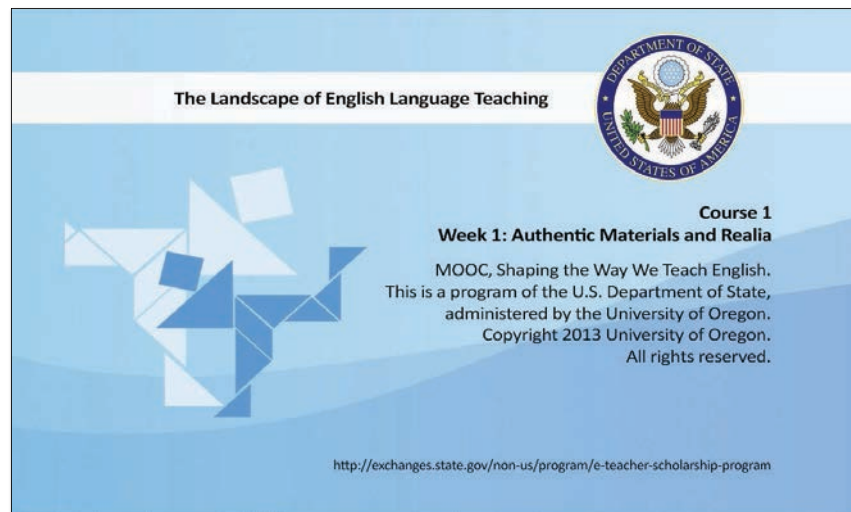


Massively Connected: Building Community in a MOOC

Deborah Healey

Jeff Magoto

University of Oregon



David Fay and Jacqueline Gardy
US Department of State

A quick poll:
What's your experience with MOOCs ?

Have you taken a MOOC? If so, what made your experience positive or negative?

Submit responses at
PollEv.com/jmagoto

Text **843819** and your message to 37607

Tweet **@poll 843819** and your message

powered by Poll Everywhere

Live Audience Polling

Web Response

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)



Course Format

This is a collaborative course, where you enhance your English language teaching expertise by sharing ideas with others. The basis of this discussion will be a short video and reading each week. The videos are of master teachers in real classes around the world, providing a look into the international community of EFL teachers. Closed captioning helps you understand what the teachers and students are saying.

Each week, a reading on methods and teaching practices, written by teachers for teachers, adds perspective to the classroom videos. **To share ideas about each week's topics with others, you are invited to join discussion forums.** In the discussions, you can contribute to the dialogue: Find out what other teachers do in their classes, ask questions, share and gain insights into classroom practice. These discussions will also help you formulate the culminating project.

For the culminating project, you will write a lesson plan incorporating some of the ideas from your readings, videos, and conversations with others. **The project will build over the 5 weeks of the course,** resulting in a practical, well-designed lesson that will demonstrate an understanding of the course material, and be truly meaningful for your students. As part of the project, you will read others' lesson plans and offer constructive criticism. **This peer reviewing activity will heighten your awareness of others' assumptions about teaching and give you a window into how English learning proceeds in other cultures.** With the peer reviews, you will also build a repertoire of completed lessons to share and experiment with.

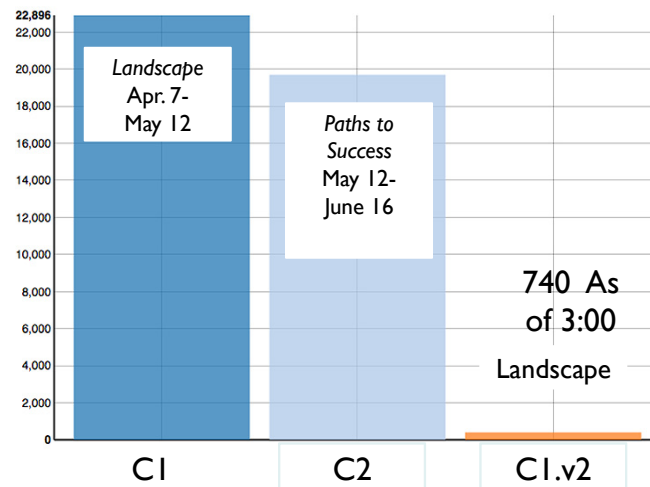
As you watch and read and discuss, we hope you'll build your creativity and flexibility as a teacher. The videos, readings, and discussion will give you plenty of food for thought, and help you answer these questions:

- How could this be adapted to my own classroom?
- How could this be adapted to my own students and culture?

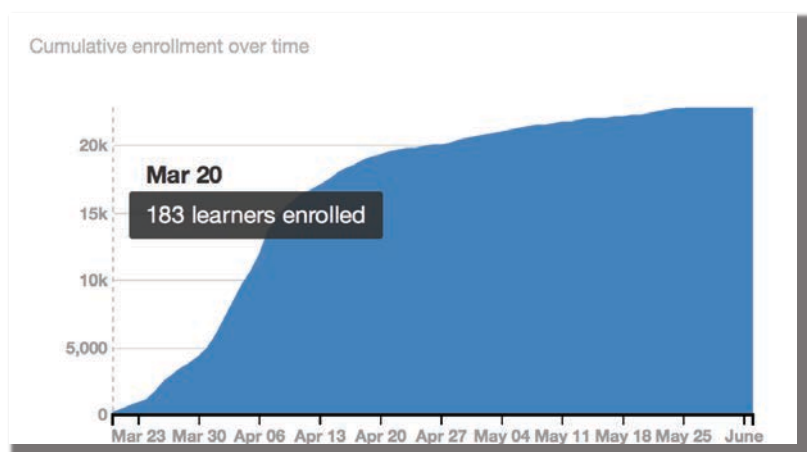
<https://www.coursera.org/course/shaping1landscape>

Would anyone show up?

