

Hello!

We are Aileen, Jodie & Sarah





iMOOC

A Quest for Success

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Agenda

- ⊙ Background of ELC002
- ⊙ Explanation of the **Funnel of Participation** (Clow, 2013)
- ⊙ Student perception survey of ungraded online courses
- ⊙ Revamp and outcomes of ELC002
- ⊙ **Key lessons learnt**
- ⊙ Points to ponder for future MOOC research



1.

Background of ELC002

Our iMOOC quest starts with this quote...



“Build it and they will come.”

- Field of Dreams (1989)

ELC002 – A snapshot

Overview

- ◉ A five-week ungraded online course
- ◉ Titled: Influential Social Publishing through Blogs
- ◉ Piloted in August 2017

Syllabus

- ◉ Social publishing
- ◉ Language skills needed to write influential blog posts
- ◉ Basic application of Search Engine Optimization to develop an influential blog site

Design

Use a connectivist MOOC (cMOOC) model focusing on creating knowledge through participation and interaction via online discussions (Daniel, 2012; Downes, 2010; Clow, 2013)



“We built it, but they didn’t come...”

Outcomes of the pilot run

- ◎ 33 sign-ups
- ◎ 2 students completed instructional materials



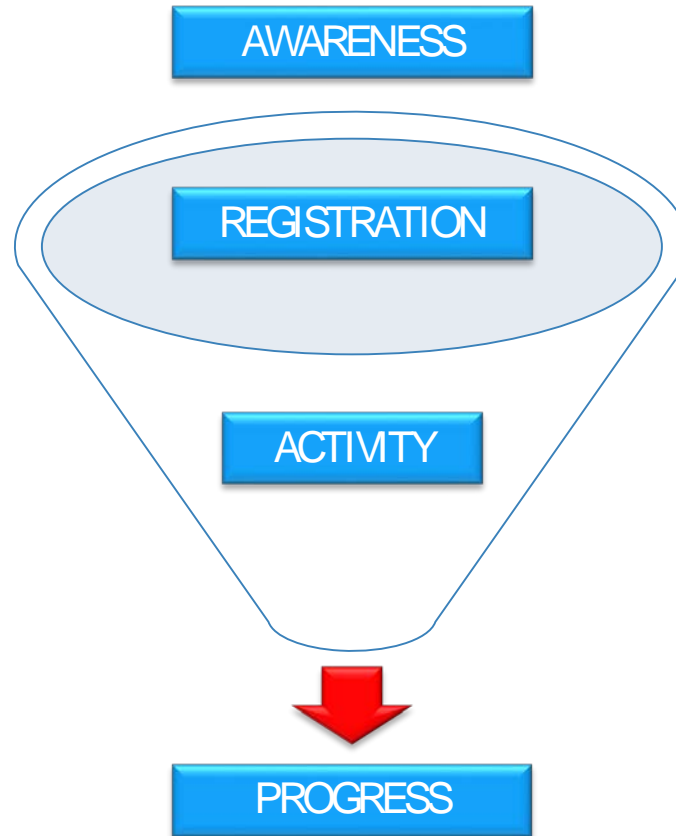


2.

The Funnel of Participation

A framework for our student perception survey

The Funnel of Participation (Clow, 2013)





3.

Student perception survey of ungraded online courses

(23 Jan - 13 Feb 2018, 175 NUS undergraduates)

Insights into what our students want

Promotion – Content – Timing

TOP PROMOTIONAL CHANNELS



EMAIL



ONLINE

TOP 3 MOOC IDEAS



PUBLIC SPEAKING

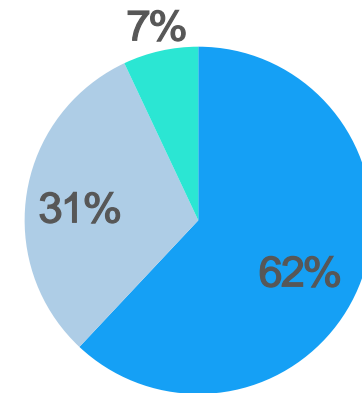


JOB INTERVIEW SKILLS



ONLINE WRITING

BEST TIME TO LAUNCH MOOCS



■ Term break

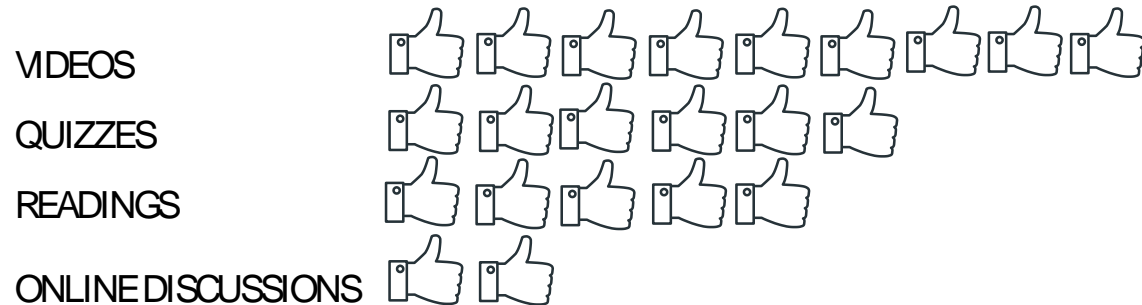
■ Term time

■ After graduation

CONTENT and TIMING could strongly influence the registration decision

Materials & Activities

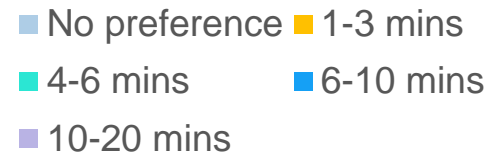
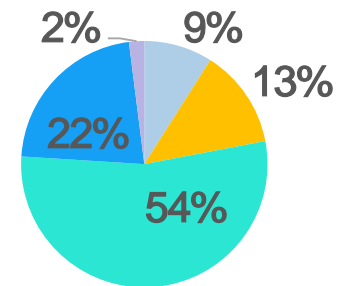
PREFERRED LEARNING ACTIVITIES



