

Engaging students through social learning: inspiring curriculum innovation in HE

Lisa Harris

Web Science Institute

@lisaharris

Flexible learning

- UK leader in flexible degrees where students can shape their own experiences
- Students have the option to take modules outside their area of study
- First UK university to offer Major/Minor degrees
- Students can access many learning resources on the move
- Founding member of the FutureLearn Consortium and member of FutureLearn's MOOCs



Web Science Institute

UNIVERSITY OF
Southampton

How the Web is Changing the World and the World is changing the Web.
Connect with us on our:

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[YouTube](#)

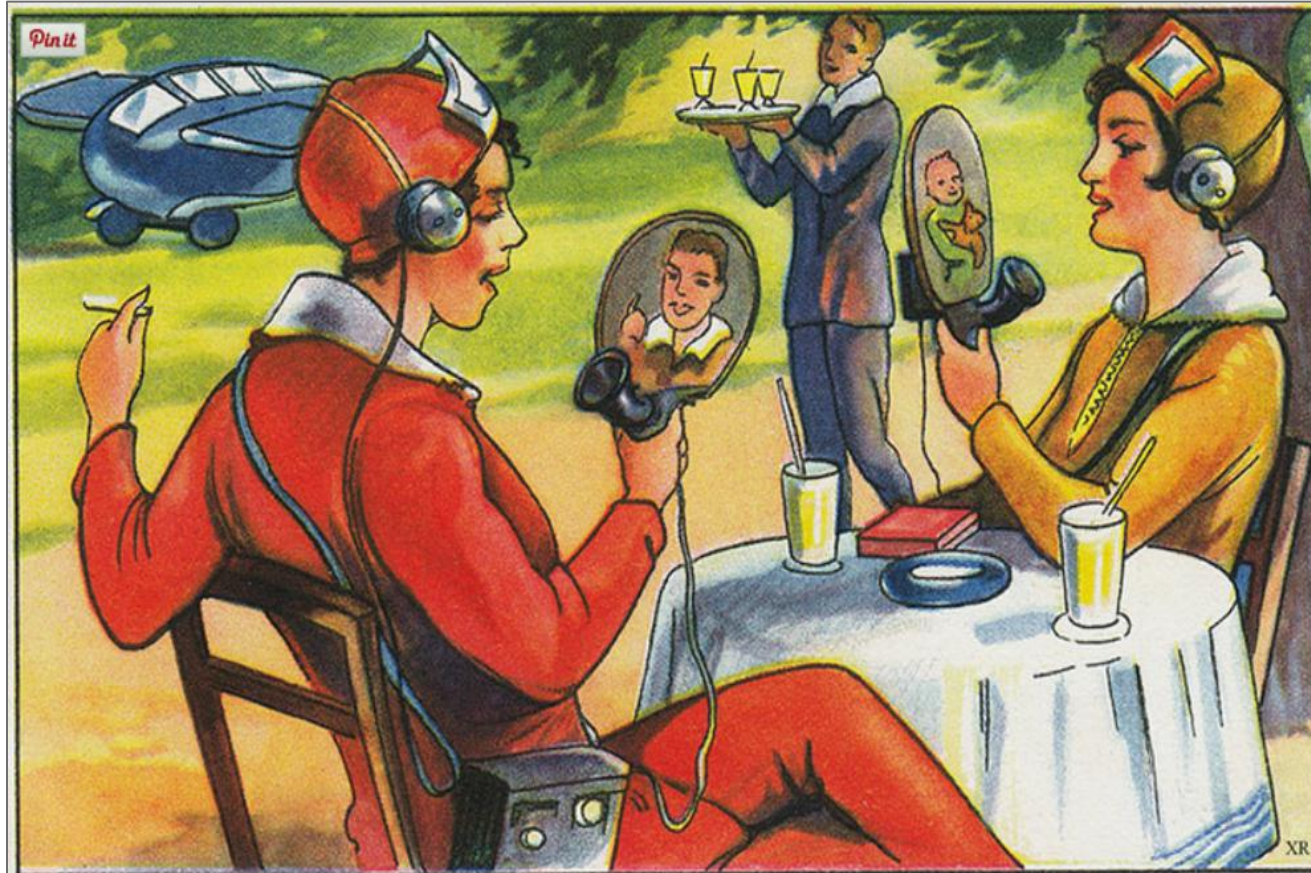
[Twitter](#)

The Web is the largest information system ever constructed; a social and technical phenomenon that is transforming our world in innovative and unexpected ways.