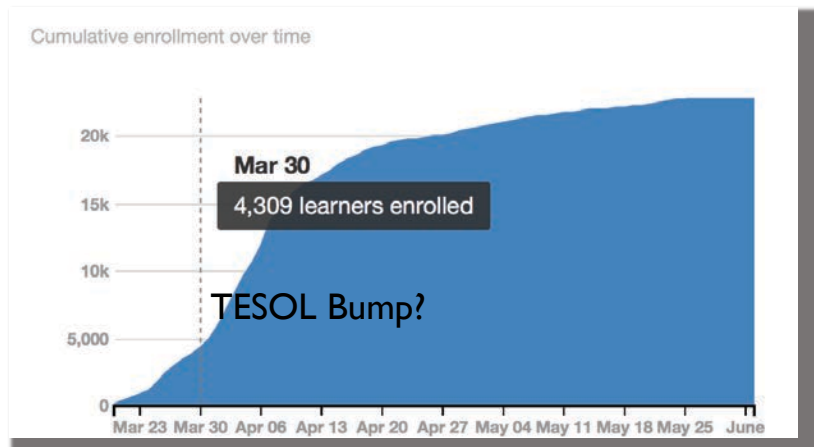
(3) Sessions Stats



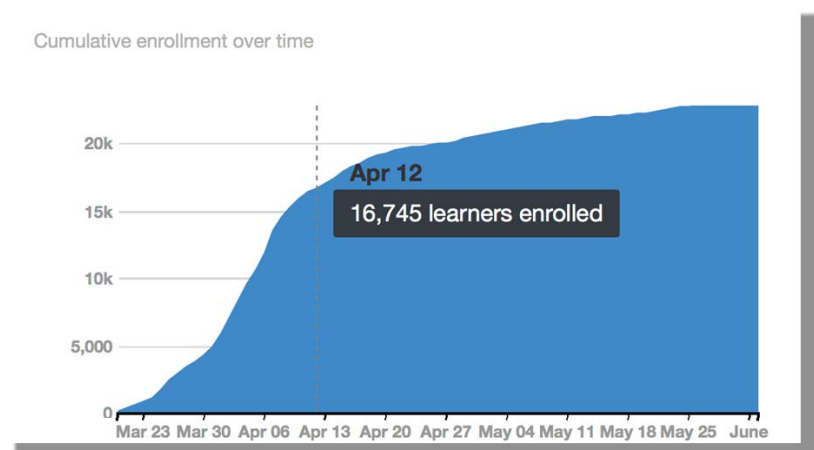
Registration...3 weeks out



Registration...2 weeks out



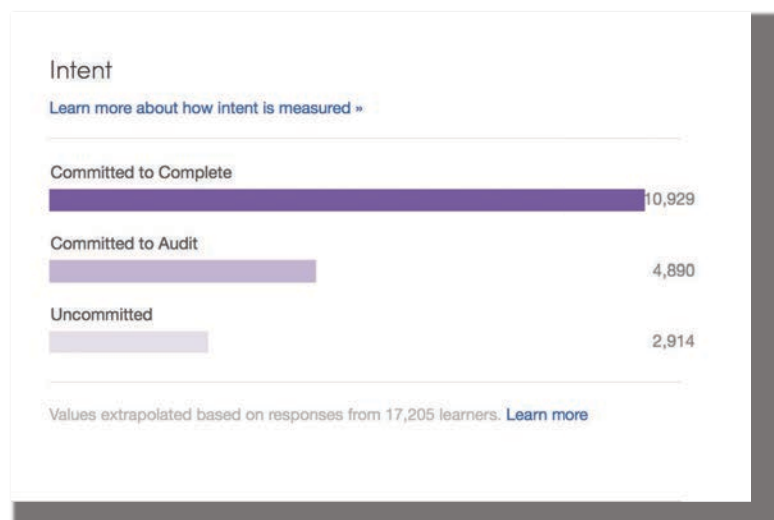
Registration...Start of Course

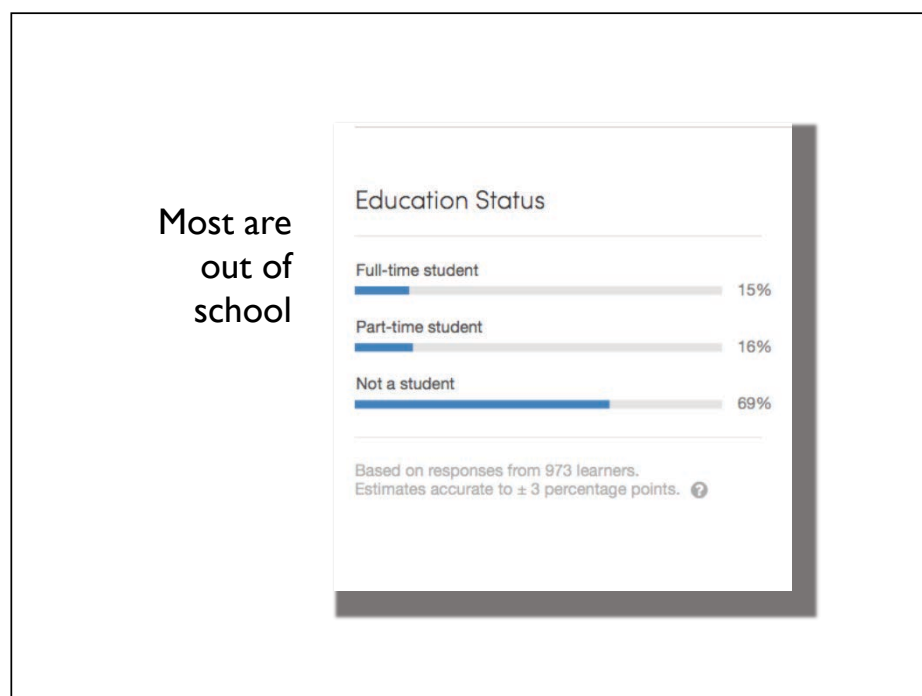
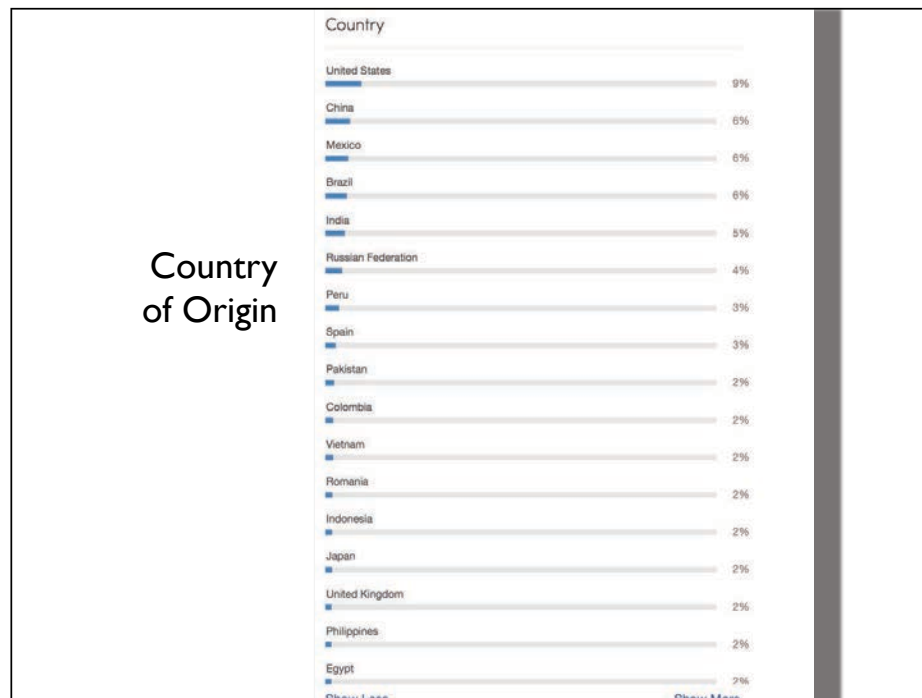


