

# *Using MOOCs to Lead Innovation: How Online Learning Insights can Enhance the Blended Classroom Experience*

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THE UNIVERSITY OF  
**SYDNEY**



# Session Overview

- Background to MOOCs  
*What are the institutional goals for engaging in MOOCs?*
- Case Study: CET's 'Academic Skills for University Success' Specialization  
*How can MOOCs lead innovation in teaching and learning?*
- Pedagogical Insights Gained  
*How can these insights enhance blended learning experiences?*
- Questions & Discussion

# Background to MOOCs

SEARCH

The New York Times

own  
ent



EDUCATION LIFE  
Get Happy: Four  
Well-Being Workouts



Learning to Think Like a  
Computer



Where Non-Techies Can  
Get With the  
Programming

EDUCATION LIFE

## The Year of the MOOC

By LAURA PAPPANO NOV. 2, 2012



Clockwise, from top left: an online course in circuits and electronics with an M.I.T. professor (edX); statistics, Stanford (Udacity); machine learning, Stanford (Coursera); organic chemistry, University of Illinois, Urbana (Coursera).

## Institutional Goals for Engaging in MOOCs?

Institutional Goal	% of all interviewees who raised this as a goal (n=83)
Extending Reach and Access	42%
Building and Maintaining Brand	25%
Improving Economics (lowering costs or increasing revenues)	29%
Improving Educational Outcomes (for both MOOC participants and on-campus students)	20%
Innovation in Teaching & Learning	19%
Research on Teaching and Learning	18%

(Hollands & Tirthali, 2014, p. 50)

‘A common motivation was reputational, and also for outreach and dissemination of knowledge; and another was to provide an incubator for new ideas.’

(Sandeep & Jarratt, 2013)

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## Case Study: CET's 'Academic Skills for University Success' Specialization

Information &  
Digital Literacy  
for University  
Success

Problem Solving  
Skills for  
University  
Success

Critical Thinking  
Skills for  
University  
Success

Communication  
Skills for  
University  
Success



Academic Skills  
for University  
Success  
(Capstone)

# Evidenced-based Course Design

## Focus Areas & Learning Outcomes

- The University of Sydney's Strategic plan Developing a distinctive undergraduate education: Strategic Planning for 2016-20 Discussion Paper no. 1  
Graduate qualities
- 21st Century Skills Framework (Griffin, McGaw, & Care, 2012)  
Knowledge, Skills, Attitudes, Values, Ethics
- Graduate Attributes (University of Sydney)  
Content analysis across all faculties
- Online survey with faculty & experts from University of Sydney
- Interviews with faculty & experts from University of Sydney, Stanford University, Ohio State University  
Insights into academic skills & extra-curricular needs



**Learning Outcomes**  
Course, week & lesson level

# Evidence & Research Based Course Design

## Listening to Real Life Presentation Series: DEC25 weeks 6-10: Overview

	Screencast Topic	Activity	Research evidence
Introductory screencast	Introducing the Listening to Real-Life Lectures series	n/a: Overview only	n/a: Intro only
Screencast 1	Using TED talks to improve your Listening & note-taking skills	Write a short summary of a TED talk and post it to the discussion board.	Vandergrift & Goh, 2012 Elk, 2014 Laufer & Girsai, 2008 Vandergrift & Goh, 2012
Screencast 2	Planning and Monitoring your Listening	Complete a planning sheet and upload it to the discussion board.	Macaro, Vanderplank & Graham, 2005 Vandergrift, 2005 Vandergrift & Goh, 2012 Vandergrift & Tafaghodtari, 2010 Yang, 2009
Screencast 3	Reflecting on your Listening & Note-Taking	Complete a reflective journal entry and upload it to the discussion board.	Graham & Macaro, 2008 Macaro & Vanderplank, 2005 Rost, 2002 Vandergrift, 2005 Vandergrift & Goh, 2012 Vandergrift & Tafaghodtari, 2010
Screencast 4	The Structure of Lectures	Highlight transition signals on a TED Talk transcript and upload it to the discussion board.	Eslami & Eslami-Rasekh, 2007 Jung, 2003 Jung, 2006 Lee & Subtirelu, 2015 Thompson, 2003

# Building Expertise in Video Production

- Establish a style guide – consistent & branded suite of videos
- Standardise the structure of the videos – consistent & familiar structure
- Create clear informative titles
- Clearly articulate the learning objectives

## 1.1a Welcome and Course Information

- understand the learning objectives & structure of the course
- understand assessment requirements
- understand the expectations for participation



0:07 / 4:44

1.1a Welcome and Course Information



Lesson titles are informative, descriptive, and compelling

## Summary: Academic Integrity

- Behaving honestly, ethically and responsibly at University.