A deep understanding of the Web's technologies and social construction is enabling Southampton to develop new forms of economic, social, political, technological and cultural capital.

The WSI is staffed by a multi-disciplinary team drawn from across the Faculties, led by Professor Dame Wendy Hall and Professor Sir Nigel Shadbolt.

- Focuses on interdisciplinary collaborations and partnerships
- Leverages staff and student expertise across the University
- Provides a platform for public, private and third sector collaboration
- Showcases unique and creative education



The Plan

- The evolving role of University education in the digital age
- Massive open social learning
- MOOCs as catalysts for innovation and change within proactive institutions.
- Adding value to on-campus students
- The MOOC Observatory – learning analytics

Early steps towards openness



Gutenberg's Printing Press



Manutius - printed
and bound books

Gutenberg: In the Beginning Was the Printer

“And even today, in spite of the digital revolution, Gutenberg’s invention still dominates the way we organise our thoughts. Using our tablets and eReaders we use bookmarks, and when sending emails we select our font.

“In a world of advanced IT we remain unashamedly, irrecoverably the children of Gutenberg.” (Neil MacGregor)

Lessons from history: social context is key to openness

It's not just about technology. Openness is “...made possible because society comes to regard it as important” (Peter and Diemann, 2013)

- The printing press and early books
- 17th century coffee-houses provided books, networking, discussions, news, pre-published materials (“Penny Universities”)
- The growth of the railways led to postal services and development of correspondence courses
- Open University
- iTunesU
- MOOCs

