# A MOOC Value Creation Methodology

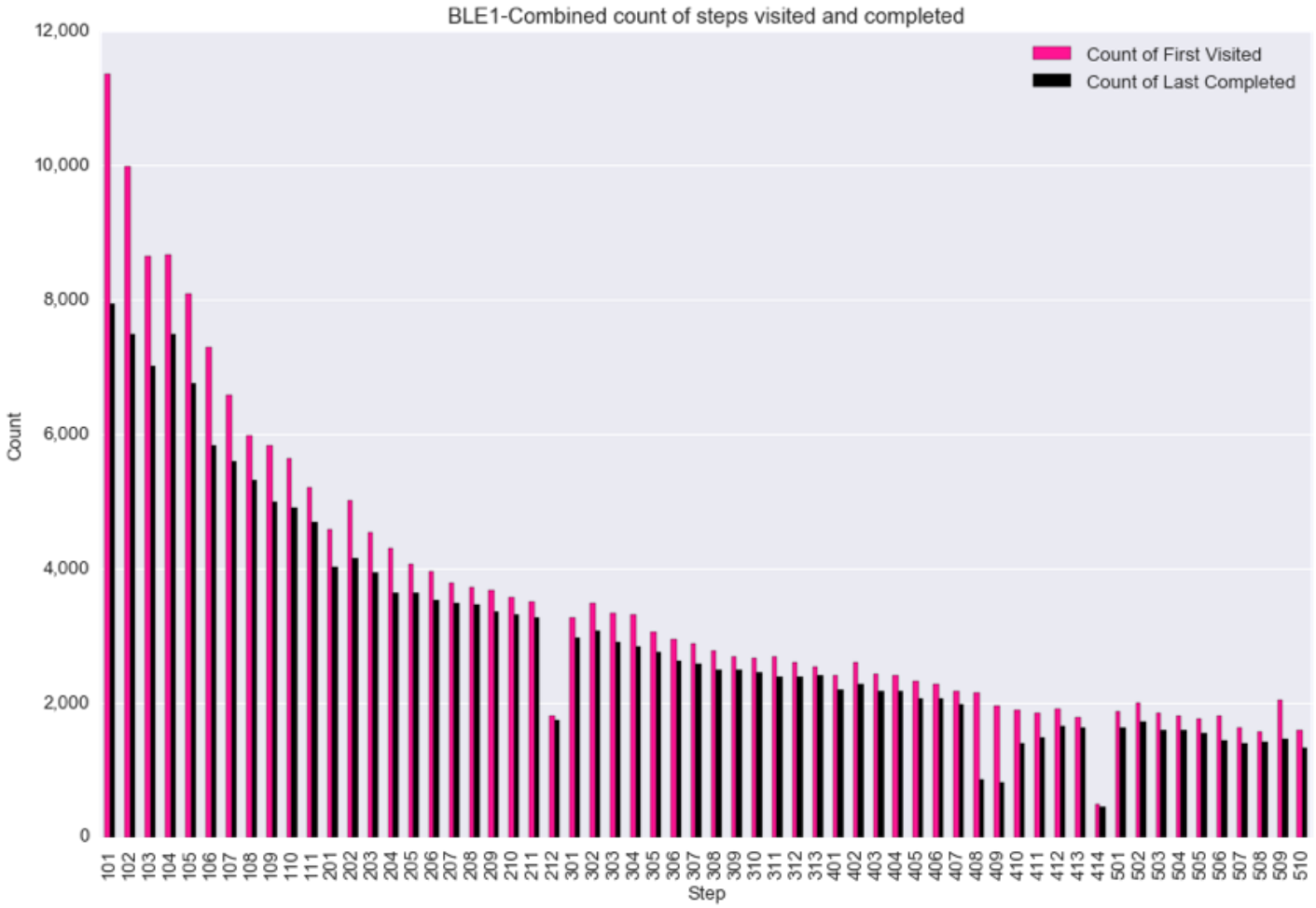
Dr Eileen Kennedy and Professor Diana Laurillard



E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL
Office for Students ofs
Research England

# The uniqueness of MOOCs

- MOOCs attract 10s of 1000s of enrolments
- MOOC participants are not like typical undergraduates
  - Graduates, professionals
- Motivations and patterns of engagement differ
- Course completion as a measure of evaluation is less relevant
- Enrolment and engagement behavior is not comparable with paid-for u/g or masters courses for credit