PREFERRED VIDEO TYPES



PREFERRED VIDEO LENGTH



PREFERENCE FOR xMOOCs - extended MOOCs that rely on information transfer (Daniel, 2012; Downes, 2010; Clow, 2013)

PREFERENCE FOR SHORT & ENGAGING LECTURE VIDEOS



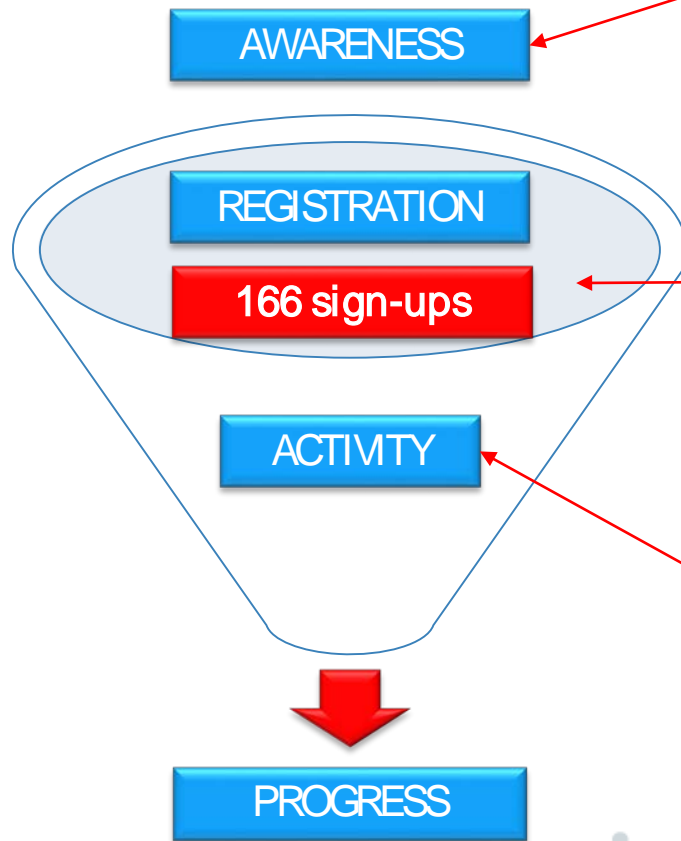
4.

The revamp of ELC002 & its outcomes

Making a comeback

The revamp & its outcome

The Funnel of Participation (Clow, 2013)



PROMOTION

Email
IMLE announcement

CONTENT

Changed title to “Effective Online Writing”
Tweaked the syllabus to show how the writing principles are applicable to various online writing purposes

TIMING

Re-launched during AY2017/18 Special Term I

ACTIVITIES

Replaced online discussions with quizzes

MATERIALS

Created bite-size explainer videos

Post-course study

IVLE engagement data

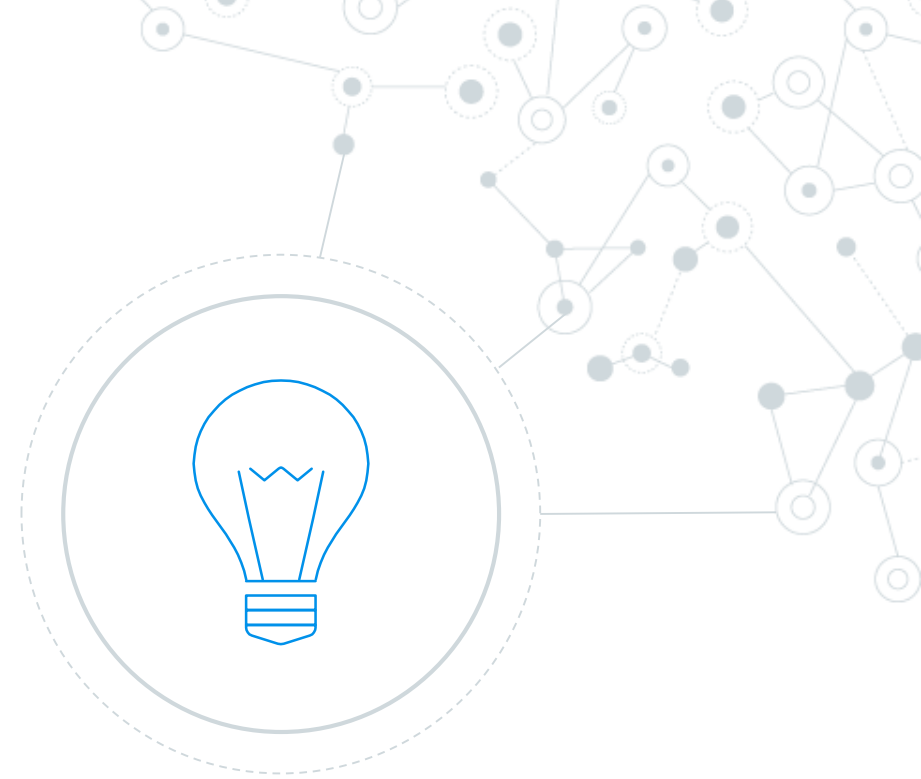
(166 participants)

Post-course survey

(16 respondents)

Post-course in-depth interviews

(10 respondents)



The diagram consists of six circular nodes arranged in a hexagonal pattern. Each node is a solid circle with a dashed outer border. The nodes are: 'Learners' motivations' (top, teal border), 'Completion rates' (left, grey border), 'Course content' (right, grey border), 'Materials & activities' (center, grey border), 'Community of learners' (bottom-left, teal border), and 'Learning styles' (bottom-right, teal border). The nodes are interconnected by a network of thin grey lines and small grey circles at the bottom of the page.