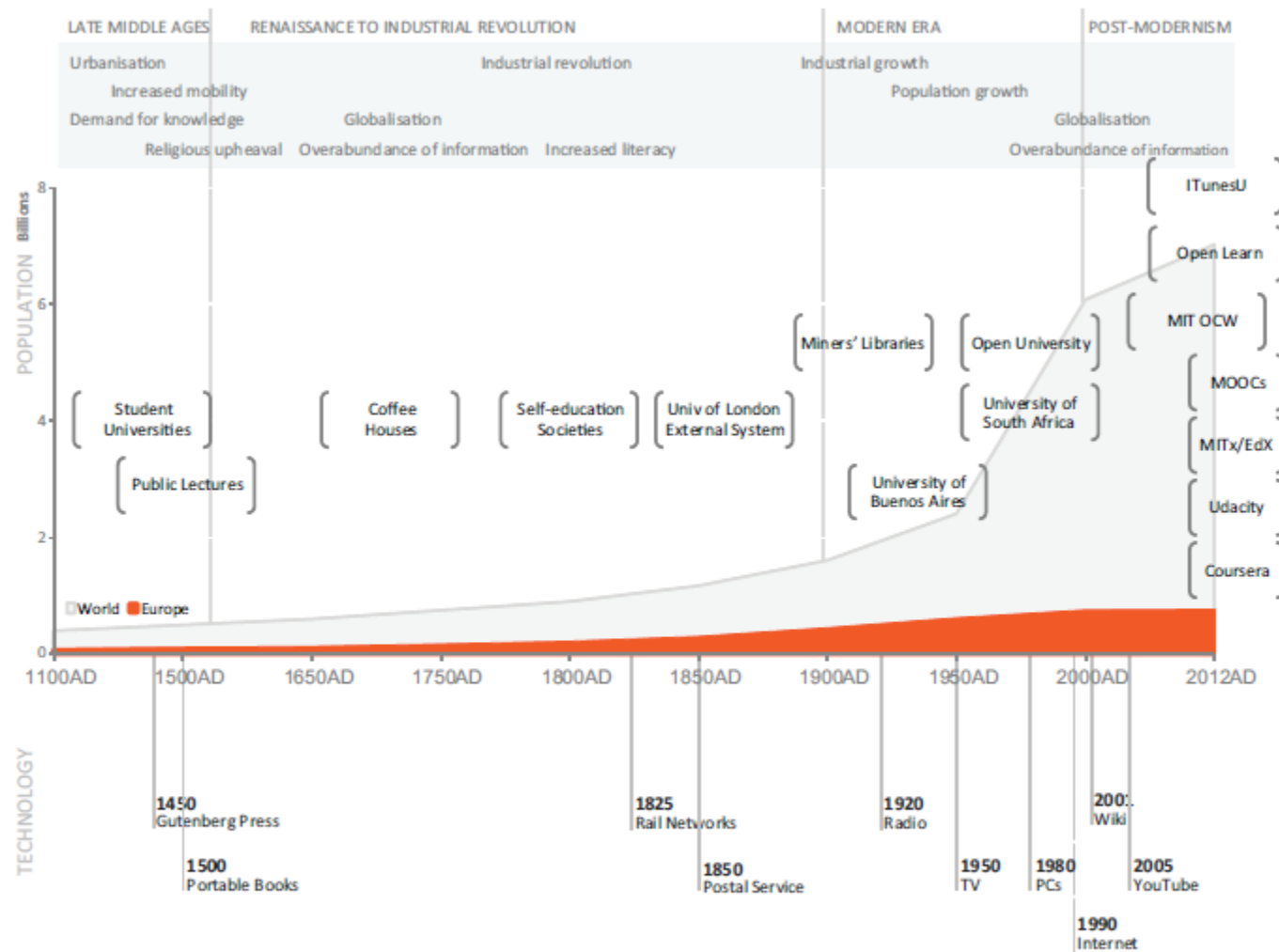


Figure 1: Visualisation of the History of Openness in Education

Changing learner behaviour

Rising expectations

Ubiquitous ownership of smartphones and tablets

‘always on’

But it’s just about how to use the tools. Many studies have shown that students’ understanding of the digital world is superficial:

“living in an increasingly digital society requires an appreciation of participation, social justice, personal safety, ethical behaviours and the management of identity and reputation in both online and offline spaces, as the boundaries between them become increasingly blurred” (Carey et al, 2009).

Innovating Pedagogy Report (Sharples et al, 2014)

Identifies “massive open social learning” as the innovation most likely to impact upon education in the short term:

- Network effects
- Gamification
- Discussions
- Quizzes
- Activities
- Following key contributors
- Peer review

