mandated to take it to support their online learning.

Video Playback Analytics
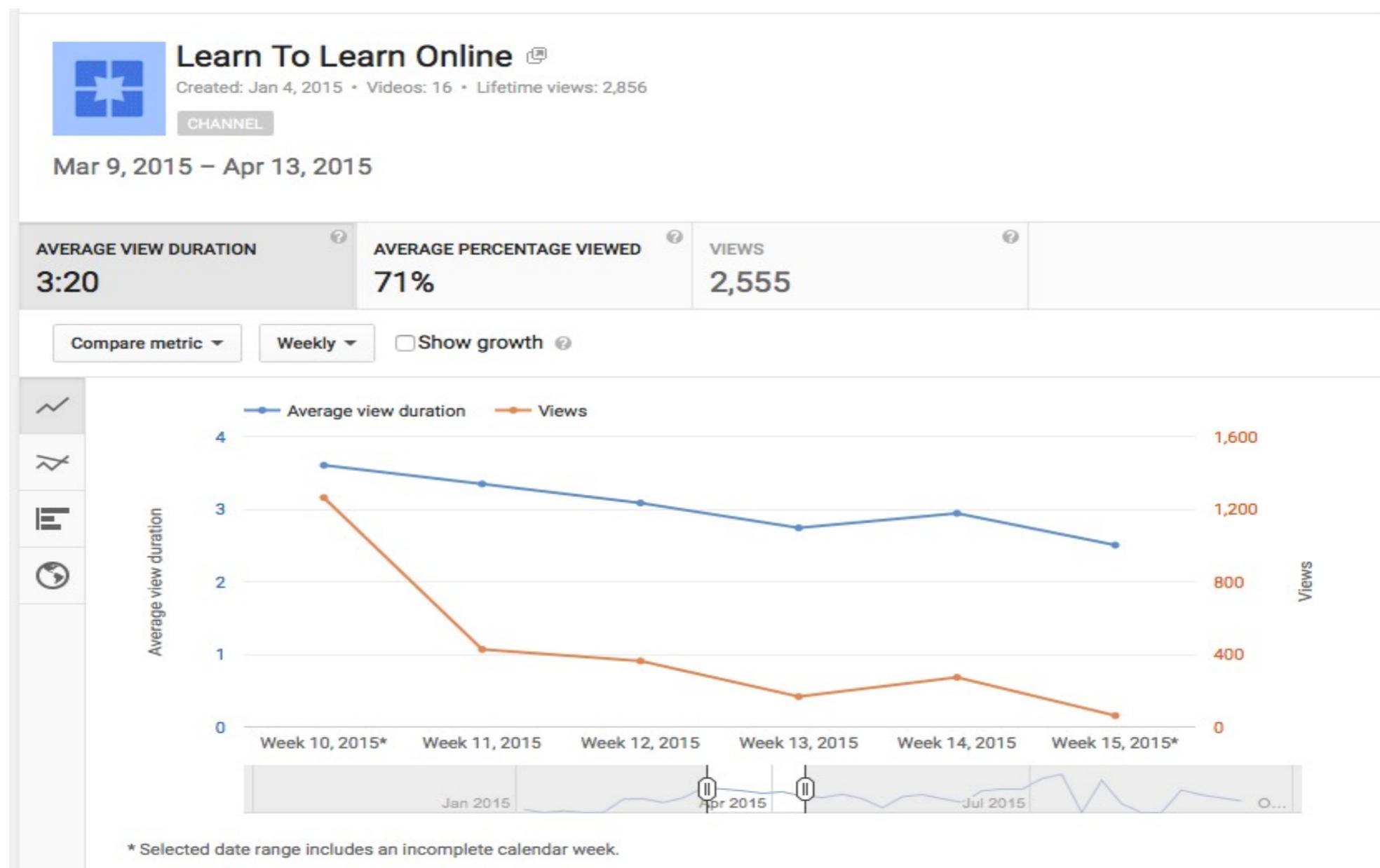
Videos were short in length (about 4.5 minutes) of
which 71% was viewed.