**Learners'
motivations**

**Completion
rates**

**Course
content**

**Materials &
activities**

**Community
of learners**

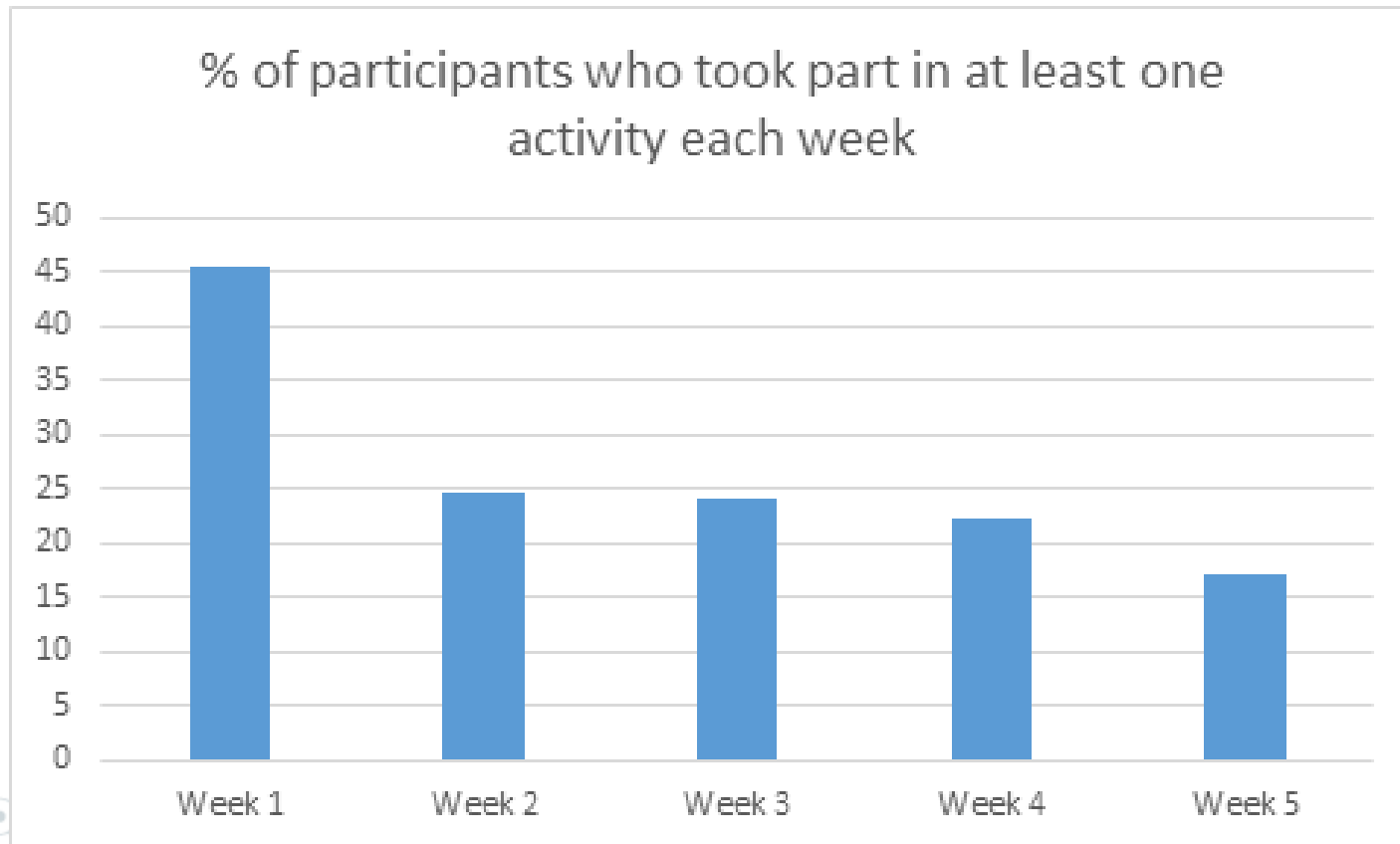
**Learning
styles**



4.1. Engagement/ Completion rates

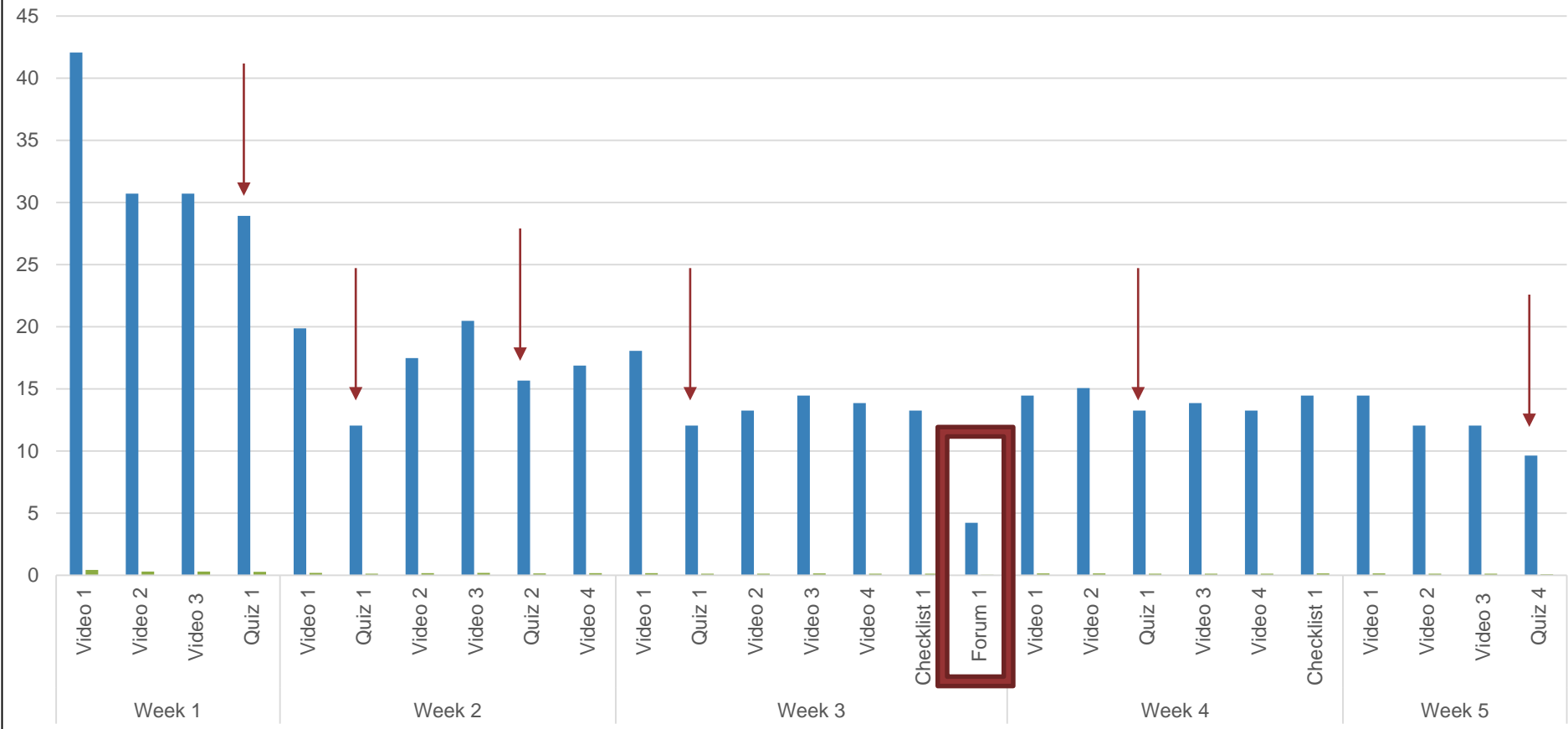
Did the learners engage with the materials and complete the course?

