Learning with MOOCs: Hybrid course as a successful academic experiment

Divison of Information and Library studies,
Faculty of Arts, Masaryk University

František Dalecký

Division of Information and Library studies

- BA and MA degree programs for 400 + students
- iSchool direction of development
- PhD. program is in stage of development
- 3 MA specializations (Technology in Education, Information and data management, Service design)
- Unique academic platform within the Masaryk University

iSchool concept
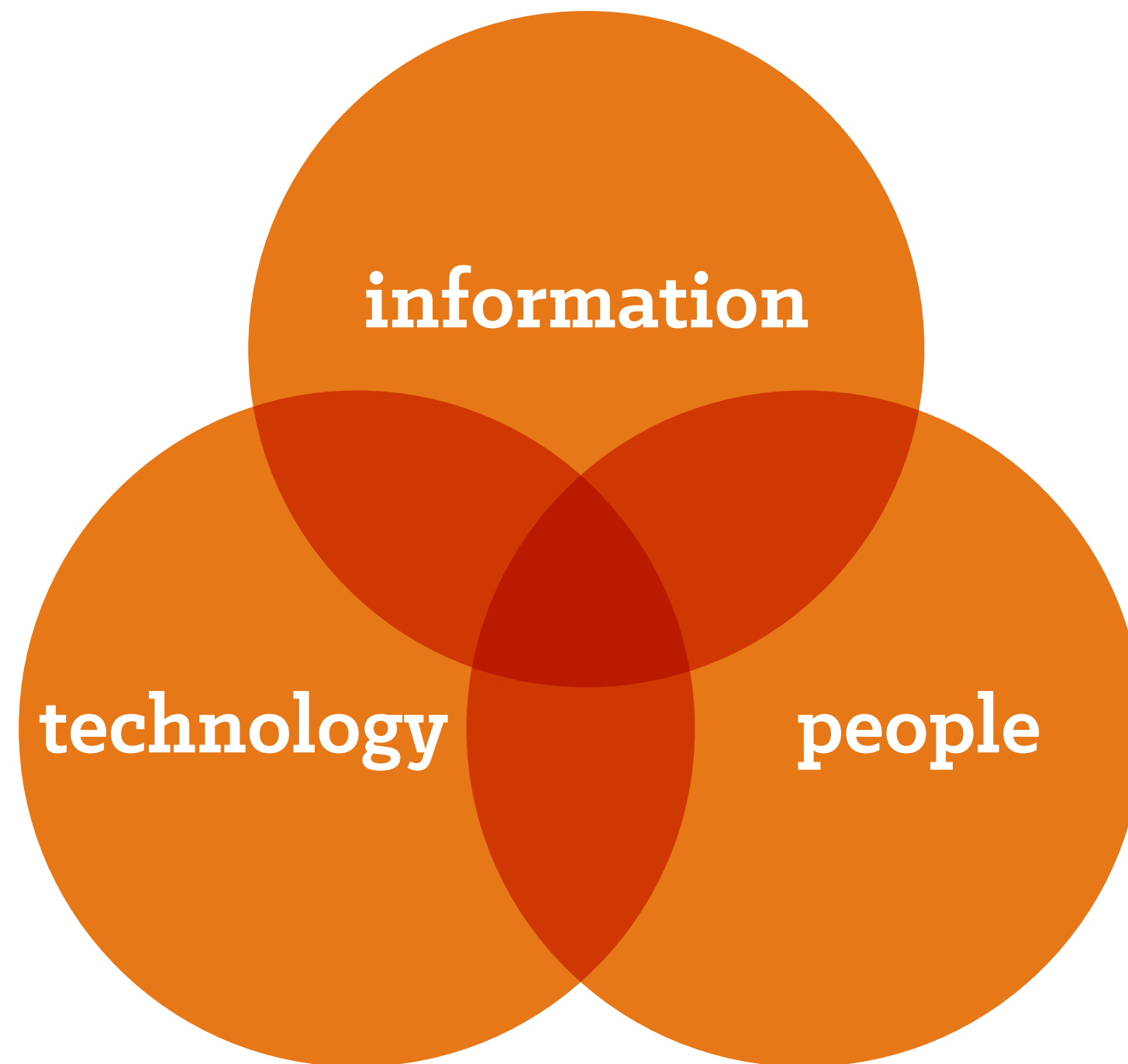
Why would „librarians" run the education programme?