Not-So-Massive Expectations for Course I

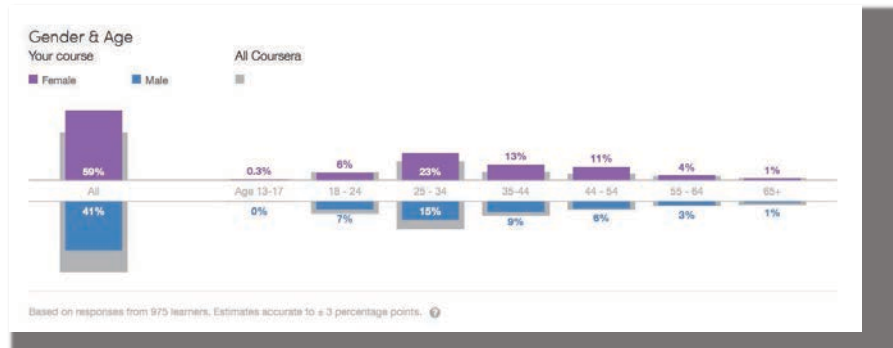
	What we expected for Course I	What actually happened
Enrollees	700	22,896
Show Rate	250-300	18,731 appeared
Persistence	70 (5% is the Coursera average)	1668 (9%)
Geographic Distribution	Beyond N.America and the BRICs, we had no idea	178 Countries, 68% from emerging economies