Blended Learning Essentials steps visited and completed

# MOOCs in design-based research

Our aim as researchers is

to orchestrate cycles of communication and practice between researchers, professionals and residents

in a way that is productive for all stakeholders in the community

Our tools are workshops and co-designed MOOCs

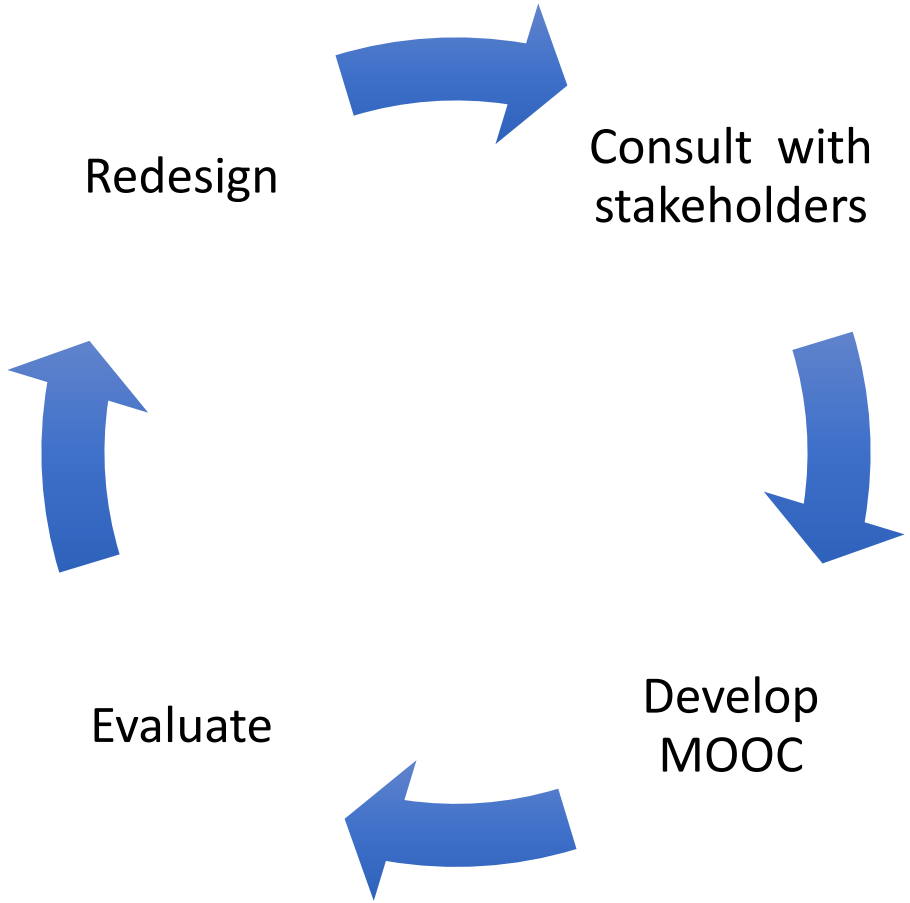
Our intended outputs are improvements in