Engagement rates of weekly activities

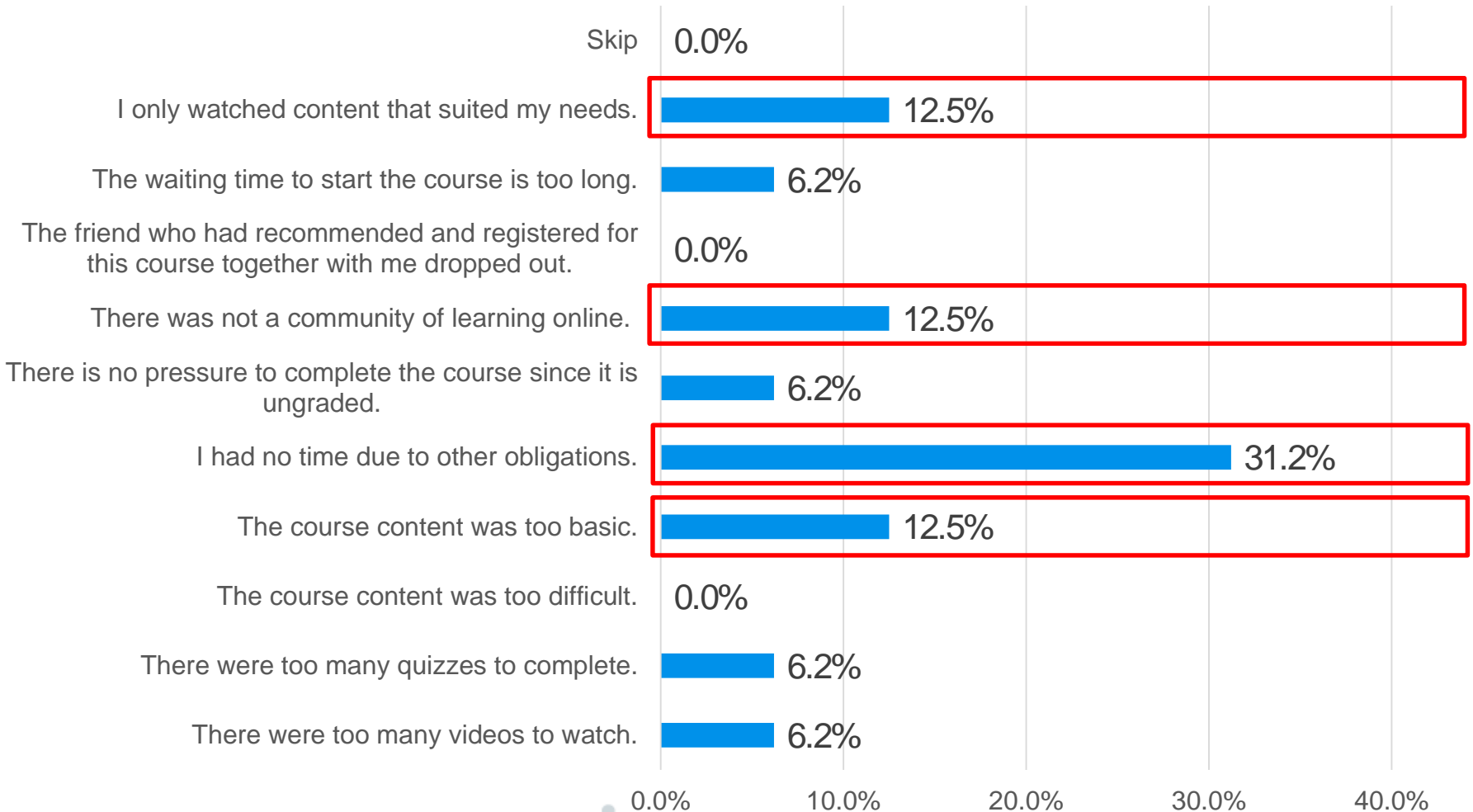


Engagement rates across five weeks

PARTICIPANT ENGAGEMENT PER ACTIVITY (%)



Reasons for not completing the course

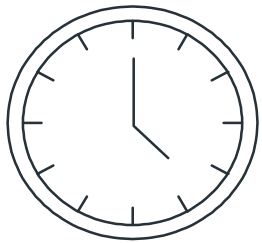


Completion Rates

Insights from interviews

- ⊙ 6 out of 10 interviewees completed all the course materials
- ⊙ The other four:
 - a) *'Learnt in a selective way'*
 - b) *'Scrolled through the content upon signing up; skipped first few weeks of the course'*
 - Reason(s): Busy with other obligations;
no online learning community
 - c) *'jumped here and there'*
 - Reason: Busy; no time
 - d) *'Went through about 60% of the course'*
 - Reasons: Busy with internship;
Found course boring & too basic