# Weekly Video Playback Analytics

Viewers: 56% Female, 44% Male

Top 10 Videos   Browse all content

Video	Views ⌄	Estimated minutes watched	Likes
Introductory Announcemen…	497 (19%)	1,640 (19%)	5
Module 1: Knowledge and …	474 (18%)	1,472 (17%)	0
Welcome!	413 (16%)	1,662 (19%)	0
Module 2: What can I expec…	199 (7.5%)	647 (7.5%)	0
Welcome!	179 (6.7%)	551 (6.4%)	0
Module 3 - What do online …	162 (6.1%)	362 (4.2%)	0
Module 2 Wrap Up	139 (5.2%)	500 (5.8%)	0
Module 4: What do succes…	131 (4.9%)	244 (2.8%)	0
Module 5: Putting it all toge…	113 (4.3%)	326 (3.8%)	0
Module 5 Intro Announcem…	106 (4.0%)	370 (4.3%)	1

View rates follow other interaction patterns reported in MOOCs: Highest rates of engagement in Week 1, dropping off gradually as the course progresses (regardless of course length)

Video Playback By Device
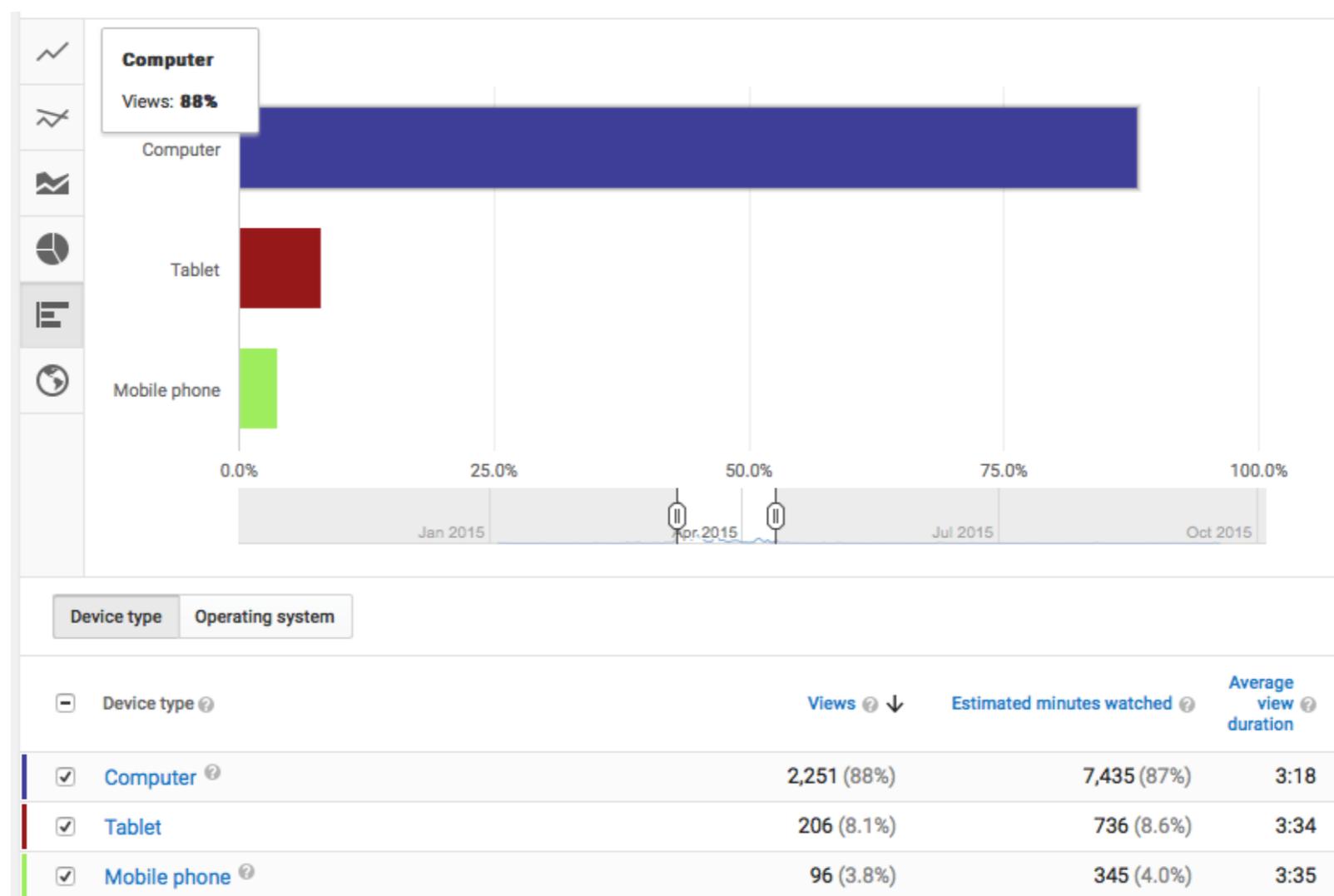
Other MOOCs have reported higher numbers of Mobile device access for videos. Suggests that novice online learners are also novice mobile learners.

