Massively Connected: Building Community in a MOOC

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University of Oregon

The Landscape of English Language Teaching

Course 1
Week 1: Authentic Materials and Reallia
MOOC, Shaping the Way We Teach English.
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David Fay and Jacqueline Gardy
US Department of State
A quick poll:
What’s your experience with MOOCs?

Our Takeaway

We need to craft a MOOC that models and embraces principles of communicative language use.
Existing MOOC Models

- xMOOC (content-driven, mastery)
- cMOOC (interaction-driven, constructivist)
Would anyone show up?

(3) Sessions Stats

Landscape
Apr. 7-May 12

Paths to Success
May 12-June 16

740 As of 3:00
Landscape

Registration...3 weeks out

Cumulative enrollment over time

Mar 20
183 learners enrolled
Registration…2 weeks out

TESOL Bump?

Registration…Start of Course

16,745 learners enrolled
Not-So-Massive Expectations for Course 1

<table>
<thead>
<tr>
<th>What we expected for Course 1</th>
<th>What actually happened</th>
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<tbody>
<tr>
<td>Enrollees</td>
<td>700</td>
</tr>
<tr>
<td>Show Rate</td>
<td>250-300</td>
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<tr>
<td>Persistence</td>
<td>70 (5% is the Coursera average)</td>
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<tr>
<td>Geographic Distribution</td>
<td>Beyond N. America and the BRICs, we had no idea</td>
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<td>178 Countries, 68% from emerging economies</td>
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11/18/14

Participant Intentions

Intent
Learn more about how intent is measured

Committed to Complete
10,029

Committed to Audit
4,890

Uncommitted
2,914

Values extrapolated based on responses from 17,205 learners. Learn more
Country of Origin

Most are out of school
Gender and Age

More than 40% have a graduate degree
Slightly more than half have full time work.
What did the MOOC look like?

![Week 1 To-do List](image)

Participant Perspectives on the MOOC

![Image of three people in a meeting]

Behind the Scenes: Our Classroom
Our Classroom: Authentic …

Can you spot the contest Items?
# Shaping the Way We Teach English: Paths to Success

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Materials</th>
<th>Assignments</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>· Integrating Skills</td>
<td>· Sequence:</td>
<td>· Watch 2 videos; Read at least one</td>
<td>· Pre-viewing knowledge check</td>
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<tr>
<td>· Alternative Assessment</td>
<td>To-do lists</td>
<td>article</td>
<td>· Weekly quizzes on videos and readings</td>
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<td>· Learner Differences</td>
<td>· Videos:</td>
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<tr>
<td>· Classroom Management</td>
<td>context &amp;</td>
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<td>· Reflective Teaching</td>
<td>case studies</td>
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<td></td>
<td>· Readings:</td>
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<td>required and</td>
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<td>optional</td>
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<tr>
<td></td>
<td>· Forums</td>
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**Weekly Contest:** *What is it? (optional)*

**Lesson Plans** *(weeks 2-5)*

**Weekly Contest:** *Webcast: Peer Evaluation (optional)*

**Rubrics for peer and self-evaluation of lesson plans**

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**Desktop View**

[Website screenshot showing a portal with sections for Announcements, Community, Course Videos, Quizzes, Lesson Plan Project, and a option to Join a Meetup]
a predictable (but not necessarily sequential) path through materials and assignments.
required forum participation
a system for acknowledging meaningful contributions

Forums
Topics

Forums with Guest Moderators

• a fresh perspective
• help surface hidden discussions
Webcasts to explore peer evals and rubrics

- Optional participation, ~60-80
- A chance for small group discussion

Rubric for Peer Evals
Peer Evaluations: Final Stage

• Three evaluators, and a self-eval
• 50% of grade

The Contest

We knew we wanted something just for fun…
Sample Submissions

Another poll… What is it?

The mystery object for this week is quite mysterious for me, maybe because of its colour which looks like ancient and the shape of it is quite unusual compared to other interior decor/antique stuffs that I have seen. Probably, it is one of the missing treasures of Aladdin and the most powerful genie is trapped inside and has been imprisoned in this vessel for thousands of years. Only the lucky person with a genuine heart will be able to find this vessel and once he rubs it three times the bell at the top of it will sprinkle aromatic and scented perfumes. This signifies that the genie has been released. And three wishes will be bestowed to the chosen one. (Sorry guys, I’m just trying to be very imaginative… magic element of story) Thanks for reading!

Another poll… What is it?

What is it? Say what you think is—what makes you think that?

Respond at PollEverywhere.com/jnapoto

Text 938501 and your message to 37667

Tweet @poll 938501 and your message
Shaping the Way We Teach English: Paths to Success

**Weekly Topics**
- Integrating Skills
- Alternative Assessment
- Learner Differences
- Classroom Management
- Reflective Teaching

**Materials**
- Sequence: To-do lists
- Videos: context & case studies
- Readings: required and optional
- Forums

**Assignments**
- Watch 2 videos; Read at least one article
- Notetaking and outlining
- Forum Posts or Comments

**Assessment**
- Pre-viewing knowledge check
- Weekly quizzes on videos and readings
- Forum Participation
- Weekly Contest: What is it? (optional)
- Lesson Plans (weeks 2-5)
- Webcast: Peer Evaluation (optional)
- Rubrics for peer and self-evaluation of lesson plans

**What does it mean?**

We should measure what matters because what we measure matters.

—Drew Faust, President, Harvard U.
Participation and Completion

- Landscape of ELT
- Paths to Success

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<tr>
<th></th>
<th>Enrolled</th>
<th>Participated</th>
<th>Completed</th>
</tr>
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<tbody>
<tr>
<td>Distinction Paths:</td>
<td>19693</td>
<td>18731</td>
<td>16681942</td>
</tr>
<tr>
<td>Normal Criteria Paths:</td>
<td>1427</td>
<td>515</td>
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Engagement
Engagement 8 months later

If you build it...

- People enroll in a MOOC for many reasons.
- People complete MOOCs for just as many different reasons.
- Completion probably matters less than engagement.
- We can (and did) get better at completion and engagement from C1 to C2.
- And access and learning go on beyond the course: every week enrollees return to the course.
What led to more persistence and engagement in Paths?

The Expected

• Clearer expectations and grading policies
• A better sense of what’s possible
• Better management of the forums
• Better technical understanding of the platform (Coursera)

What led to more persistence and engagement in Paths?

The Unexpected

• The materials resonated more (better framing)
• The lesson plan (project) was taken more seriously, more took part
• The contest provided more levity
Does this mean we built a community?

What Participants Said…

This experience made me feel more confident in my teaching resources, eager to apply new methods and to discover the landscape of teaching.
—Elena, Romania

I enjoyed very much the interviews with other teachers since they give their own vision of what has worked for them and what they have seen worked in their students.
—Rosalinda, Mexico

Though I had already been familiarized with most of the information that course covered, it was very motivating and inspiring.
—Katarina, Croatia

Everything was really interesting! I had fun while learning!
—Monica, Madagascar

Thanks for the guidance and encouragement and for making me do all the work.
—Gopal, India
References

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<tr>
<td>This presentation (as a .pdf)</td>
<td>goo.gl/09uAZk</td>
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<tr>
<td>Shaping the Way We Teach English: <em>Landscape of ELT</em> (starts January 5, 2015)</td>
<td><a href="http://www.coursera.org/course/shapinglandscape">www.coursera.org/course/shapinglandscape</a></td>
</tr>
<tr>
<td>Shaping the Way We Teach English Materials and Resources</td>
<td>americanenglish.state.gov</td>
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