Participant Intentions



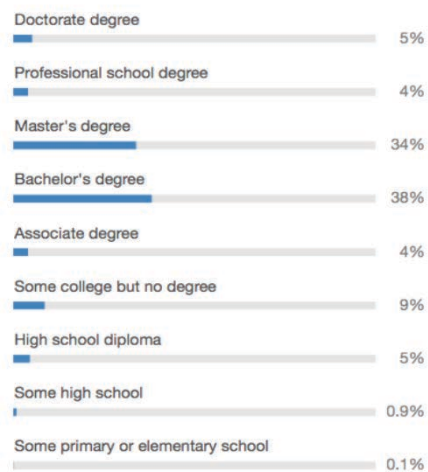


Gender and Age

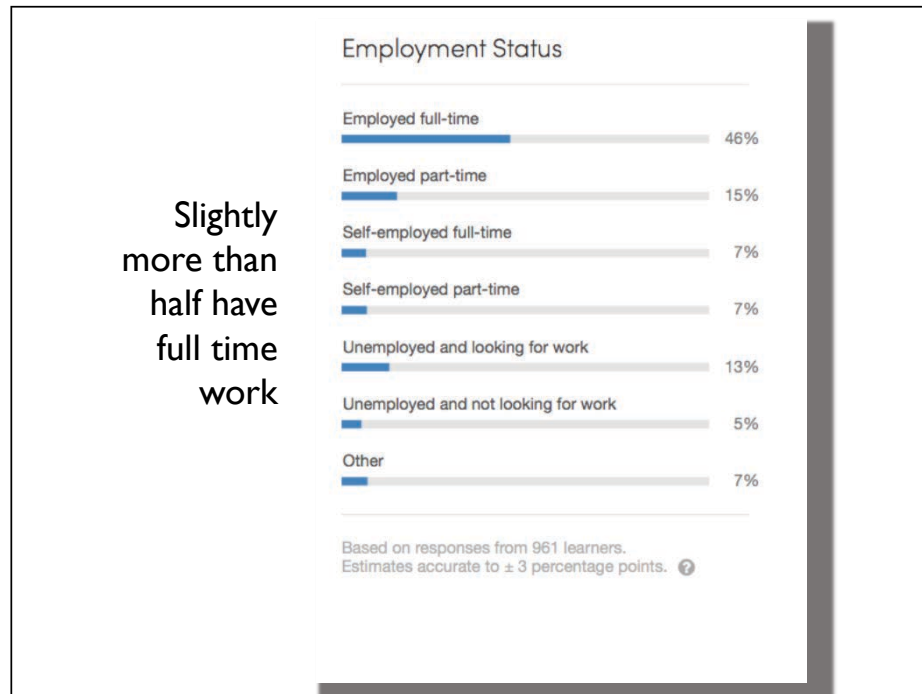


More than
40% have a
graduate
degree

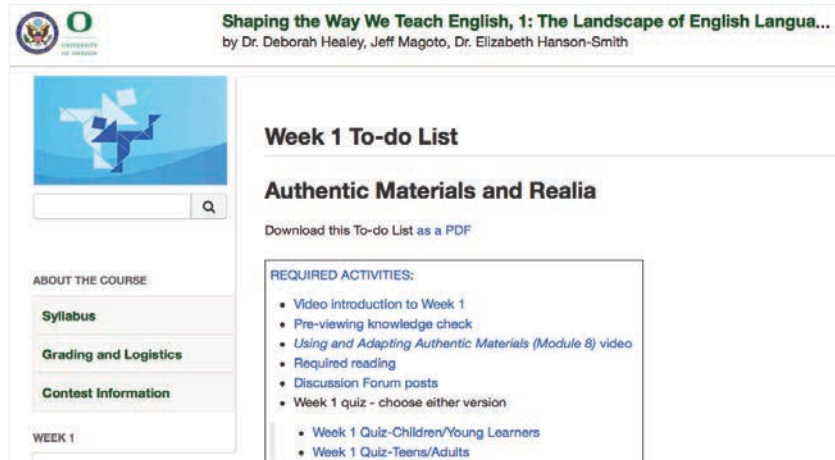
Highest Education Level



Based on responses from 975 learners.
Estimates accurate to ± 3 percentage points.



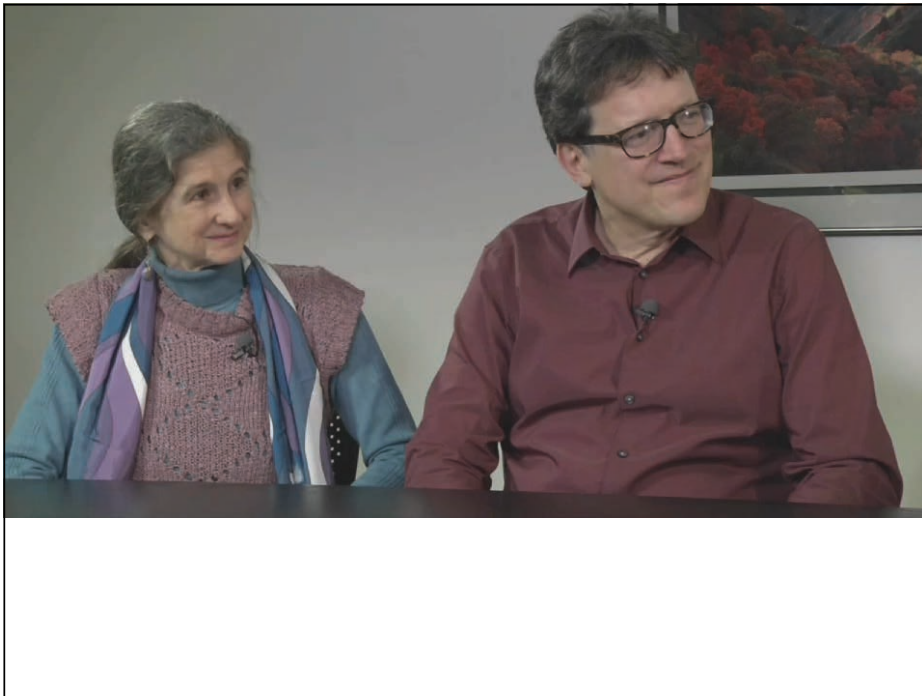
What did the MOOC look like?



The screenshot shows the MOOC interface for "Shaping the Way We Teach English, 1: The Landscape of English Language Teaching" by Dr. Deborah Healey, Jeff Magoto, and Dr. Elizabeth Hanson-Smith. The interface includes a search bar, a sidebar with links to "ABOUT THE COURSE" (Syllabus, Grading and Logistics, Contest Information), and a main content area for "Week 1 To-do List". The "Authentic Materials and Realia" section lists required activities: Video introduction to Week 1, Pre-viewing knowledge check, Using and Adapting Authentic Materials (Module 8) video, Required reading, Discussion Forum posts, and Week 1 quiz - choose either version. The quiz options are Week 1 Quiz-Children/Young Learners and Week 1 Quiz-Teens/Adults.

Participant Perspectives on the MOOC





Behind the Scenes: Our Classroom



Our Classroom: Authentic ...



Can you spot the contest items?