The Experience

Video:

labour intensive

rich, personal
positive reception

high uptake

text versions 'save time.'

Text:

Discussion boards promoted
Most text-based communication was
discussion board activity
Facilitators contacted supervisor via email
Learner activity very high in the early days
Dynamic videos (announcements) viewed
more than static videos (module
introductions).
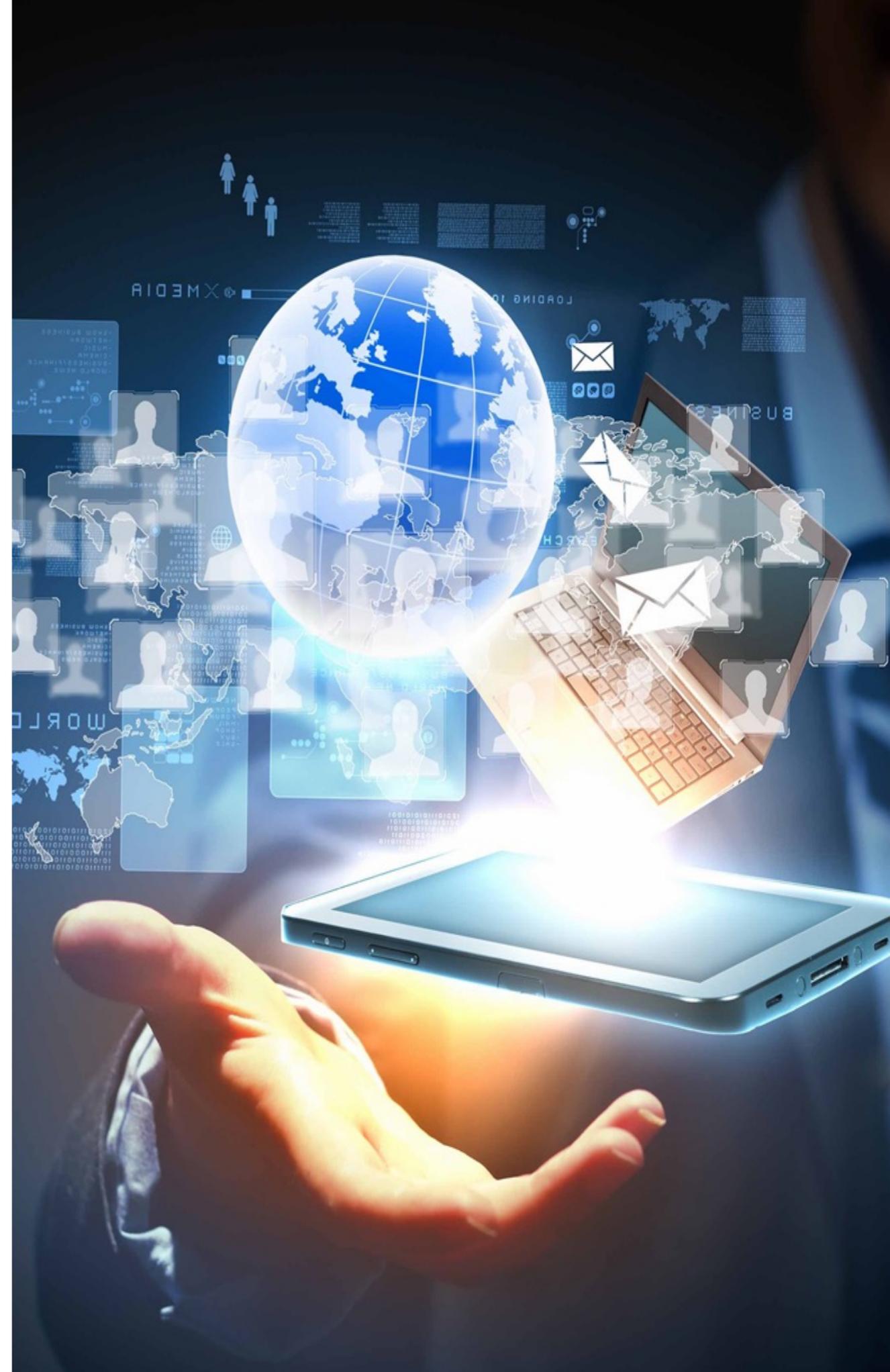
Questions

AUMOOC Learning to Learn Online

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