Because we are not just librarians! We are information professionals, designers, managers, analysts, scientists, educators

Technology in Education curriculum

- Learning Society
- Design of Learning Process
- Information Systems in Education
- Laboratory of Educational Technology
- Educational Technology
- Research for effective education
- Digital games
- Self-directed Learning
- Online learning: MOOC

Online learning: MOOC - course

Basic info:

1) One semester course, 4 ECTS
2) Hybrid model
3) First time in Fall 2013, second Spring 2014, Third Fall 2014

Online learning:
MOOC - course

Structure of the course:

1) Studying the chosen MOOC (approval)
2) Seminars (voluntary)
3) Analysis of MOOC
4) Final presentation
5) Additional activities

Online learning: MOOC - course

TOP 3 goals of the course from the curriculum designer view:

1) To improve student's knowledge of information science and related fields and to enhance the competence of self-directed learning

Online learning: MOOC - course

2) To learn about basic concepts of online education and technology in education

3) To improve the skill of analysis and evaluation of learning process

Online learning:
MOOC - course

Expected learning outcomes:

- improvement in chosen knowledge domain
- building the skill of self-directed learning and creating and managing personal learning environment
- learning about advanced concepts in the sphere of edtech and online learning
- gaining the ability for recognizing the patterns of learning process, evaluation of the quality of content and other components of MOOCs

Data from the course (1)

- Rate of completion: **69 %**
- 12 different courses for **16** students
- Using **3** platforms (EdX, Coursera, Udacity)
- **76 %** students who gave feedback valued the subject very positively and will continue studying MOOCs
- **4** media mentions (articles, radio)

Lessons learned

1) Guidance in the beginning is crucial
2) Self-direction and non-formal elements of learning
   » hybrid learning
3) Frequent communication
4) Pernament feedback and continuous improvement
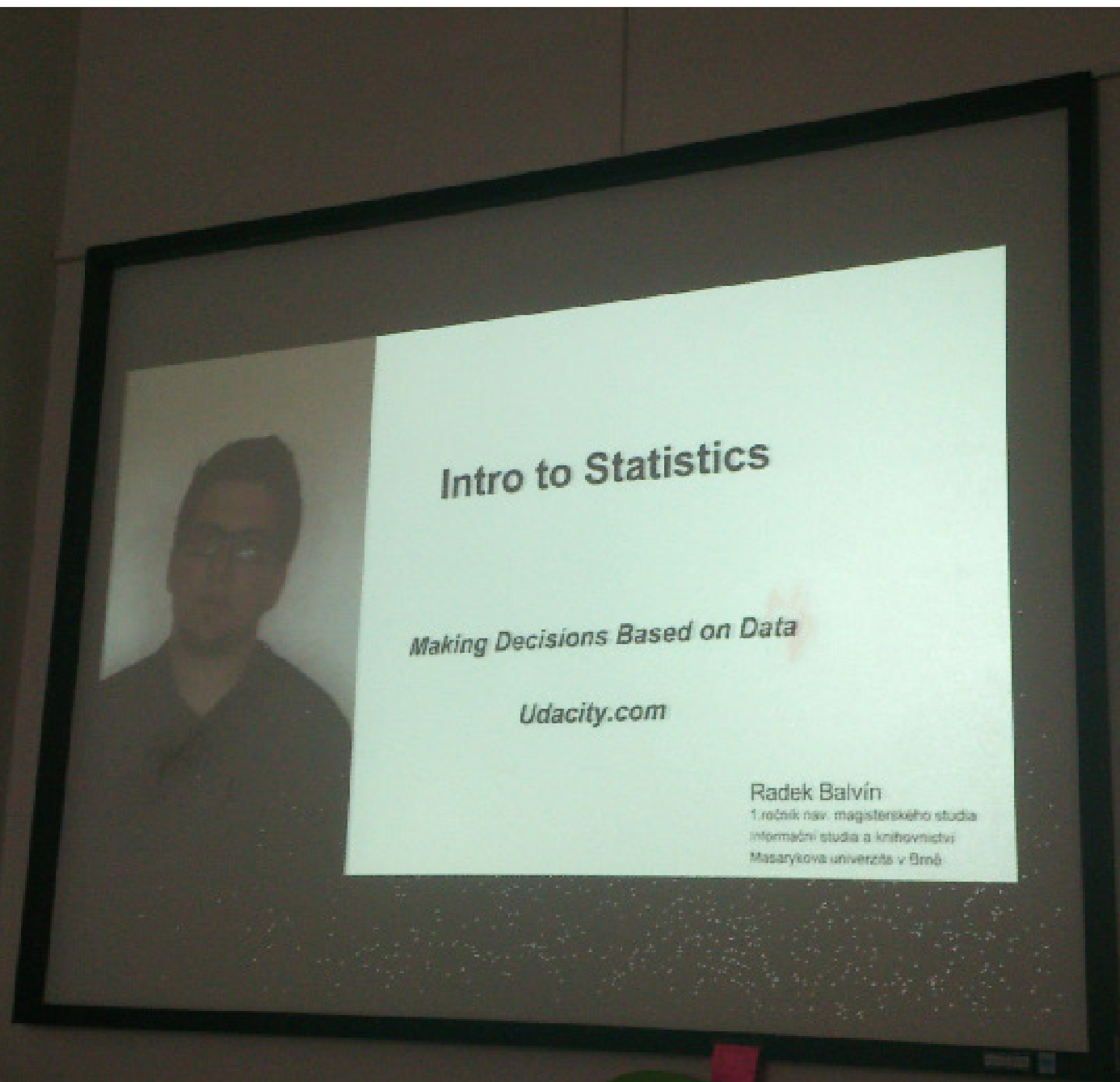5) Shift to learning by doing