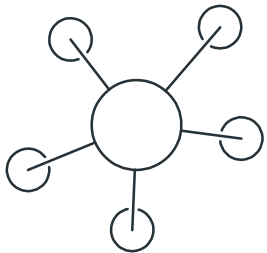
Key reasons for not completing the course



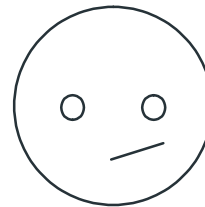
TIME



**SELECTIVE
LEARNING**



**LACK OF
LEARNING
COMMUNITY**



**BASIC
CONTENT**



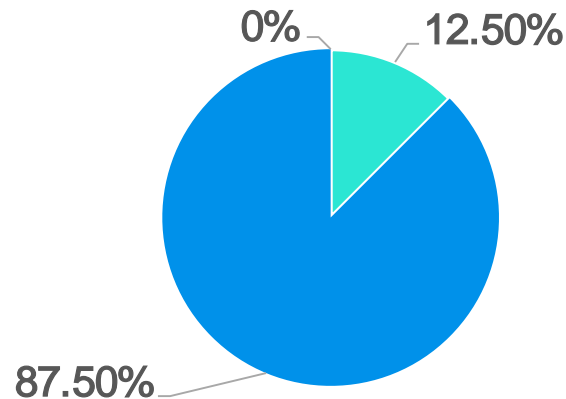
4.2. Course content

What did the learners think?

Course Content

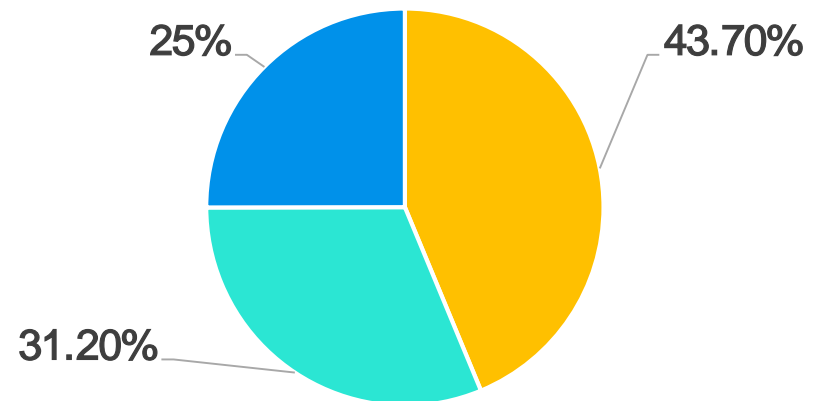
Findings from post-course survey

The course content is insightful.



- Strongly disagree/disagree
- Neutral
- Agree/strongly agree

The course content is challenging



- Strongly disagree/disagree
- Neutral
- Agree/strongly agree

Clear indication of the difficulty level of the course is important to manage learners' expectations.

Course Content

Findings from interviews

NEGATIVE

POSITIVE

- Content is too simple to appeal to those who are a little more advanced or informed on the topic
- Content is not comprehensive enough

- Quite well-organised but a lot of theory and explanation of concepts.
- Would have been more helpful if more practical elements are covered

- Generally okay but could be better if it were more interactive
- Techniques covered are useful for blogging newbies (but do not appeal to the more experienced ones or those on other social media platforms)

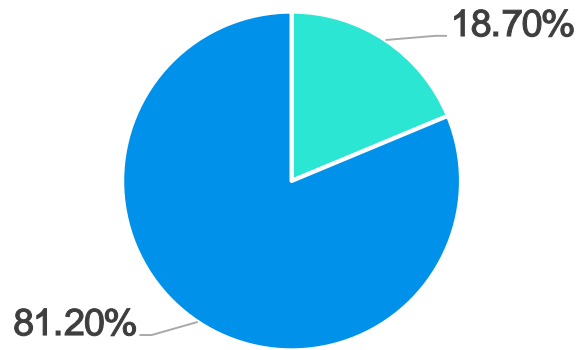
- Quite interesting
- Comprehensive
 - covered from basics to specialised content
- Course content
 - something new;
 - not conventional
 - useful
- Content is just nice.
 - It's not a full mod;
 - lightweight;
 - covers a range of topics



4.3. Materials & learning activities

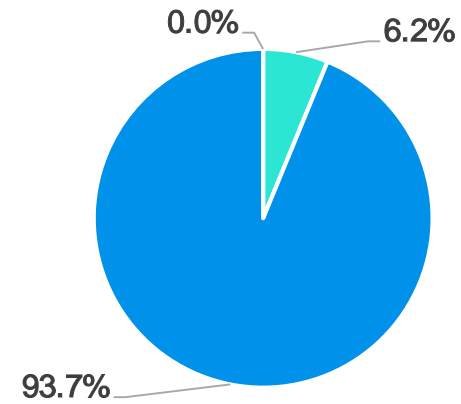
What did the learners think?

The quizzes & checklists are useful.



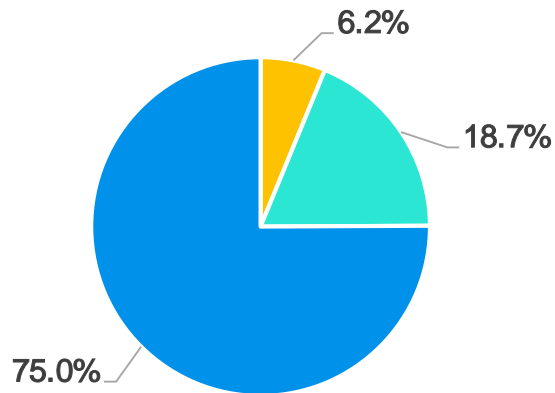
■ Strongly disagree/disagree ■ Neutral ■ Agree/strongly agree

Instructors explain content clearly in videos.



