





SAARLAND
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MOOCs and Design

<http://competen-sea.eu/>

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Overview

- Motivation for MOOC participation
- Challenges of Mass education
- Quality of MOOCs
- MOOC design beyond x and c

Motivation for MOOC participation

(Milligan & Littlejohn, 2017)

- Interest (15.5%) / Learning Content (27%)
- Relevance for current job (32%) → for future career (16.5%)
- Other motivation (9%): prestige, certification, experiencing a MOOC, (zero) cost, opportunity to learn English

Different Motives for Learning in MOOCs

- to make a (better) living
- for personal development (Bildung; *Humboldt*)
- to „emerge from self-imposed immaturity“ („selbstverschuldete Unmündigkeit“; *Kant*) to become autonomous and free
- to participate in a community and engage in critical dialogue („prática da liberdade para transformar o seu mundo“; *Freire*)

MOOCs enables learning for all - why don't they?

- Technical problems
- Learner requirements
- Motivation and lack of commitment
- Bad or non-existent instructional design

MOOC Design Patterns (Mor et. Al 2016)

- Orientation
 - Using initial momentum for assessing and clarifying expectations and commitment
- Structured Interaction
 - (Weekly) iterations & development of routines
- Participation
 - Learner agency through creating and sharing learner products
- Learning
 - Short videos & quizzes
- Community
 - Giving a voice to the learners, reacting to posts
 - Introducing and connecting learners in groups

Quality of existing MOOCs

- Survey of the instructional design of 76 MOOCs (50 xMOOCs and 26 cMOOCs). Maragaryan et al. 2015)
 - Used principles of design that are found in all modern instructional design models to establish criteria
- Problem centered
- Activation
- Demonstration
- Application
- Integration
- Collective knowledge
- Collaboration
- Differentiation
- Authentic Resources
- Feedback

Quality of existing MOOCs

- Key Results from the survey
 - cMOOCs scored higher in: collaboration, authentic learning, activating prior knowledge, differentiating for learners, integrating new knowledge and contributing to collective knowledge
 - xMOOCs scored higher in: organization and presentation of materials, encouraging collaboration outside of the course
 - Most MOOCs failed to apply the vast majority of the principles and those that did rarely did so well.-overall low quality of instructional design

Improving the Quality of Instructional Design in MOOCs

- Step away from thinking in terms of xMOOCs and cMOOCs and towards design criteria
- MOOCs can and should combine the best elements of xMOOCs and cMOOCs
- Move towards Design Based Categorization

Advantages of Design based Categorizations

- Chance to reflect on the goals and needs of the MOOC
- Design with the end in mind- Consider evaluation criteria early on
- Compare apples to apples in the design and evaluation stages.

Improving the Quality of Instructional Design in MOOCs

- Several methods of MOOC design evaluation exist (Schneider 2013, Conole 2014, Maragayan 2015)
- Use the principles of design evaluation in the very early stages of planning a MOOC

12 Dimensions (Conole 2014)

- Move away from Acronyms and towards a comprehensive view of MOOCs
- Identified 12 aspects of MOOCs that useful for description, comparison and evaluation

12 dimensions of MOOCs

- Open
- Massive
- Use of Multimedia
- Degree of communication
- Degree of collaboration
- Learning pathways
- Quality Assurance
- Amount of reflection
- Certification
- Formal learning
- Autonomy
- Diversity

12 Dimensions (Conole 2014)

- Each Dimension ranked Low to High
 - High ≠ Better
 - Based on the goals and target audience

Dimension	Evidence
Open	High-the course is built on open source tools and outputs are shared under a creative commons license
Massive	Low- the course is designed for professional development for medics in a local authority
Multimedia	High- the courses uses a range of multimedia and interactive media
Communication	Medium- participants are encouraged to contribute to debates on the discussion forum and keep a reflective blog
Collaboration	Low- the course is designed for busy working professions so collaboration is kept to a minimum

Conclusion & Outlook

- MOOCs have great potential, but it is not being fully realized
- The instructional design cannot be left to chance if we want to give participants a quality learning experience