### Academic Misconduct

- Plagiarism
- Self-plagiarism (re-submission)
- Cheating
- Fabrication or falsification of data or results
- Facilitation of academic misconduct of another student



8:18 / 8:39

1.4 Academic Integrity



Use the learning objective tool to create learning objectives for each module



Video slides have >20pt font and large, engaging images

# Building Expertise in Video Production

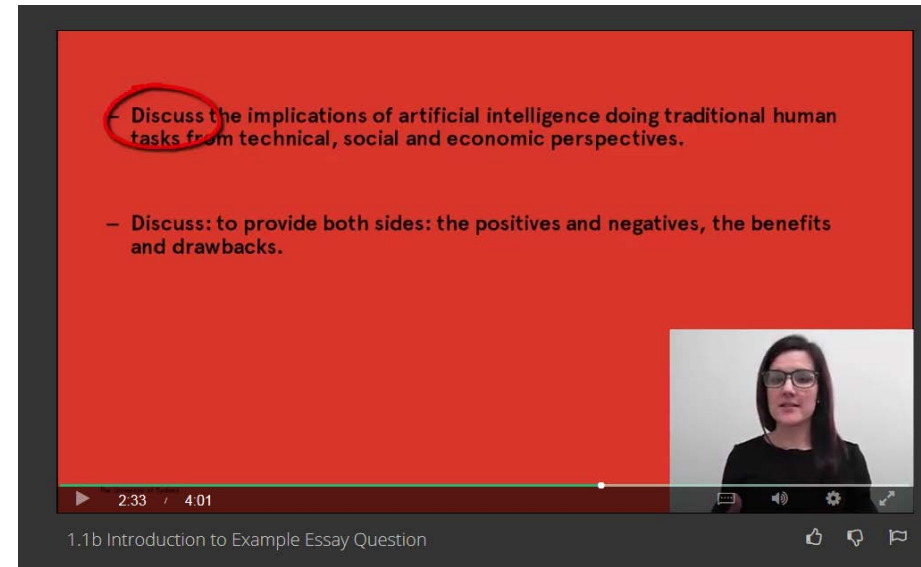


## Talking head videos

- Outfits and shiny foreheads!
- Presenter style/persona
- Script writing (sentence structure, signposting)
- Use of teleprompter (speed!)
- Length – chunks of information



Create short, focused video lectures



## Screencast videos

- Build expertise in screencast software (filming & editing)
- Filming 'tricks'
  - Distance from camera
  - Position of teleprompter
  - Direction of gestures
  - Pauses and timing

# MOOCs Leading Innovation in Teaching and Learning

- Approach to using video in the blended classroom?
  - Flipped
  - In-class
  - Self-study
  - Student participation
  - Student as content creator

1	2	3	4	5	6
find	report	show	suggest	observe	
report	study	find	expand		
use	describe	show	publish	develop	
show	report	discuss	give	develop	
suggest	report	identify	indicate	show	
report	demonstrate	observe	find	suggest	
argue	find	demonstrate	propose	show	
argue	show	explain	find	point out	
show	suggest	report	demonstrate		

task/ topic of discussion

The University of Sydney

(1) Fundamental struct. changes in Econ  
 i.e. Industries <sup>occup. fr.</sup> gone  
 - Shift <sup>blue</sup> → white collar work  
 ∴ Union <sup>trad.</sup> custom <sup>gone</sup>

(2) Shifts in Union policy  
 ∴ str. <sup>correl.</sup> <sup>targets</sup> unions / disputes  
 Today Union memb. <sup>ship</sup> ∴ ↓ disputes  
 ∴ no disputes (quieter)  
 Performance + Big shift size of w'force ↓

→ (size) History : Union memb. ↑ with  
 > (19th w'place size) ↓



# Pedagogical Insights – Informing Blended Learning Experiences

- Largely self-directed, self-paced, self-access learning resource
  - Clear instructions

1  
point

3. Which of the following are NON-assessed activities on this MOOC?

*Check 2 options. (Partial marks awarded.)*

☐ In video questions & polls

☐ Short quizzes after each lesson


☐ Quizzes after each module

☐ Discussion board posts

☐ Final summative assessment.

# Pedagogical Insights – Informing Blended Learning Experiences

- Largely self-directed, self-paced, self-access learning resource
  - Clear instructions
  - Timely, clear feedback – encourage independent learning & reflection



0 / 1 points


1. What is academic integrity?

*Check one option.*

- ☐ Understanding academic culture in its entirety, without being divided into parts.
- ☐ Behaving ethically and responsibly at university.
- ☒ Being honest and not cheating.

**This should not be selected**

Hmm...are you sure? While this is a good beginning, academic integrity is much more than this. Try again!



Quizzes include option-level feedback (add explanation, advice and refer to specific lesson for review)

# Pedagogical Insights – Informing Blended Learning Experiences

- Largely self-directed, self-paced, self-access learning resource
  - Clear instructions
  - Timely, clear feedback
  - Engaging videos (presenter style, digestible ‘chunks’ of information, IVQs) IVQs to engage the learner, e.g. polls

Poll  
*What do you think?*

*Check one option.*

In this kind of case, which is outside of a university context, how bad do you think plagiarism is?