**Community actions**

**Community knowledge**

**Research knowledge**

**Theory**



# Co-design workshops with stakeholders and community members

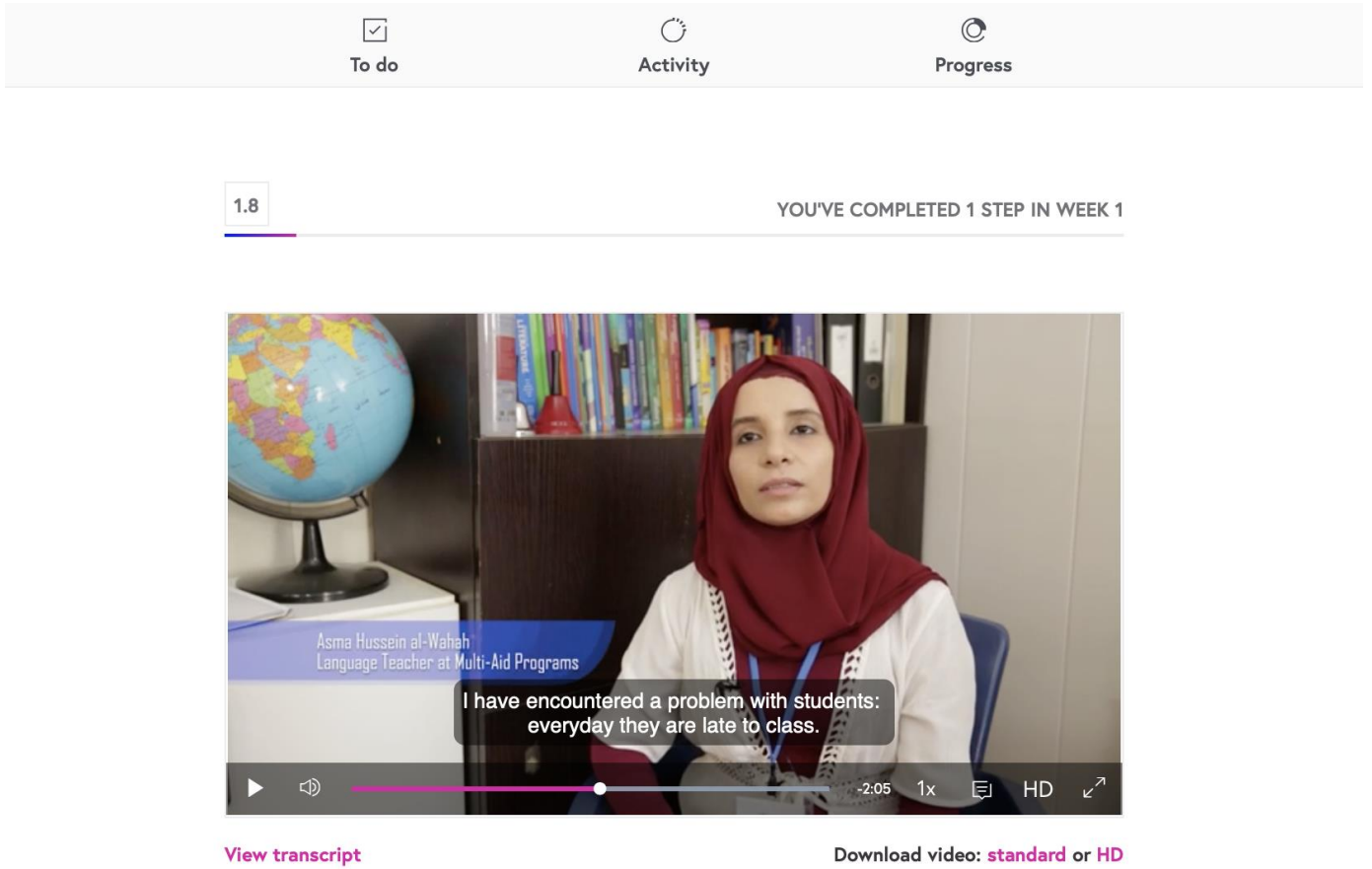
# Filming for MOOC videos on location

- Interviews with community members who share their experience, expertise and solutions with participants in the MOOC

# Syrian refugee shares her action research project

- Asma - a Syrian refugee and volunteer teacher at a NGO school explains her research into why children come late for school
- She found out she needed to work with their families
- MOOC participants will learn how to do this e.g. find out what is needed in their context

