MOOCs for universities and learners: an analysis of motivating factors

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How can the CITE team help you?

We aim to provide academic and support staff with advice and assistance to help them make effective use of learning technologies. We can work with individuals, but would prefer to work with module or programme leaders to develop a more coordinated approach to curriculum development that includes technology enhanced learning.

We have a broad knowledge of the systems available within the University.
Academic Year 2013-14

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Welcome to the Web Science Centre for Doctoral Training

Web Science Training at the University of Southampton offers 4 year fully funded PhD studentships in web science. Each cohort of doctoral students are trained by a dedicated doctoral training centre sponsored by the EPSRC, the University of Southampton and Industry. At the PhD training centre, doctoral students are part of the Web Science Institute.

Web Science Blog

Web Science Research Week – 24th-28th February 2014

An opportunity to meet Web Science students and hear about their research at Web Science Research Week. The Web Science Institute and the Doctoral Training Centre at the University of Southampton invite you to the Web Science Research Week (24-28th...)

About Web Science

Inter-disciplinary Study

Web Science Studentships

Scholarships Available at the Web Science CDT

Apply now for postgraduate training in Web Science at the University of Southampton

More...

Web Science Institute Launched

The University of Southampton has launched the Web Science Institute to look into the global implications of online networks.

More...

Tweets

Salar Golestanian @Salaro
SalarO "Web Science & Technology" is out! paperlib/Salaro/1345293... Stories via @gilbane @JudyVedder

Compose new Tweet...
Why am I here?

AT SOUTHAMPTON WE’VE DONE MOOCS WITH FUTURELEARN…

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FL context

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LEARNING FOR LIFE

Enjoy free online courses from leading UK and international universities.

Browse our courses

Featured courses

MUSLIMS IN BRITAIN
CHANGES AND CHALLENGES
JUST STARTED...

CLOSED SOON

AN INTRODUCTION TO PHYSICAL ACTOR
10 MARCH

Find out more
What is Web Science?

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Courses

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Week 3 - summary activities

Steps (drag and drop to re-order)

Review of week 3
Week 3 - check your understanding
What do you think are the important cybersecurity and information issues?

What is web science?
Networks
Crime and security
Democracy
Economy
What next for the Web?

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WEEK 1: WHAT IS WEB SCIENCE?  17 weeks ago

Week 1 - opening conversation

Web Science aims to describe, understand and contribute to the evolving World Wide Web. By the end of this first week, you will have a good understanding of how Web Science does this.

OPENING CONVERSATION: WHAT IS WEB SCIENCE? VIDEO

Getting Started

Welcome to Web Science: How the Web is Changing the World. You will find information about the Course structure, assessment and some tips on helping you study effectively. We would like to introduce you to the Course Educators.
Week 1 - Closing Conversation
The first in a weekly series of dialogues between Professor Dame Wendy Hall & Professor Sir Nigel Shadbolt (leading academics in Web Science from the University of Southampton).

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But hold on, what’s the back story?

PREHISTORY MOOCS AND ON...

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What we did for this paper

METHODOLOGY

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We wanted to be prepared

- Ran the MOOC
- HEIs Motivations
- Student Motivations

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HEIs Motivations

• Literature Meta review
• Qualitative
  – content analysis
• Additionally
  – Our experience
  – FL partnership discussions

Student Motivations

• Online survey
• Mainly quantitative

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Over 60 articles

Journal papers

- Content analysis
- Herring’s (2004) adaption
- after Krippendorf’s (1980)
- Categorising sources

Grey literature

Curated sources
Valueing authorship and provenance

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Looking at the sources

- Perspectives
- Grey Literature
- Journals

- open movements
- evolution in distance education
- Disruptive innovations in education
- sustainability
- quality
- impact

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What did we find?