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

Weekly Contest:
What is it?
(optional)

Assignments

- Watch 2 videos; Read at least one article
- Notetaking and outlining
- Forum Posts or Comments
- Lesson Plans (weeks 2-5)
- Webcast: *Peer Evaluation* (optional)

Assessment

- Pre-viewing knowledge check
- Weekly quizzes on videos and readings
- Forum Participation

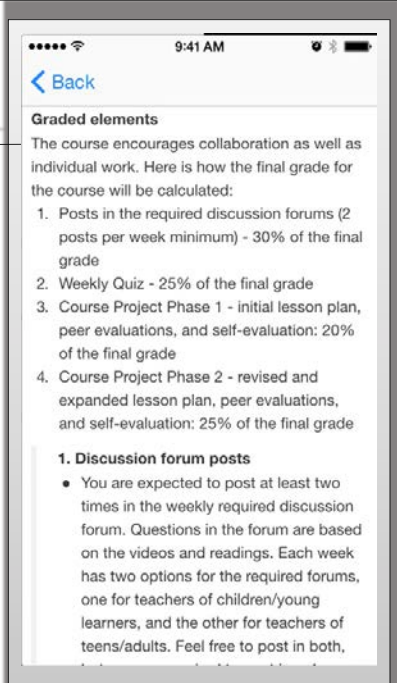
Rubrics for peer and self-evaluation of lesson plans

Desktop View

The screenshot displays a course website interface. On the left is a sidebar with navigation links: ABOUT THE COURSE, Syllabus, Grading and Logistics, Netiquette, Introductions, Contest information, WEEK 1 (To-do list), WEEK 2 (To-do list), WEEK 3 (To-do list, May 29 webcast), WEEK 4 (To-do list), WEEK 5 (To-do list), and a COMMUNITY section with links to All Discussion Forums, Announcements, Course Videos, Quizzes, and Lesson Plan Project. The main content area features an 'Announcements' section with a post about forum grading issues dated 25 Jun 2014, and a 'Grades are available' announcement. To the right, there are sections for 'Upcoming Deadlines' and 'Recent Discussions'. A 'COMMUNITY' sidebar on the right lists: All Discussion Forums, Announcements, Course Videos, Quizzes, Lesson Plan Project, and Join a Meetup.

Mobile View

Required Elements
vs.
Optional Collaborative Work
vs
Individual

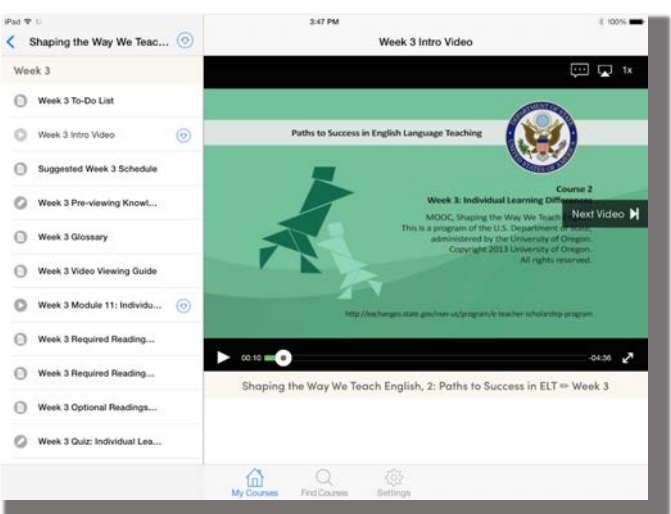


The mobile app interface displays a 'Back' button at the top. Below it, the section 'Graded elements' explains that the course encourages collaboration and provides the final grade calculation breakdown:

1. Posts in the required discussion forums (2 posts per week minimum) - 30% of the final grade
2. Weekly Quiz - 25% of the final grade
3. Course Project Phase 1 - initial lesson plan, peer evaluations, and self-evaluation: 20% of the final grade
4. Course Project Phase 2 - revised and expanded lesson plan, peer evaluations, and self-evaluation: 25% of the final grade

Under '1. Discussion forum posts', it states: 'You are expected to post at least two times in the weekly required discussion forum. Questions in the forum are based on the videos and readings. Each week has two options for the required forums, one for teachers of children/young learners, and the other for teachers of teens/adults. Feel free to post in both,'

Tablet View



The tablet app interface shows a sidebar menu on the left with the following items:

- Shaping the Way We Teach...
- Week 3
- Week 3 To-Do List
- Week 3 Intro Video
- Suggested Week 3 Schedule
- Week 3 Pre-viewing Knowl...
- Week 3 Glossary
- Week 3 Video Viewing Guide
- Week 3 Module 11: Individu...
- Week 3 Required Reading...
- Week 3 Required Reading...
- Week 3 Optional Readings...
- Week 3 Quiz: Individual Lea...

The main content area displays 'Week 3 Intro Video' with a video player. The video title is 'Paths to Success in English Language Teaching'. Below the video player, it says 'Shaping the Way We Teach English, 2: Paths to Success in ELT = Week 3'.

a predictable (but not necessarily sequential) path through materials and assignments.

Forums Topics

required forum
participation

a system for
acknowledging
meaningful
contributions

All Threads	Start new thread	Top threads	Last updated	Last created
Week 1 REQUIRED Forum Option 1 - parallel thread for teachers of children	Started by Deborah Healey INSTRUCTOR · Last post by rajani joshi (5 months ago)	2 points	163 posts	415 views
Week 1 REQUIRED Forum Option 1 - parallel thread for teachers of very young learners	Started by Deborah Healey INSTRUCTOR · Last post by araly garzon c (5 months ago)	1 point	41 posts	124 views
Using stories	Started by rajani joshi · Last post by TRA BI Beni Jean Pierre (5 months ago)	0 points	4 posts	15 views
Week 1 Required Option 1 - parallel thread for teachers of children	Started by Deborah Healey INSTRUCTOR · Last post by Carmen Aurelia Dracea (5 months ago)	11 points	490 posts	1899 views
An activity to develop the four skills	Started by ISABEL CAROL ANNE HERRERA QUIROZ · Last post by Carla Maldonado (5 months ago)	0 points	10 posts	40 views
week 1	Started by Nigham Ali · Last post by Olga Romanova (5 months ago)	0 points	4 posts	11 views
Week 1 Required Option 1 - parallel thread for teachers of very young learners	Started by Deborah Healey INSTRUCTOR · Last post by Pagani Maria Roxana (5 months ago)	1 point	109 posts	322 views
role play	Started by erika elizabeth roger · Last post by araly garzon c (5 months ago)	2 points	30 posts	105 views
Week 1 REQUIRED Forum Option 1 - parallel thread for teachers of children	Started by Deborah Healey INSTRUCTOR · Last post by Zakir Hossain (5 months ago)	2 points	225 posts	1033 views
Story Telling have the effective role in language teaching	Started by Monobhaha Ghosh · Last post by Silvina Eliana Velazquez (5 months ago)	0 points	4 posts	11 views
Week 1 REQUIRED Forum Option 1 - parallel thread for teachers of children	Started by Deborah Healey INSTRUCTOR · Last post by Kedibone (5 months ago)	4 points	199 posts	945 views
Week 1 REQUIRED Forum Option 1 - parallel thread for teachers of very young learners	Started by Deborah Healey INSTRUCTOR · Last post by Irina Parina (5 months ago)	12 points	323 posts	1415 views