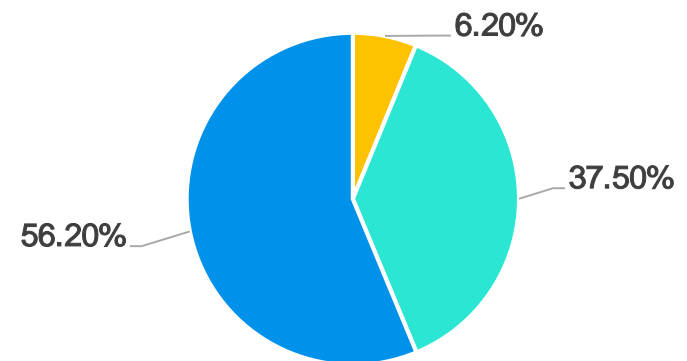
■ Strongly disagree/disagree ■ Neutral ■ Agree/strongly agree

The videos are engaging.



■ Strongly disagree/disagree ■ Neutral ■ Agree/strongly agree

The videos are entertaining.



■ Strongly disagree/disagree ■ Neutral ■ Agree/strongly agree

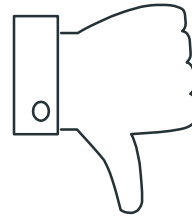
Materials & learning activities

Findings from interviews



Videos

- interesting, engaging and easy to follow
- provide good summaries



Videos

- rather slow
- lecture videos better than animated ones
- not necessary; notes are sufficient
- add subtitles

Quizzes

- are helpful in consolidating key ideas

Quizzes

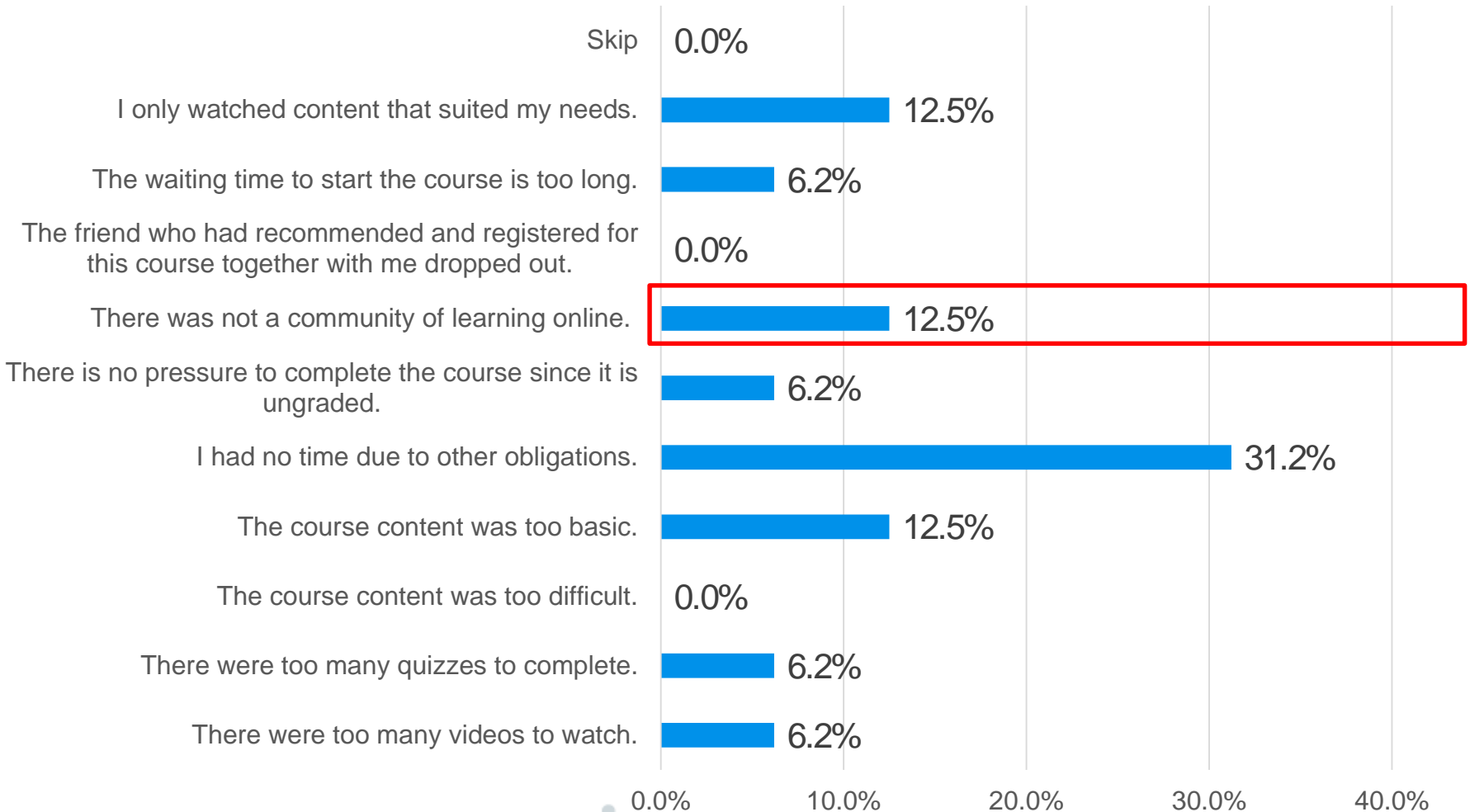
- too simple

A decorative background consisting of a network of interconnected nodes and lines, resembling a social or learning community. The nodes are represented by circles of varying sizes and colors (grey, white, blue), connected by thin lines. The network is more dense on the left side and becomes sparser towards the right.

4.4. Learning communities

cMOOCs or xMOOCs?