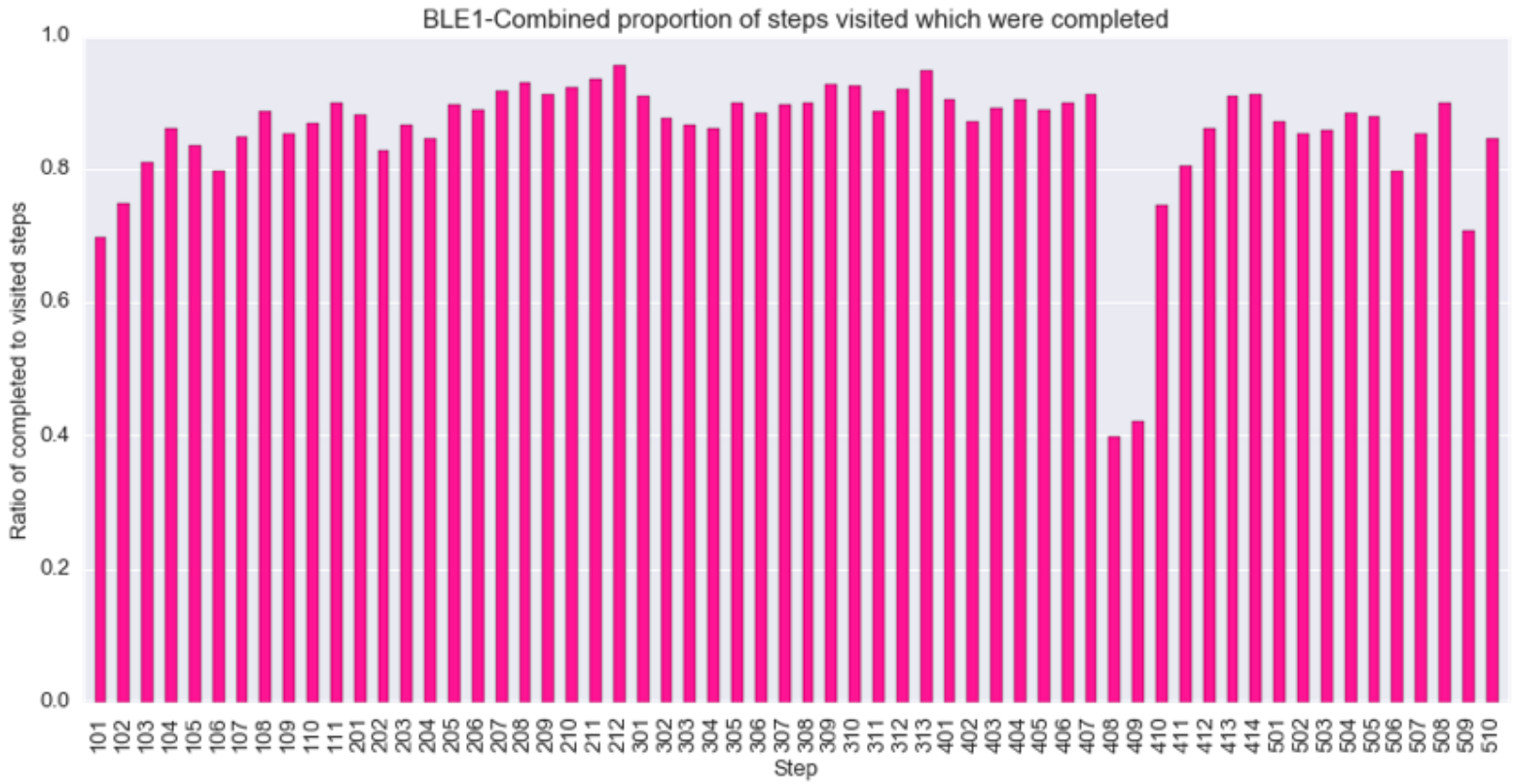
Community Based Research: Getting Started started 25th February 2019 in Arabic (Edraak) and English (FutureLearn)




https://www.futurelearn.com/courses/community-based-research/1

# How should we evaluate their success?

- Platform data tracks enrolment and engagement
  - Video viewing time
  - Engagement in quizzes/tests/polls
  - Clicks to complete steps
  - Posts to discussions
  - Participation in peer review
  - Purchase of upgrades/certificates
  - Dates/times of engagement




*BLE 1 steps visited that were completed*

# Enrolment to impact

Evaluation measures for professional development MOOCs

- Enrolments?
- Engagement?
- Learning?
- Application to practice?
- Impact on others?
- Transformations in approach?