MetaMOOC — side project of the course

- We are now creating brand new cMOOC about MOOCs in general
- This project is mostly managed by students and will be their work for another conference
- Theoretical part + practical part with the goal to enable to create new MOOCs

Leadership
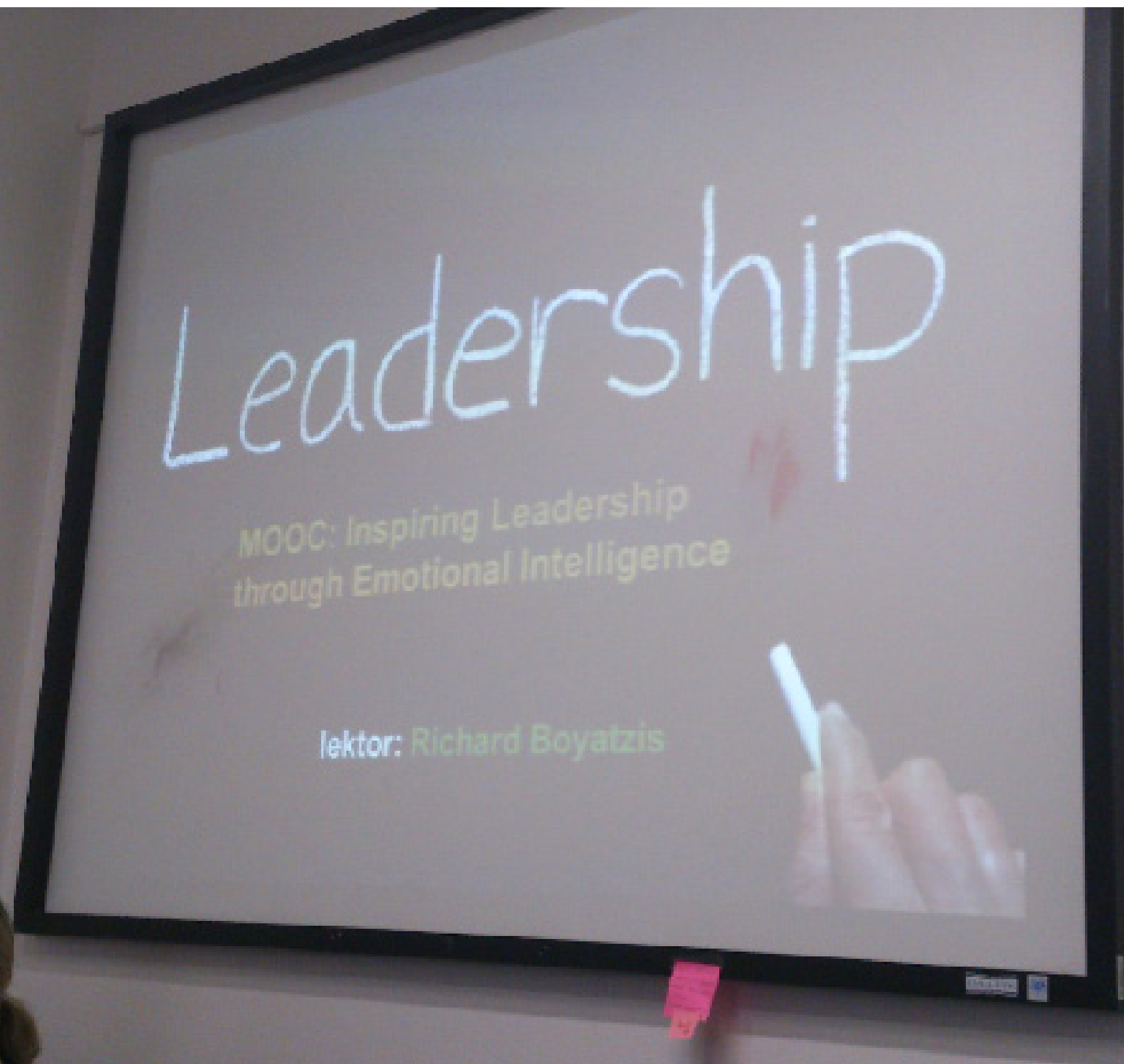
Statistics

Gamification

Understanding MOOC design

N2: IDENTIFYING PROBLEMS

..and designing new environment

PROGRESS BAR

Some of the universities, where students studied online

First czech students receiving credit for studying online

MOOCs and academia:
Student perspective

- Non-formal and hybrid learning
- Self-directed learning
- Career opportunities
- Making learning cool

Student´s feedback

„I would like to say, that even I failed to finish this subject, because of missing the deadline, I consider this course as one of the best I had on the university. Mostly because of the fact, that as a student I could design and manage my own learning and be fully responsible for my actions and results."

E-learning: Formalized Online Education   CareerBuilder   edX   Udacity
Public Education   Coursera   Human Resources   Higher Education
Education, Schools and Learning   Career Advice   Edit

Are the course certificates obtained through online courses by coursera, edx really helpful for our career plans? Edit

Add Question Details

Comment · Share · Downvote · Report · Options

↑
6
↓

Lea Em, Student of Information Studies, Eduevent Manager, E-learning Tutor

Votes by František Dalecký, Steven Byrd, Aileen Heymach, Ronald van Spengen, and 1 more.

I have personal experience. I completed MOOC called Video Games and Learning (Coursera) and created a presentation about my subjective findings. After sharing it on social networks I was asked a presentation on this topic in the local company engaged into game design and gamification. So, completion of the course can definitely open some doors :).

Upvoted · Comment · Share · Thank · Report · Written 18 Apr

...she is working for that company now.

Gallup researched what practices at college led to work success and happiness.

http://bit.ly/sixsigmaeducation

Gallup Purdue Index
(30K graduates involved)

- **63 %** respondents admitted, that one of the most important things is that somebody made them excited about learning
- …and MOOCs are truly making learning cool and exciting!

MOOCs and academia:
Faculty perspective

- Babson study found that US colleges run MOOCs mostly for marketing reasons (brand building)
- Student engagement and novelty of teaching practices
- Pedagogical research possibilities

What might be the future of (online) learning?

Students boycott lectures 'as it's all on the internet'

By Richard Garner
EDUCATION EDITOR