Reasons for not completing the course

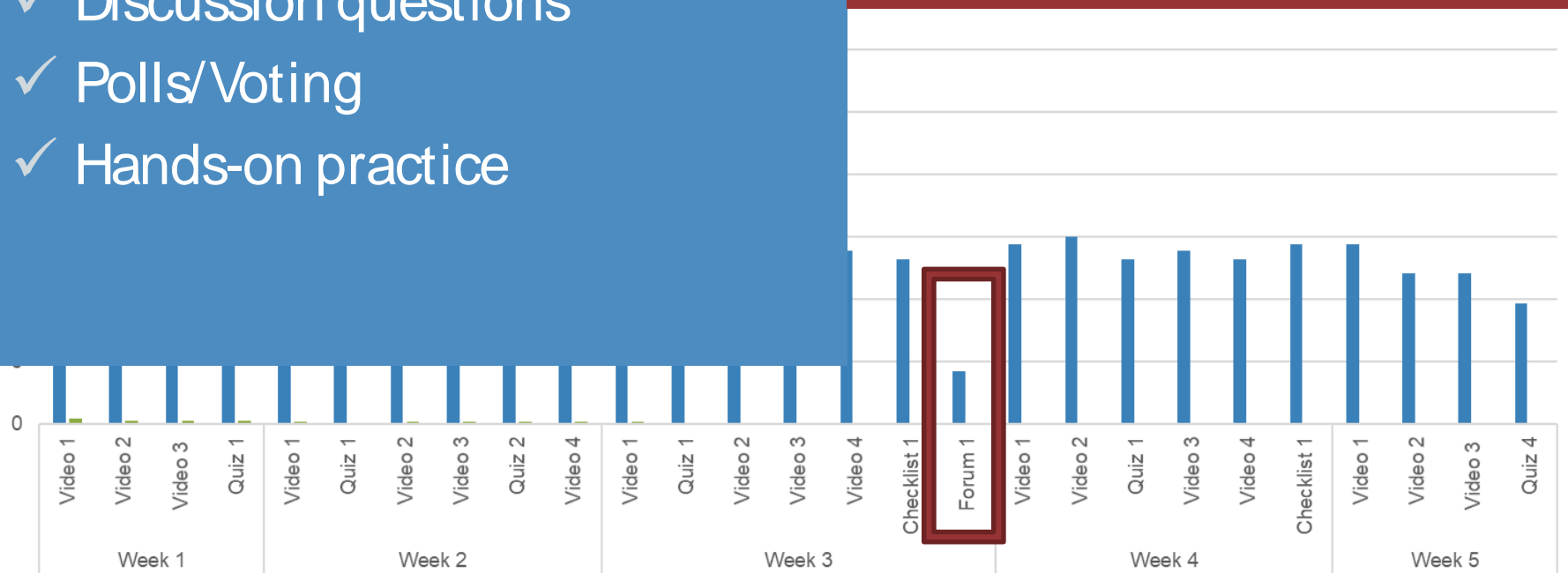


Learning communities

More online interaction with peers & instructors through

- ✓ Discussion questions
- ✓ Polls/Voting
- ✓ Hands-on practice

cMOOCs vs xMOOC
Idealism vs Reality?

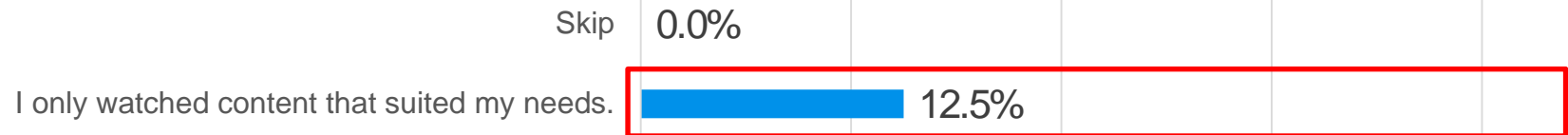




4.5. Learning styles

How do people learn online?

Reasons for not completing the course



Interview

- Not used to online learning
- Need time to digest videos that are not in the lecture style

Felder-Silverman Learning Style Model (1988)

Styles	Descriptors
Active	Try something out, social-oriented
Reflective	Think about material, impersonal-oriented
Sensing	Existing ways, concrete materials, careful with details
Intuitive	New ways, abstract materials, not careful with details
Visual	Pictures
Verbal	Spoken/Written words, difficulty with visual style
Sequential	Detailed oriented, sequential progress, from parts to whole
Global	Overall picture, non-sequential progress, relations/connections



4.6. Learners' motivations

What motivates learners to complete the course?

Learners' motivations

Findings from interviews

Relevance



Convenience

Flexibility

Not demanding



Interest

Sense of commitment



Not graded





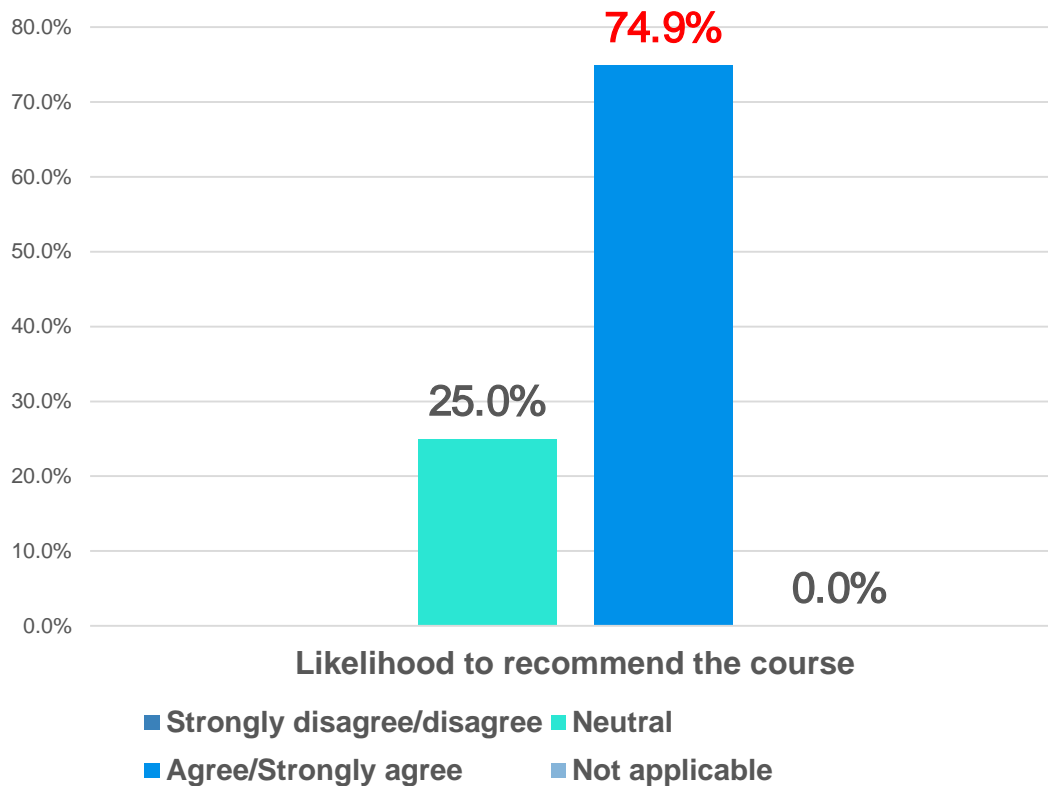
4.7. Overall evaluation

How did we do?