Issues

- Enrolment =/= engagement
- Engagement =/= learning
- Learning =/= application
- Application =/= impact on others

# Value creation cycles

*Promoting and assessing value creation in communities and networks: a conceptual framework (*Wenger, Trayner, de Laat, 2011)
Blended Learning Essentials Evaluation Framework 2016-2018

- **Cycle 1 – Immediate value: Activities and interactions**
  - Networking, community activities and interactions have value in themselves
- **Cycle 2 – Potential value: Knowledge capital**
  - Value of knowledge to be realized later – understanding and intention to apply
  - Relationships and resources; transformed ability to learn
- **Cycle 3 – Applied value: Changes in practice**
  - Implementation of advice/insights
  - Use of tools/iInnovation in practice
- **Cycle 4 – Realized value: Performance improvement**
  - Reflection on effects on the achievement of what matters to stakeholders
- **Cycle 5 – Reframing value: Redefining success**
  - proposing new metrics for performance that reflect the new definition of success

# Measures of value creation for each cycle

- Identification of indicators and potential sources of data
- Quantitative and qualitative measures of success

| Cycle 1. Activities/interactions indicators | |
|---|---|
| **Typical indicators** | **Some potential sources of data** |
| Level of participation | ▪ Attendance at meetings<br>▪ Number and characteristics of active participants<br>▪ People who subscribe to a site<br>▪ Logs and website statistics<br>▪ Participant lists on teleconference systems |
| Level of activity | ▪ Frequency of meetings<br>▪ Number of queries<br>▪ Quantity and timeliness of responses |
| Level of engagement | ▪ Intensity of discussions<br>▪ Challenges of assumptions<br>▪ Length of threads |
| Quality of interactions | ▪ Bringing experience of practice into the learning space (e.g., “I have a problem with this design,” or “we did this in such a case”)<br>▪ Debates on important issues<br>▪ Feedback on quality of responses to queries |
| Value of participation | ▪ Feedback form<br>▪ People coming back to community or reengaging with the network<br>▪ Evidence of fun, such as laughter |

# Value creation stories

1. What meaningful activities did you participate in?

2. What specific insights did you gain? What access to useful information or material?

3. How did this influence your practice? What did it enable that would not have happened otherwise?

4a. What difference did it make to your performance? How did this contribute to your personal/professional development?

4b. How did this contribute to the goal of the organization? Qualitatively? Quantitatively?

5. Has this changed your or some other stakeholder's understanding of what matters?

# A MOOC Value Creation Methodology
## Cycle 1 – Immediate value: Activities and interactions

"I think that was quite striking I think the fact that it was a MOOC and it was open … those conversations flowed and people didn't seem to be worried about putting up their comments ... whatever they were saying they didn't mind … they didn't mind sharing" (Participant 18)