Forums with Guest Moderators

- a fresh perspective
- help surface hidden discussions

Prove of effectiveness of small group learning - what is your experience?

Subscribe for email updates.

No tags yet. + Add Tag

Sort replies by: Closed first · Newest first · Most popular

Some ways of managing class discipline and logistics, described in this lesson, are non-traditional and not practiced in Russia. I wanted to ask about your experience and opinions concerning some of them. For example, in the video it was mentioned that students need to have an opportunity to move and walk during the class (one of the images showed the whole group of students gathering at one place to see a picture). Doesn't it create too much noise and distraction? Do any of you practice such method and is it helpful?

Also, among those of you who practice group work in classes (as described in the article), have any of you tried to evaluate whether it is more or less effective in terms of results of language proficiency (compared to class work when a teacher is able to monitor directly what a student says)? Have you come across any scientific empirical research related to the study of effectiveness of small group work of students as described in the article vs. class (or pair) work when communication can be directly moderated by a teacher? The article makes references to several studies, but, unfortunately, for some reason I didn't find one article on the internet link that was provided, the one I was able to open does not refer to an empirical study of effectiveness of such work, unfortunately, but rather describes the method in a form

Beth · 5 months ago

Dear Marina,

I'm sorry I don't have an article in mind right now to suggest to you. I know that I've read some articles that provide support for group work - I think if you search the literature on "task-based" learning you will find some. In that literature it's often stated that tasks need to require some focus on form in order to really improve the students' language ability.

In addition, I just did a quick Google scholar search and found some abstracts that point to positive results for group work, as long as students are actively participating. Here's an example: <http://www.sciencedirect.com/science/article/pii/S0346251X04000223>

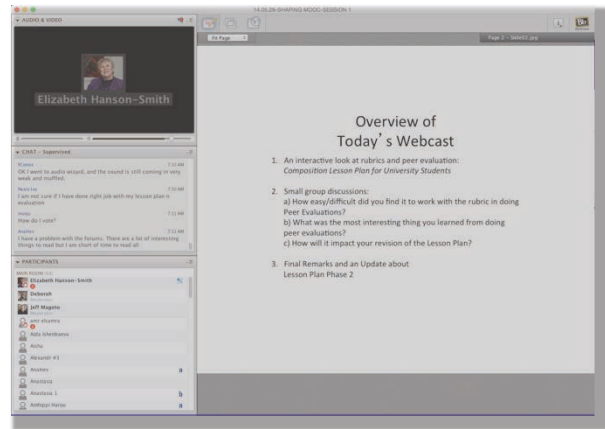
The Google Scholar search did indicate that research finds complex results - group work is not a magic solution to everything! :-)

Best wishes,
Beth

0 · 0 · flag

Webcasts to explore peer evals and rubrics

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



Rubric for Peer Evals

Directions:
Use this rubric to determine if you have completed all the elements of the lesson plan.
As you evaluate your peers' or your own lesson plan, also look carefully at the rubric below. The description in each box should help you determine how well the lesson plan meets the criteria. If you can't decide between two scores in a category, choose the higher one.
Be sure to read all of the cells describing each element before you begin to rate a lesson plan.

Category	Weak (1)	Fair (2)	Good (3)	Excellent (4)
Students and setting	There is very little information about the students and the setting.	One or two elements are missing, so it's difficult to understand who the students are and/or what their setting is.	Most elements are included. It's possible to understand who the students are, but it's not easy to visualize the class.	All elements are fully described: Students' age, grade level, previous English experience; type of institution, number of students in the class, class meetings per week, length of each class meeting. It's clear who the students are, and we can visualize their class.
Lesson background	There is almost no information about the background. It's unclear how the lesson fits in with what happened before or with what will come after this lesson.	There is some information about the background, but it's hard to visualize what happened before and/or after this lesson.	There is enough information about the background to visualize what happened either before or after the lesson, but not both. The background is not completely or clearly described.	The background of this lesson is clearly described. We can visualize what happened in the class before (if this is not the first lesson) and after the lesson (if this is not the final lesson).
Learning objectives/expected results	The learning objectives and/or expected results are unclear. The level on Bloom's taxonomy is not appropriate. We don't know what the students are supposed to be learning.	The learning objectives and results may not be clear or may not be measurable. Level(s) on Bloom's taxonomy are included but may not be completely appropriate. We have some idea of what the students are supposed to be learning, but not much.	The learning objectives and results are clear enough to have an idea of what students are supposed to be learning. The level(s) on Bloom's Taxonomy are adequate. It's somewhat easy to visualize exactly what students are supposed to understand or demonstrate that they know.	The learning objectives/expected results are clear. The level(s) on Bloom's taxonomy are given and are appropriate. We can easily visualize what the students are supposed to understand or demonstrate that they know.
Resources	The resources are too long or too short. Authentic material and group/peer work are not used.	Materials and group/peer work may not be completely appropriate. It's difficult to visualize how the lesson will proceed.	They may not be used very well. The time seems either a bit too long or too short. It's possible to visualize how the lesson will proceed, but it's not easy.	Resources are used appropriately; the right amount of time is allocated. We can visualize how the lesson will proceed.
Reflection	The reflection is missing one or more elements, e.g., there is little discussion of the use of authentic material/results, or little discussion of group/peer work. There may be no explanation of why the lesson is appropriate for the students.	The reflection briefly mentions authentic material/results and group/peer work, but does not clearly explain how they are used. The reflection states that the lesson is appropriate for the students but does not explain why.	The reflection briefly mentions how authentic material/results and peer/group work will be used. The reflection explains how the lesson is appropriate for the students. The explanation is not very clear or not convincing.	The reflection discusses how the lesson demonstrates the use of authentic material/results and peer/group work. The reflection clearly explains why the lesson is appropriate for the students.