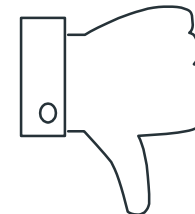
Overall evaluation

Findings from survey and interviews

I would recommend this course to others.



Fun
Engaging
Interesting
Nice
Useful



Boring
Not used to
online learning
Little
interaction



5.

Lessons learnt

Know your audience and manage their expectations

Build to order – Understand your audience

The Funnel of Participation (Clow, 2013)

PROMOTION

What platforms do they frequently visit?

CONTENT & TIMING

What do they want to learn and when?

AWARENESS

REGISTRATION

ACTIVITY

PROGRESS

ACTIVITIES

What types of learning activities do they prefer?

MATERIALS

What are their preferences for the lecture videos?

LEARNING STYLES

What are their preferred learning styles?

- Felder & Silverman (1988)
- Kolb & Kolb (2012)

FEEDBACK

Overall evaluation of the course



6.

Points to ponder

For future MOOC research & development

Potential questions to explore further

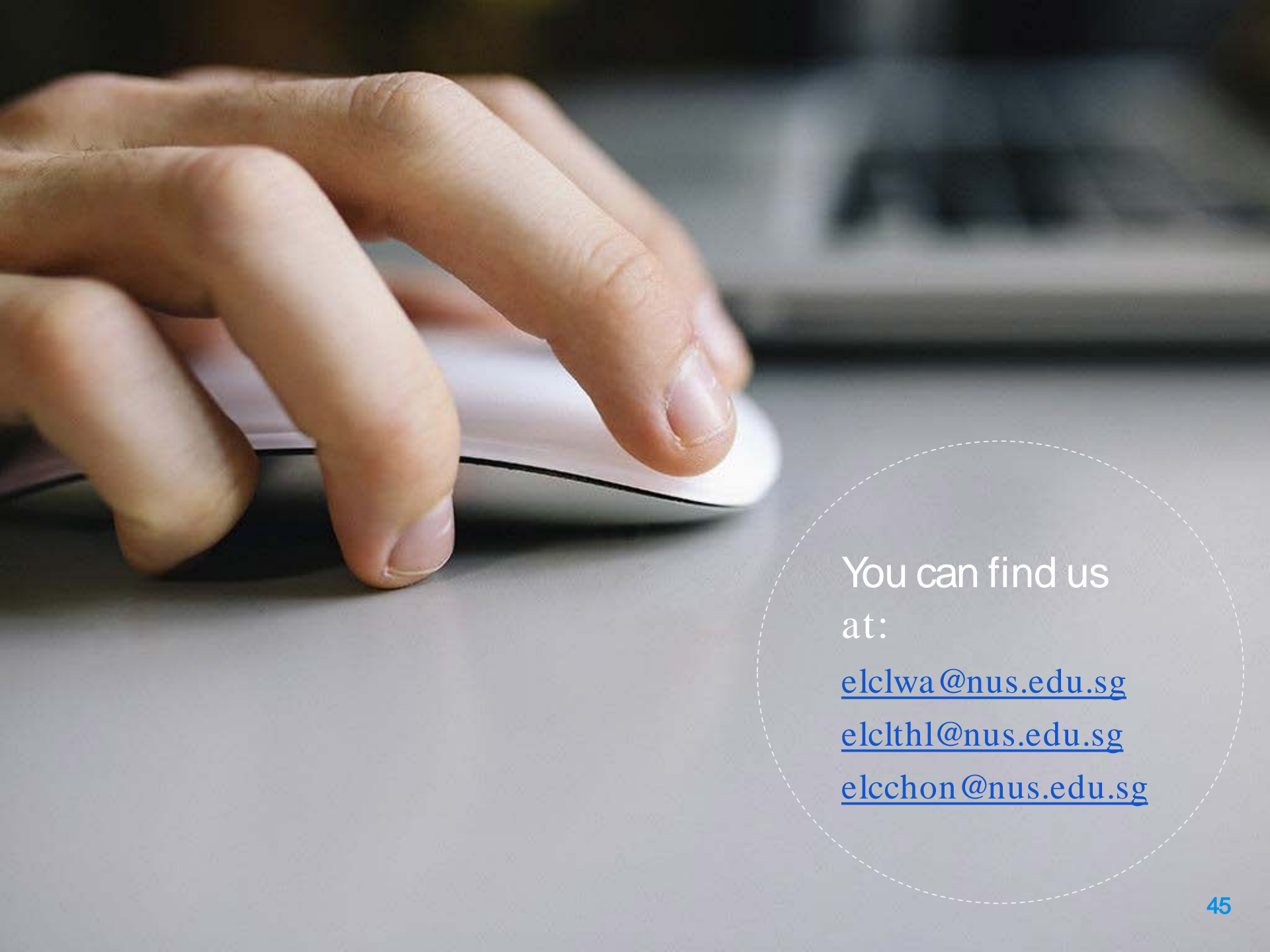
- ⊙ What does 'completion rate' mean in the MOOC context?
- ⊙ How do we overcome the issues raised by the funnel of participation?
- ⊙ How do we design MOOCs to tailor to different learning styles?



Thank you!

Any questions?





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References

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Credits

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