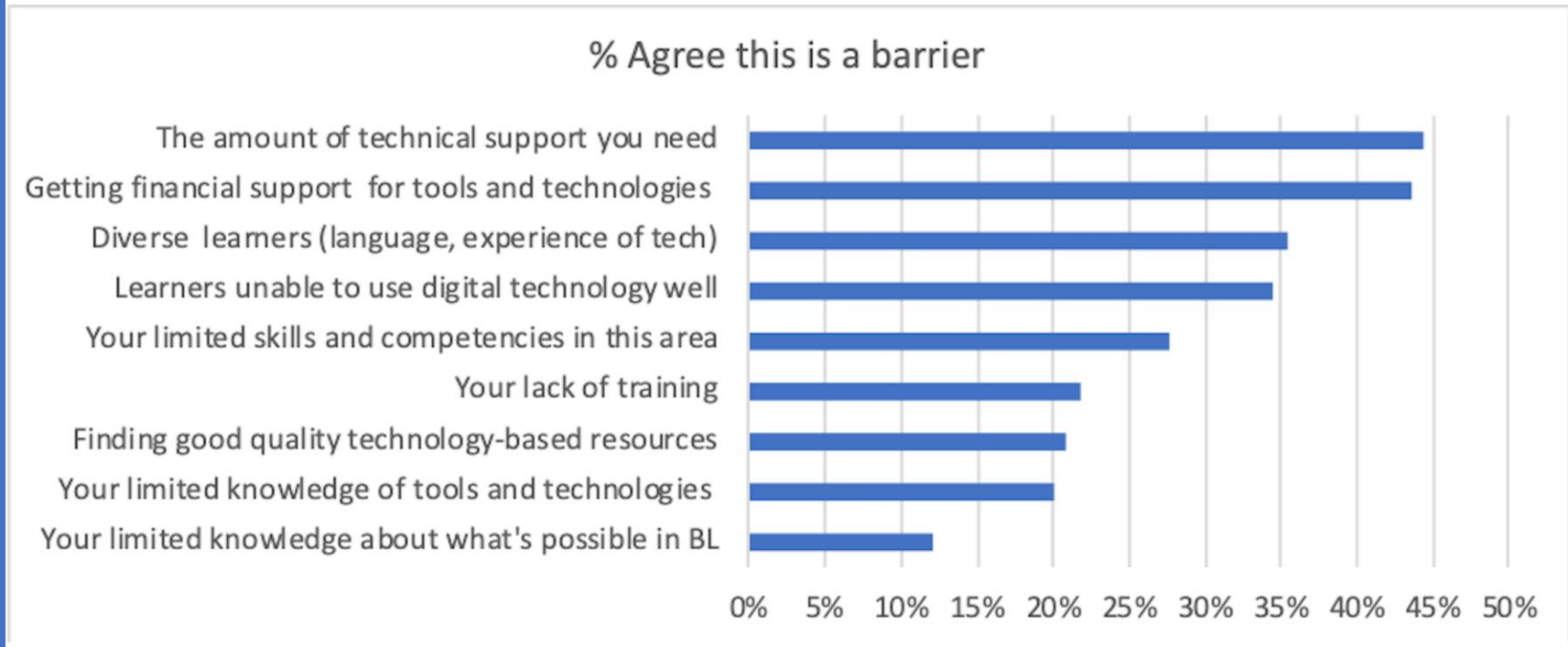
BLE platform data

- High enrolments (BLE runs 1 – 3: 25,000)
- High % in target groups:
  - 56% from VET sector
  - 60% teachers
- Over 40,000 comments

# Cycle 2 – Potential value: Knowledge capital

**Post-course survey responses (n=622):**

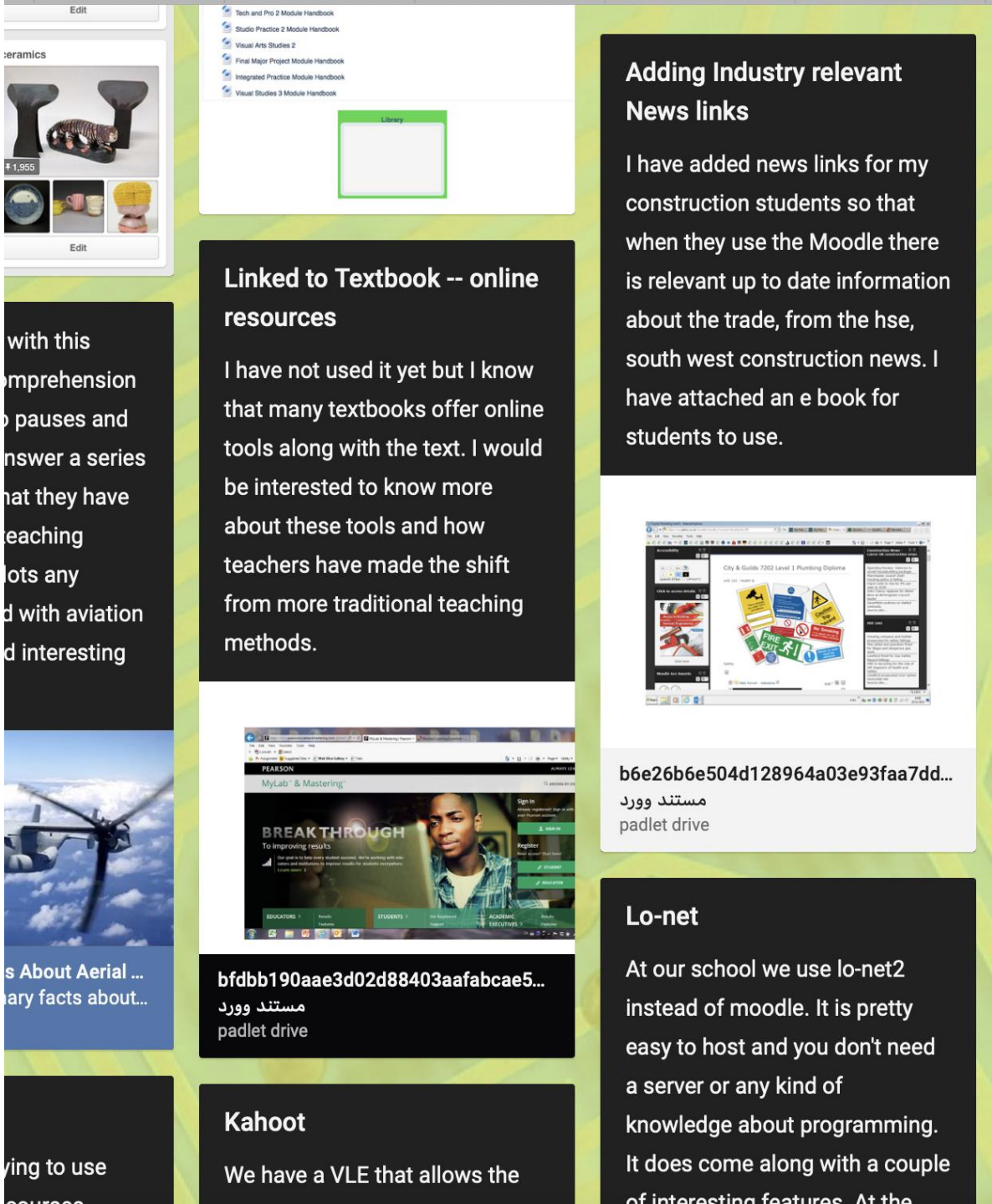
- 97% agreed that blended learning approaches can enhance learning
- 88% were excited by blended learning approaches
- 82% felt it would work for their context.
- *55%, were concerned that changing their practice in this way is too time-intensive*
- Greatest barrier is lack of technical support:



