HOW TO BUILD A SUCCESSFUL MOOC?

PRACTICAL RECOMMENDATIONS ROOTED IN A CONTEMPORARY RESEARCH (LITERATURE REVIEW)

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WHAT SHOULD WE EXPECT?

ME & MY MOTIVATION

A SUCCESSFUL MOOC (theoretical background, research question)

RESEARCH METHODOLOGY (literature review)

PRESENTATION LIMITATIONS & CALL FOR COOPERATION

CRITICAL FINDINGS:
• LEARNER’S CONTROL OF A MOOC
• PROBLEM-BASED LEARNING
• ACTIVE LEARNING
• ASSESSMENTS & ASSIGNMENTS
ME & MY MOTIVATION

![Image of a woman holding a child by a waterway]

Motivation
SUCCESSFUL MOOC

SUCCESSFUL MOOC

is defined by

ENGAGEMENT

is defined by

RETENTION RATES

is affected by

PERCEIVED EFFECTIVENESS

is affected by
SUCCESSFUL MOOC

Focusing on content and instructional design, which factors have a positive or negative effect on students’ engagement, perceived effectiveness, and retention rates?

How can selected elements of instructional design be implemented into MOOCs?
LITERATURE REVIEW

SCOPUS DB
259 Articles, 256 Conference papers

• Articles published between 2016 and end of the 2020
• Articles published in English
• Articles which include “retention”, “perceived effectiveness” or “students’ engagement” outcomes for MOOCs

ABSTRACT
132 Articles

• Articles which include adult learners
• Articles aiming to education and pedagogy

ABSTRACT
52 Articles

• Articles peer-reviewed
• Articles aiming to design patterns of MOOC or practical implementations in MOOC

ARTICLE
41 Articles

• Articles, which clearly defines its goals, research methodology and clearly summarizes its findings.

CODING

DATA ANALYZIS

SUMMARY
LIMITATIONS

CORE FINDINGS

ASK QUESTIONS
ASK RESOURCES

SHARE YOUR EXPERIENCE

BECOME A RESEARCH PARTNER

BECOME A TEACHING PARTNER
[MATHEMATICS]

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1. HAVE IN THE MIND, THAT STUDENTS ARE DIFFERENT WITH DIFFERENT LEARNING AND SKILL PREFERENCES. ALLOW THEM TO STUDY ACCORDING TO THEIR OWN LEARNING PLAN.

2. VIDEO IS NOT THE ONLY POSSIBLE RESOURCE TO PRESENT CONTENT 😊 YOU CAN ALSO USE: TEXT-BASED RESOURCES (readings materials, articles, tables, processes, maps, definitions), INFOGRAPHICS, E-TIVITIES, ASSESSMENTS & ASSIGNMENTS, DISCUSSION FORUMS, LIVE WEBCASTS, VIDEOCONFERENCES OR HYPERLINKS TO ADDITIONAL MATERIALS/MODULES.

3. DO NOT REQUIRE STUDENTS TO COMPLETE THE WHOLE MOOC. ALLOW THEM TO PICK UP AS SMALL MODULE AS THEY WANT. HELP THEM WITH THE NAVIGATION TO THE NEXT RESOURCE.

4. STUDENTS DO NOT HAVE A LOT OF TIME. MAKE CONTENT EASILY SCAN AND REACHABLE. YOU CAN USE VISUAL DIAGRAMS.
What to remember?

1. STUDENTS LOVE IF THEY UNDERSTAND HOW TO USE NEW KNOWLEDGE. USEFUL, REAL-WORLD BASED PROBLEMS ENRICHED BY EXPERIENCE ARE BETTER THAN ABSTRACT IDEAS.

2. PRACTICAL MOTIVATION SHOULD NOT BE USED ONLY AT THE BEGINNING OF THE COURSE. SHOW STUDENTS VALUE OF THE MOOC AND USE HAND-ON PRACTICAL SKILL APPLICATION ALL THE TIME.

3. BUILD CONTENT PROGRESSIVELY. FOCUS ON MEANING AND SENSE-MAKING RATHER THAN ON QUANTITY OF INFORMATION.

4. DO NOT SPOIL THE CONTENT BY YOUR OWN BIASES.

CORE FINDINGS: PROBLEM-BASED LEARNING
1. HELP YOUR STUDENTS TO FEEL COMPETENT AND CAPABLE OF WORKING ON YOUR COURSE.

2. MOTIVATE STUDENTS TO THINK AND APPLY LEARNT CONTENT. YOU CAN USE ASSESSMENTS AND ASSIGNMENTS.

3. STUDENTS HIGHLY APPRECIATE PERSONAL INTEREST AND PROMPT FEEDBACK FROM THE MAIN COURSE TEACHER. TRY TO FIND TIME. YOU CAN RESPOND TO A SELECTION OF QUESTIONS BY RECORDING ANSWERS AS A VIDEO.

4. ENCOURAGEMENT STRATEGY HAS A SIGNIFICANT EFFECT ON STUDENTS ENGAGEMENT, SOCIAL ENGAGEMENT AS WELL AS LEARNING OUTCOMES.

5. STEP-BY-STEP INSTRUCTIONS, SOCRATIC QUESTIONS AND IN-VIDEO EMBEDDED QUESTIONS INCREASE INTERACTIVITY OF YOUR MOOC.
CORE FINDINGS: ASSESSMENTS & ASSIGNMENTS

1. THINKING ABOUT ASSESSMENTS & ASSIGNMENTS, DO NOT USE THEM TO TEST WHAT STUDENTS DO NOT KNOW. TRY TO USE THEM TO HELP STUDENTS TO STUDY AND LEARN.

2. CAREFULLY CALIBRATE ITS DIFFICULTY. ASSIGNMENTS SHOULD NOT BE TOO EASY NOR TOO CHALLENGING. THEY SHOULD MOTIVATE STUDENTS TO THINK AND APPLY WHAT THEY HAD LEARNT.

3. ALLOW STUDENTS TO DISCUSS HOMEWORKS AND ASSIGNMENTS. BE OPENED TO GROUP WORK AND EVEN TO GROUP WRITING TESTS.

4. BE (A LITTLE BIT) FLEXIBLE WITH DEADLINES.
WHAT TO DO NEXT?

- STRUCTURE
- CONTENT
- ASSESSMENTS & ASSIGNMENTS
- VIDEO
- INSTRUCTOR

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THANK YOU FOR YOUR ATTENTION

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  - Complete session evaluation*

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