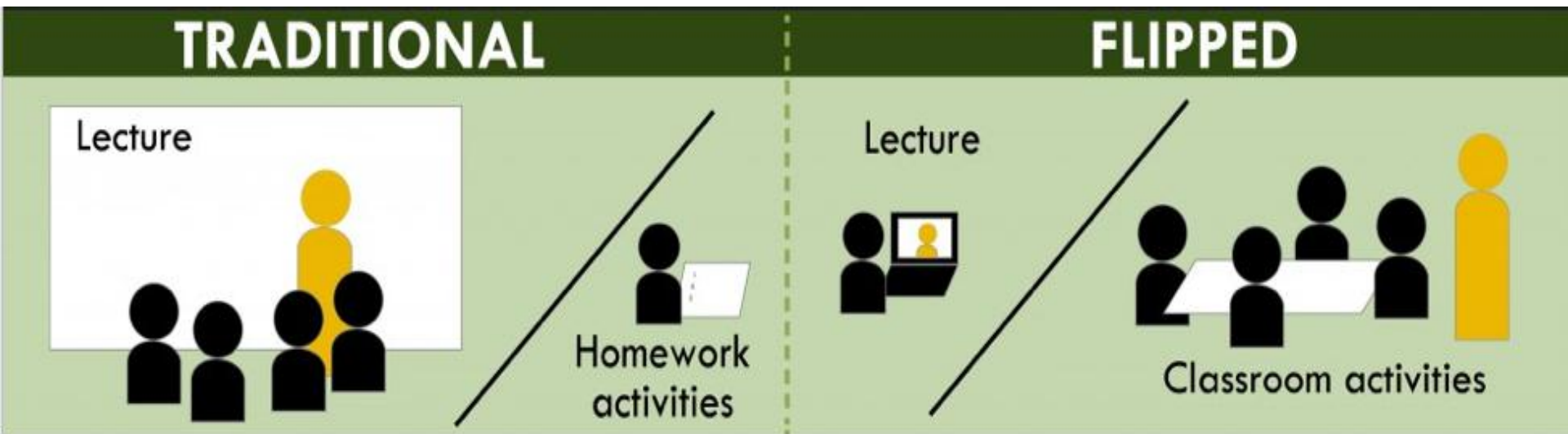
MOOCs as catalysts for change

George Siemens emphasises the growing importance of the “social” element of MOOCs:

“And, what learners really need has diversified over the past several decades as the knowledge economy has expanded. Universities have not kept pace with learner needs and MOOCs have caused a much needed stir — a period of reflection and self-assessment. To date, higher education has largely failed to learn the lessons of participatory culture, distributed and fragmented value systems and networked learning.” (Siemens, 2014)

End of the lecture?