# Cycle 3 – Applied value: Changes in practice

## Using external tools for collaborative production e.g. Padlet

- Well, would you believe it? I have done it! I have created a Quiz for my students, thank you for suggesting this option. It was much quicker and easier than I thought! (Post 89, Padlet run 1)
- I can see how I can utilise the facilities within Moodle in a better way to enhance the learning. Need to move from passive to active (Post 299, Padlet run 1)
- I am beginning to see however that there can be MUCH more blending in the blend (Post 137, Padlet run 2)
- Plus…
- ~900 quality learning designs submitted in Peer Review exercise



# Cycle 4 – Realized value: Performance improvement

**Value creation story case studies - examples**

- A PGCE tutor who saw a transformation in his trainees practice following their engagement, observing trainees using a range of quiz and multimedia tools to enliven their teaching.
- A corporate trainer who recommended his 200 staff to take the course and they are currently using many of the tools and techniques from the courses in their training.
- A Programme Area Lead in a FE college who observed staff at her own college using the tools from the course in their teaching.

# Cycle 5 – Reframing value: Redefining success

- I found the case study of Borders College really fantastic I mean I just wanted to send the video of the ICT manager there to everybody from our college with the hallelujah chorus playing in the background (Participant 11)
- it's not just your CPD, it's the others that you impart that information on (Participant 14)
- [the college] sees staff development as something to do face to face, being given time to do online learning is not the same (Participant 2).
- What I would have really like to have been able to do and I know you could connect to somebody – to be able to send them a …ping them a message (Participant 18).

# Embedded impact survey: accumulating evidence of sharing, mentoring & institutional change

- It has helped me to organise my own online learning course, by helping me to experiment and find a formula that works for my learners and within my time constraints. I have been involved in mentoring others in the team to develop their practice using blended learning.
- I have gained a lot of knowledge and useful tips and resources and I feel confident to move forward with assisting to incorporate blended learning into my organisation.
- Shared resources with colleagues, did demo on padlet for team
- I've become more confident using and experimenting with new technology, and shared it with colleagues
- last year my institution paid for the course, as it proved to be useful for the others too

# Implications of MOOC Value Creation Methodology

- More substantial and convincing story of impact
- Ongoing process: continued relationship with participants can provide more data for applied, realized and reframed value

- Design MOOCs with value creation evaluation in mind:
  - Embed activities for participants to show & share application of knowledge
  - Support relationships with participants post-course (e.g. through blended learning)
  - Find ways of representing big quantities of small data e.g. MOOC participant profiles?

# What does this tell us?

Our intended outputs are improvements in:

**Community actions**
Community actions noted above

**Community knowledge**
Community knowledge noted above

**Research knowledge**
VCM methodology must be embedded with all phases of DBR

**Theory**
VCM enriches the findings by instantiating the changes in experiences and actions that measures can only indicate