Peer Evaluations: Final Stage

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

Overall Evaluation:
Overall, I felt that this lesson plan:

Submission	Evaluator	Evaluation
		4 (Was clear and complete. A teacher could use most or all of this lesson as described.)
		4 (Was clear and complete. A teacher could use most or all of this lesson as described.)
		4 (Was clear and complete. A teacher could use most or all of this lesson as described.)

Evaluation

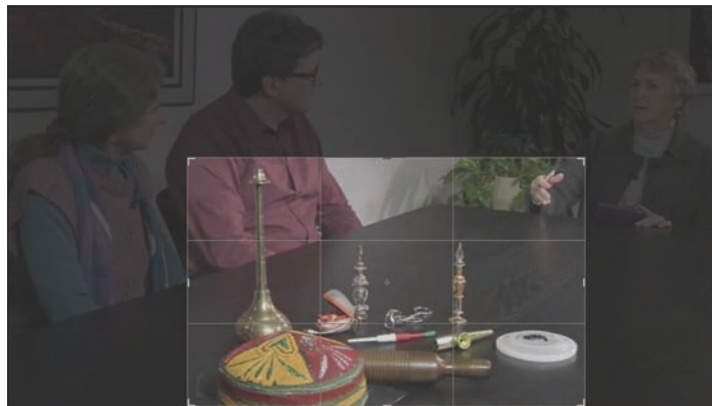
No doubt its a good lesson plan. But it seems to big to me. It would be better understandable if it were downsized little bit.

This is the best lesson plan I have seen in this teaching course. Any teacher could try it in his/her class.

I think this job is an English class that belongs to a high level of English for University students who are learning american culture and some directions to be successful in the professional school as well as life itself. To me that was very complete, except for the materials that i'm used to see them in an easier way to describe them. The job is almost perfect.

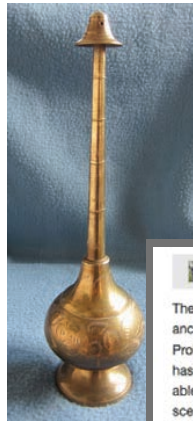
Thanks to the feedback from my earlier reviewers, I was able to revise this lesson to make it more "doable" by others who aren't so familiar with digital games.

The Contest



We knew we wanted something just for fun...

Sample Submissions



Lijana
an ancient Egyptian wifi router :-)?
50 - flag

Marion I.
Hello Everyone!
I like your guess Lijana :) Perhaps the long tube serves as the antenna and the bell at the top of it will ring if signals have been detected.
8 - flag

Marion I. Santiago - 6 months ago %

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 compare to other interior decors/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 sweet-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:)

Nicenet guess Lijana, I think it might be a container for incense, I have seen something similar in some churches.

Another poll...*What is it?*

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

Respond at
PollEv.com/jmagoto

Text **938501** and your
message to 37607

Tweet **@poll 938501**
and your message

No responses received yet. They will appear here...

powered by **Poll Everywhere**

Live Audience Polling

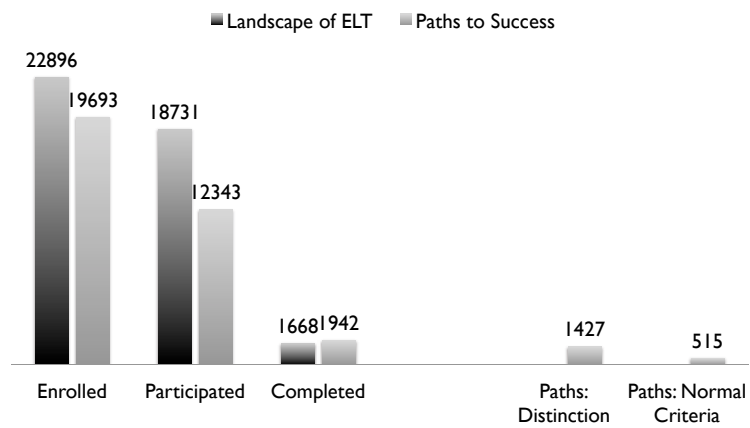
<i>Shaping the Way We Teach English: Paths to Success</i>			
Weekly Topics	Materials	Assignments	Assessment
<ul style="list-style-type: none"> Integrating Skills Alternative Assessment Learner Differences Classroom Management Reflective Teaching 	<ul style="list-style-type: none"> Sequence: To-do lists Videos: context & case studies Readings: required and optional Forums 	<ul style="list-style-type: none"> Watch 2 videos; Read at least one article Notetaking and outlining Forum Posts or Comments 	<ul style="list-style-type: none"> Pre-viewing knowledge check Weekly quizzes on videos and readings Forum Participation
	<div>Weekly Contest: <i>What is it? (optional)</i></div>	<div>Lesson Plans (weeks 2-5)</div> <ul style="list-style-type: none"> Webcast: <i>Peer Evaluation (optional)</i> 	<div>Rubrics for peer and self-evaluation of lesson plans</div>

What does it mean?