The days of traditional university lectures may be over as new research shows students are boycotting them because they believe they can get all the information they need on the internet.

The finding emerges from a survey of 15,000 students which shows a big majority of those attending English universities no longer believe they get good value for money from their courses now fees are £9,000 a year.

The number saying they are getting "poor" or "very poor" value has also almost doubled during the past

two years – since the new fees came in – from 18.3 per cent to 33.1 per cent.

The survey, published jointly by think-tanks the Higher Education Policy Institute and the Higher Education Academy, shows only 41 per cent at English universities rate their courses as good value compared with 70 per cent in Scotland – where home residents do not have to pay fees.

It found that one of the reasons for poor value was that students no longer found their lectures "very useful". Of those who skipped them, 40 per cent gave the reason as "didn't feel I needed to go because I could get the results online".

Sonia Sodha, head of public services policy for the consumer organisation Which?, added: "Students have the right to expect a high-quality experience for their investment but with an increasing number thinking their course is poor value for money – and many saying they might have picked a different one – it's clear this is not always the case."

{i} Overall, the average **study time is 29.5 hours a week** – less than three-quarters recommended in guidelines by standards watchdog the Quality Assurance Agency.

Students demand new ways of learning. Lecturing and passive learning are not among them

Pearson:
Avalanche is coming…

„Just as globalisation and technology have transformed other huge sectors of the economy in the past 20 years, in the next 20 years universities face transformation."

http://bit.ly/pearsonavalanche

HBX project

http://bit.ly/HBXproject

Conclusion

- MOOCs as a complementary part of university education will be more popular
- Using hybrid model can enable self-direction and autonomy in learning, which is crucial 21st century skill
- Universities might use implementinng MOOCs for brand building and PR
- The future of learning might be hybrid and MOOC or online courses in other forms will play a huge part

What now?

- Don't be afraid to expriment using MOOCs in hybrid courses!
- You can definetely use them for further personal and expert development of yours and the faculty
- ...or you can just tell your students, that MOOCs exist.

Great things may happen!

Thank you for your attention!

Division of Information and Library studies

[in] **LinkedIn**

Slideshare

Twitter: @fdalecky

E-mail: frantisek.dalecky@gmail.com