The flipped MOOC / flipped classroom

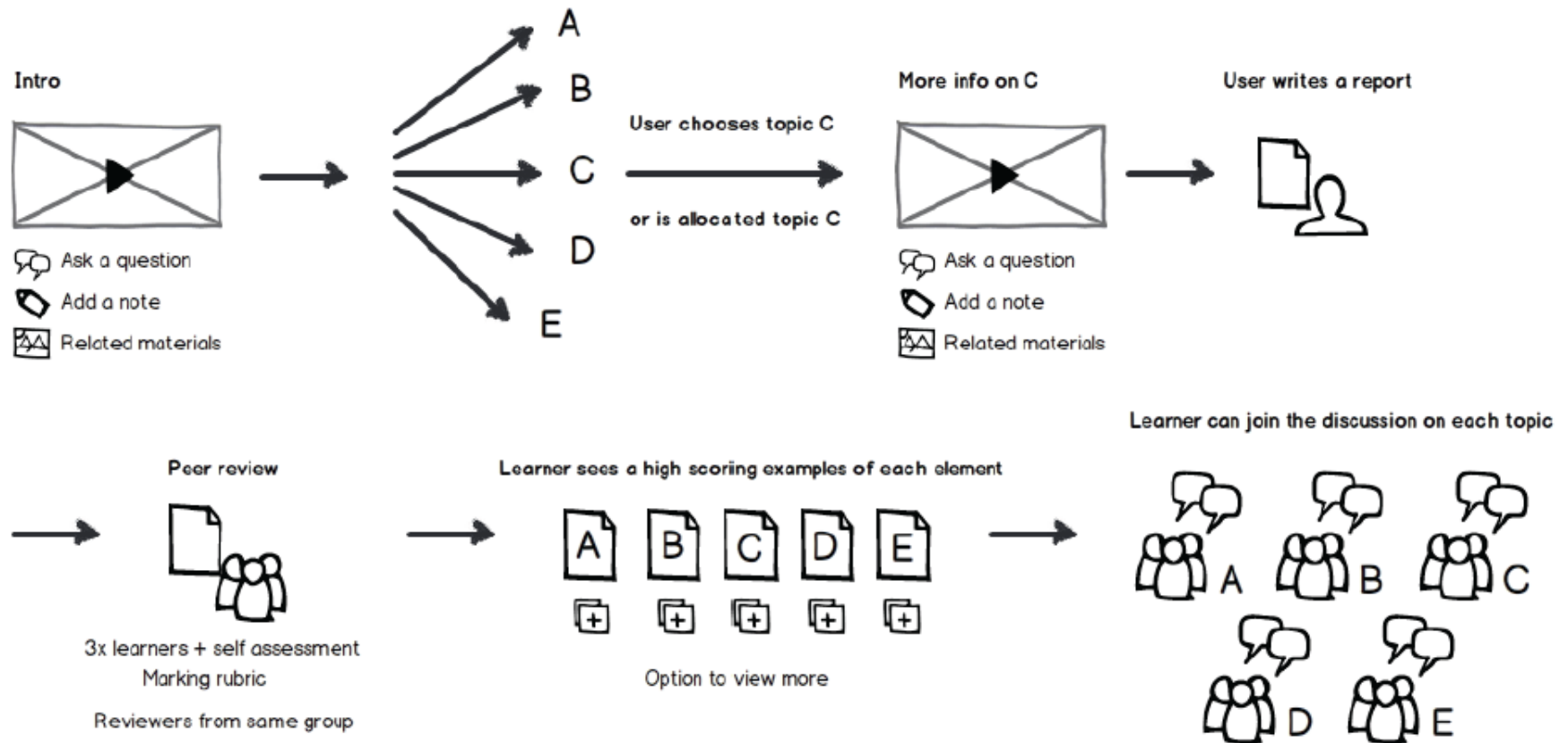


Patterns for social learning

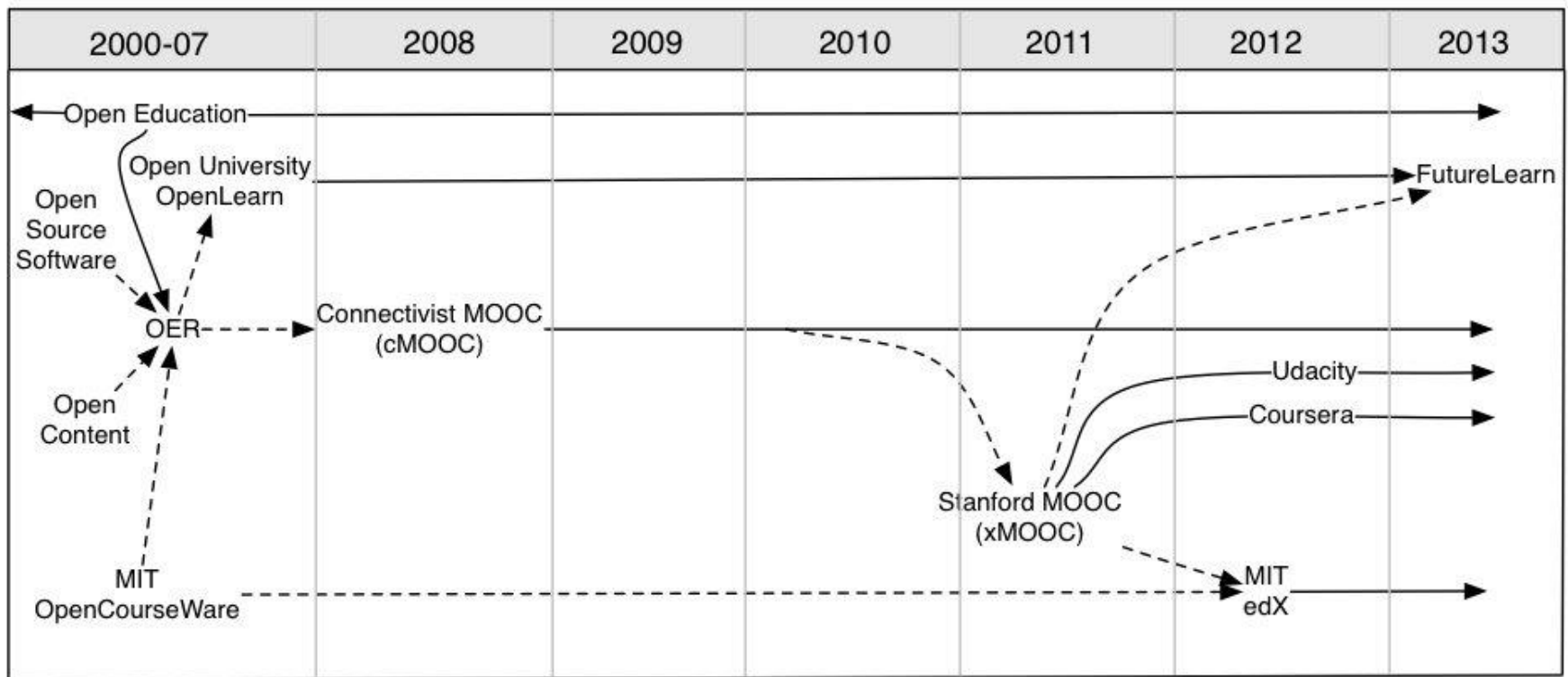
- Social constructivist learning approach
- Based on small on-the-fly groups
 - Students remain in those groups for that activity
- Carousel Learning
- Lots of ideas for patterns of social learning