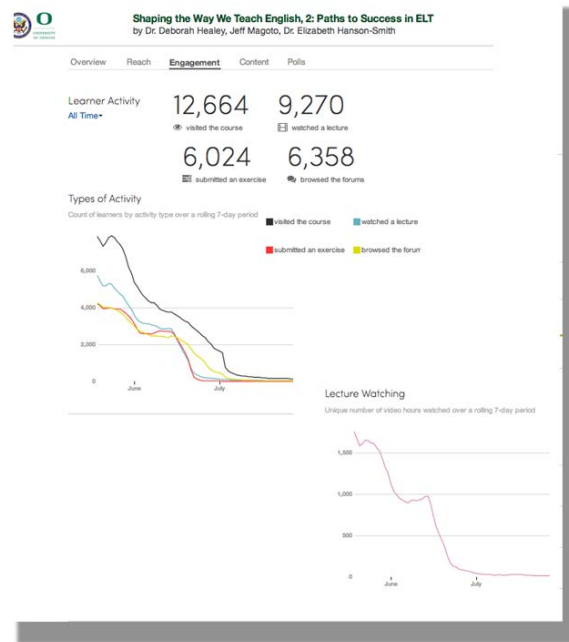
*We should measure what matters
because what we measure matters.*

—Drew Faust, President, Harvard U.

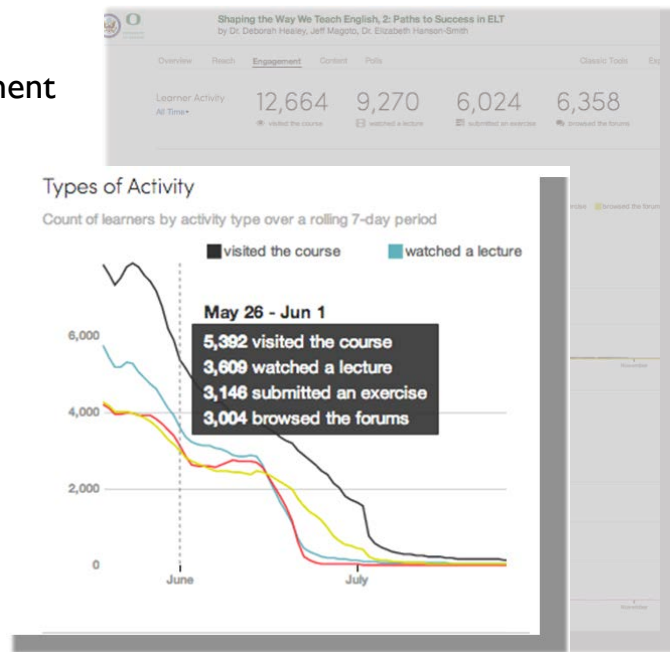
Participation and Completion



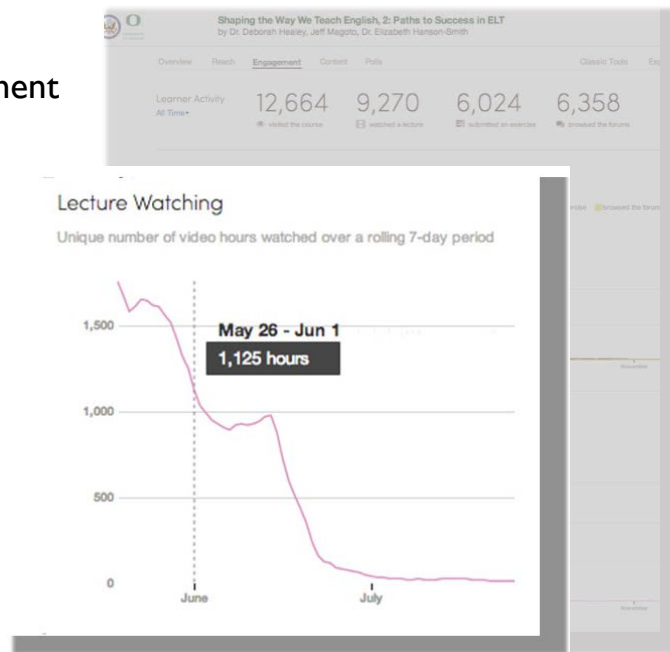
Engagement



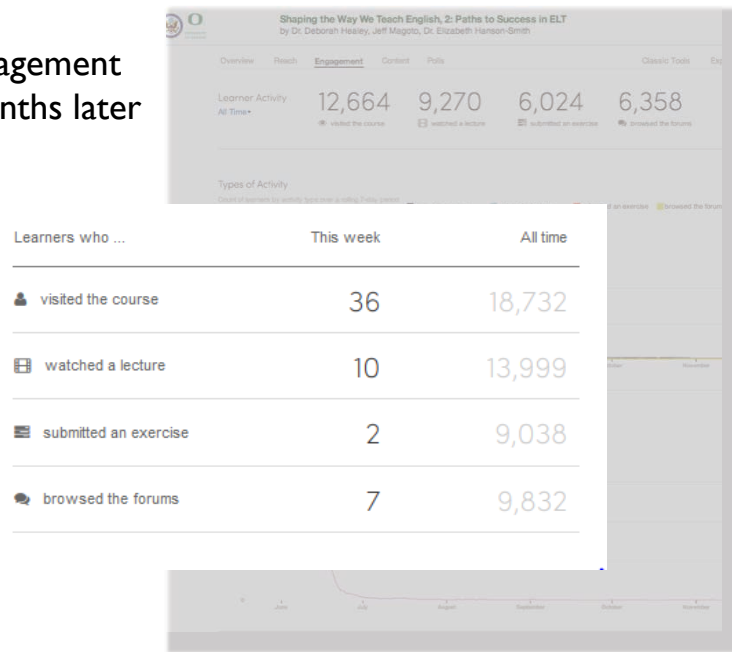
Engagement



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

Q & A

References

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