LITERATURE ANALYSIS

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Motivations of HEIs: literature

- Strategic growth
  - Reputation and market share
- Marketing
  - Recruitment gateway
- Strategic collaboration
  - Perceived place
  - Collaborative opportunities
- Organic growth evolution
  - After OERs
- Response to learners
  - Demand for networked interactions
  - Perceived place (response)
- Learner analytics
  - Big (learner) data
  - Feedback to educators
    - Effective education
- Educational enhancement
  - Sub objective
  - Or... additional gain

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Motivations of HEIs: grey literature

Three areas of debate

• Sustainability
• Quality
• Impact

Key focus of discussions

• Business analogies
  – If the product is free…
  you are the product

• Sustaining learner participation
  – Dropout ....
  And what it means
  – Dropout...
  success or failure?
  • Learner
  • Provider

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MOOCs as distance education

- Correspondence (mail)
- Technologically enriched
- telelearning
- Flexible learning
- Flexible learning
- Web 2.0 Learner interactions
- Are MOOCs the next stage?

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What did we do?

ONLINE SURVEY
Learners’ motivations survey

Motivations

- about you
- education
- MOOC experience

demographics
- Prior experience
- platform
- Mode of access
- Why?
- Completed?

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Learners’ motivations survey

Target communities
- Spanish
- Arabic
- English

Dissemination
- Twitter
- Facebook

Platform
- iSurvey

Data Analysis
- SPSS

Nominal data
- frequency

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What did we find?

SURVEY ANALYSIS

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Structure and Assessment

**structure**

- **cMooc**
  - Connectivism
  - The social
    - Emergent
    - Fragmented
    - Diffuse
    - Diverse
    - No credit

**assessment**

- **xMOOC**
  - Structured
  - Opportunity for reward/credit
    - Opportunity for monetisation
    - Third party providers

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Our data

Survey data

<table>
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<tr>
<th>Language</th>
<th>Count</th>
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<tr>
<td>English</td>
<td>52</td>
</tr>
<tr>
<td>Spanish</td>
<td>40</td>
</tr>
<tr>
<td>Arabic</td>
<td>193</td>
</tr>
</tbody>
</table>

Total: 258

Mostly male

English: 67.3% male
Arabic: 77.2% male
Spanish: 48.7% male

Artefacts can be interesting

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Learners’ motivations

Platforms

Why MOOCs? They are free

Motivations

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What learners value

• Free and open
• Convenience: any time any place
• Update knowledge, enhance CV
• Build a learning community
• Satisfy interest/ edutainment
• Learning with the best
• Professional development/lifelong learning
Planning my future

Motivations

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THERE ARE SOME ISSUES

Reflecting on literature and experience

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Issues

• Pedagogic possibilities
  – illusion or reality?
• Assessment
  – How and why
  – Reality of peer grading
• Free – but at what cost?
  – Reputational damage
  – It still costs money to produce
  – Production values

• Inequalities
  – Illusion of value?
  – Some stuff can’t be done online
  – Unequal educators
    • Star performers
    • Culture of ego
    • Undermining the value of the local/personal
  – Unequal
    • Cultural imperialism
    • Destroys diversity, perspectives

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issues

- Learners’ digital competencies
- May be part of the issue with dropout?
  - Neat and tidy?
  - Formal, informal
- Plagiarism
  - Does it matter?
  - Certification a solution?

Thinking about the roots of cMOOCs... there are many different learner preferences

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Conclusions/future work

- Understanding are changed by experience
- Disruptions demand agility
- MOOCs feed back into the curriculum
- MOOCs can be used to make change happen
  - In ways that we do not yet know
- Learners can decide what they want to do:
  - educational tourists
  - I know enough
  - Things have moved on
    (life overtakes intention)

Two cycles: approx 20,000 students
Lots of data, lots of analysis,
wip plus experience
Watch this space ...
Hugh Davis Wednesday 14.00

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@suukii http://eprints.soton.ac.uk/36374/
A few extra bits ... sorry no funny out takes... refs and mug shots

SLIDES NOT USED

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Young, J. R. 2012. Inside the Coursera Contract: How an Upstart Company Might Profit from Free Courses, Williams, R., Weston, C. 2012. MOOCs and other


dropping-out/

Tauber www.irrodl.org

Ptaszynsky http://