An example social learning pattern

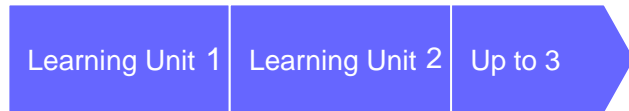
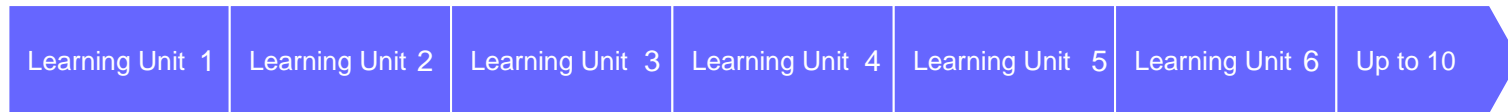


MOOCs?

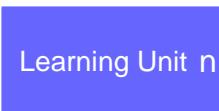


-----> An influence
 —————> Directly related

Futurelearn MOOC structure

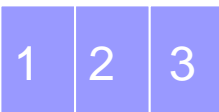


miniMOOCs have 2 or 3 Learning Units

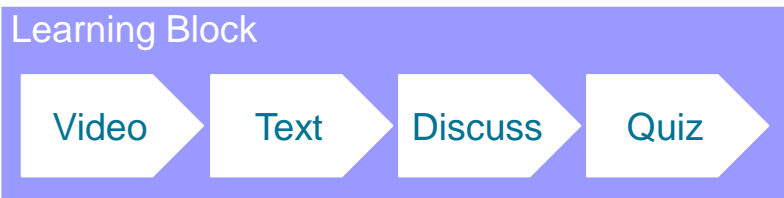


Weekly Learning Units: , 2- 6 hours study time

Meaningful title, clear learning goals, end-of-unit assessment



Each with 2 or 3 self-contained **Learning Blocks**



Learning Blocks

Sequence of elements
(This is just one example)

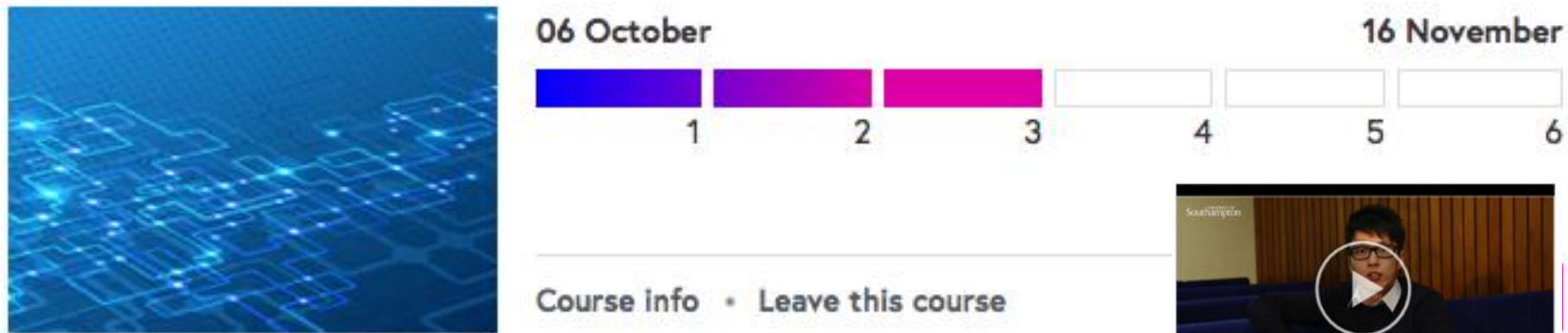


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- In 12 months, 118,531 sign-ups to 12 runs of 7 MOOCs
- 42% of learners are from UK, 58% international
- 5 MOOCs already being used with UoS students
- Over 95% recommendation
- [More information](#) about existing Southampton MOOCs

Web Science: PhD student input

WEB SCIENCE: HOW THE WEB IS CHANGING... UNIVERSITY OF SOUTHAMPTON



Showcasing research:

- 13 PhD students created content
- 2 PhD students conducted research with learners
- Over 50% of current MSc cohort had already done MOOC

Quality control:

- Real time changes to content in response to learner feedback



Portus: bridging research & education

Encouraging BBC documentary viewers to study more, first via second screening

You can **watch it now** on BBC iPlayer from within the UK.