- ☐ I don't really have a problem with it. If someone can perform their job well it shouldn't matter.
- ☐ It's OK, but you should avoid it. It isn't that bad, but using other people's work and claiming it as your own is just lazy.
- ☐ Pretty bad. We have plagiarism rules for a reason.



Involve learners in problem solving: Polls can be effectively used to solicit predictions of personal opinions



Use poll questions to build community

[Skip](#)

[Submit](#)

# Pedagogical Insights – Informing Blended Learning Experiences

- Largely self-directed, self-paced, self-access learning resource
  - Clear instructions
  - Timely, clear feedback
  - Engaging videos (presenter style, digestible ‘chunks’ of information, IVQs, text-on-screen)
  - Learner-centred language



Connect with learners: convey excitement for the course, speak directly to learners, speak naturally.

A screenshot of a course page for 'Information & Digital Literacy for University Success'. The page features a dark header with the course title in white. A left sidebar contains a navigation menu with links to Overview, Syllabus, FAQs, Creators, Pricing, and Ratings and Reviews. The main content area includes an 'About this course' section and a list of three learning outcomes. A blue 'Enroll Now' button is at the bottom left.

Home > Social Sciences > Education

## Information & Digital Literacy for University Success

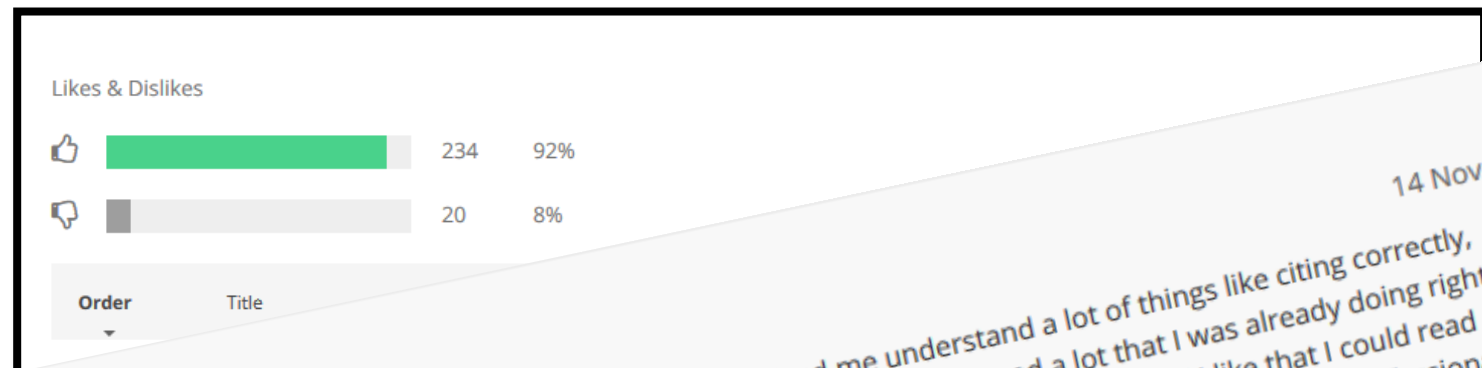
**About this course:** This Specialization is aimed at preparing students for undergraduate study in an English-speaking university. The course equips you for full participation and engagement with your studies by building awareness and understanding of the core values and expectations of academic culture, and providing you with practical strategies to apply to your studies. In this course, you will learn how to develop your Information & Digital Literacy Skills to help you achieve success in your university studies. After completing this course, you will be able to:

1. Access and search for information efficiently and effectively using a variety of digital tools.
2. Critically evaluate the reliability of sources for an academic context.
3. Filter, manage and organize information from a wide variety of sources for use in academic study.

[Enroll Now](#)

# Pedagogical Insights – Informing Blended Learning Experiences

- Learner feedback
  - Facilitates collection and tracking of feedback
  - Timely response to learner feedback – quality assurance & iterative course design



# Pedagogical Insights – Informing Blended Learning Experiences

- Reconsideration of how we deliver content
  - Flip content – use homework time for content ‘consumption’ & class time for active engagement with content/concepts
  - In-class use
  - Self-study – low or high tutor involvement
  - Student participation
  - Student as content creator, e.g. moderators on the MOOC

# Accessing the MOOCs

Assess via CET's webpage where you can find information and links to the MOOCs

<http://sydney.edu.au/cet/moocs.html>

To check out the course from the CET link,

- Click on the link of the course you are interested in, this will take you to Coursera (the MOOC platform)
- Click on the 'Enrol Now' button
- Create a Coursera account
- From pop up options choose 'Audit' (choosing this option allows you to audit the course for free, although you do not have access to the summative assessment items. There is also the option to pay for a verified certificate).

# Questions?