If you are interested in **behind the scenes** information on the computer graphics programme and how it benefits our research read the [Reconstructing Portus – Reel post](#).

You can find out further details on the main BBC website. Members of the Portus team during the broadcast using [#portusproject](#) and [#RomesLostEmpire](#). You can keep up to date with developments at Portus and in our other research by following [@ArchCRG](#)



ArchCRG and the
BBC One

[#WeAreConnected](#) [thndr.it/1omBpUS](#)

 **Stephen Kay**
[@ctanhaninhkay](#)

14 Jul

I'm Eleni Kotoula, a PhD student in the Archaeological Computing Research Group, University of Southampton. I am a conservator of antiquities and works of art and I have worked in practical conservation since 2004 in museums and cultural organizations in Greece. My conservation research is focused on non-destructive analysis of archaeological material and accelerating ageing of adhesives/consolidants used in conservation. [Continue reading](#) →



Cross-referencing my thesis to the course

I provided a link to my PhD thesis early on in the course in Week

Use MOOCs as a way in to open access research publications and research data

MOOCs
learning
from Citizen
Science
approaches
to support
new research
communities

latest trail featuring Dan Snow



please follow the Snuffer help section located couple of other things here but the help section

then numbers, right click on the file in the lefthand menu window and select **preview window**. This will create a window allowing you to



[Advanced] Analyse some palaeo-environmental core data – comments

versa. The "direct links" should take you to specific pages in the thesis, but the behaviour varies according to your device and setup. You can access the whole thesis in any case from the reference below. [Continue reading](#) →

Pina Franco
June 11, 2014
[Comments](#)



Digital Marketing: “eating the dog food”

DIGITAL MARKETING UNIVERSITY OF SOUTHAMPTON



13 October

02 November



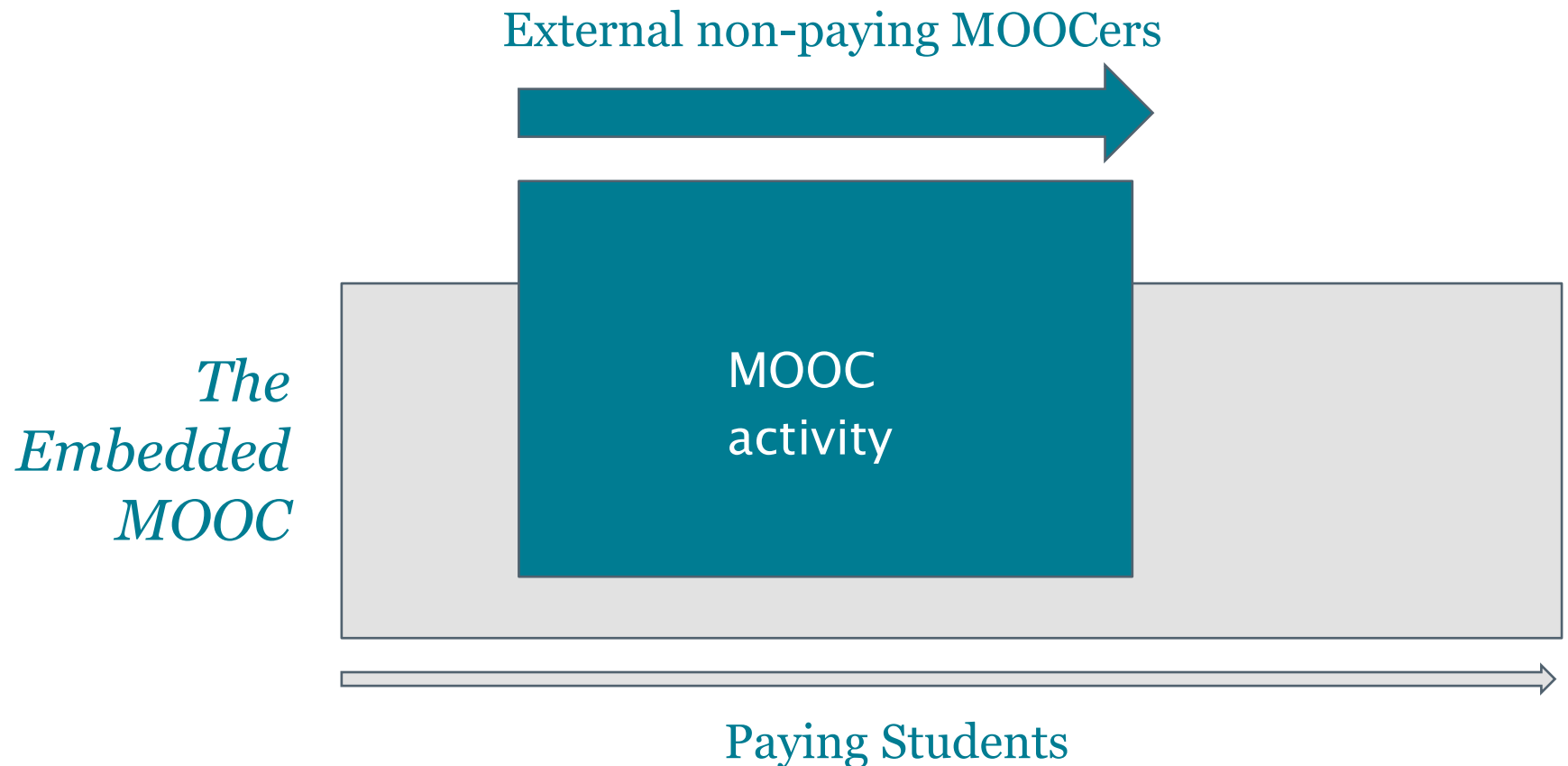
Course Info • Leave this course

Go to course

- Pushing the boundaries of social media engagement: Storify
- Active learning highlights limitations of traditional F2F approach
- PhD students integrate education with their research
- Collaborative cross faculty and industry projects are highlighted & progressed



MOOCs in campus-based learning



Berkeley Scratch Course

Shows F2F and MOOC version of course

Activity	CS10	CSw10
Lecture	Come to lecture, use clickers. Ask any questions by raising hand.	Watch archived lecture videos online (any time), answer embedded multiple-choice questions. Ask any questions on Piazza; response times may vary.
Lab	Come to lab, complete Moodle-driven labs, ask questions from CS10 TAs and lab assistants in person.	Complete labs online during one of the CSw10 lab section times, ask questions on Piazza, which are answered in real time by CSw10 TAs and lab assistants.
Discussion	Come to discussion for community building, review, and distillation.	Come to online discussion in Adobe Connect for community building, review, and distillation.
Projects	Work with your teammate(s) by scheduling face-to-face time to work on it together outside of class, and submit online.	Work with your teammate(s) by scheduling online time to work on it together outside of class, and submit online. <i>Classmates may not meet each other face-to-face, to fully simulate the online experience. We suggest Google+ Hangouts for meeting with other students online.</i>
Blog	Independently researched, posted on Piazza.	Independently researched, posted on Piazza.
Exams	Take them during class (Quest), during lab (Online Midterm and Final) or in the evening (Midterm & Final).	Take the same exams as CS10, only online using our proctoring service, <i>at the same time as CS10 exams.</i>
Grading	Listed on the CS10 page : weekly quizzes and homework, blog, midterm project, final project, quest, midterm, final exam.	Identical to CS10.
Exam review session	Held in a campus classroom the Sundays before the 3 big exams (quest, midterm, final).	Held on Adobe Connect the same time as the CS10 exam reviews, the Sundays before the 3 big exams. <i>CSw10 students may not attend these in person, only online.</i>
Office Hours	Stop by the offices of Dan or the CS10 TAs during open office hours.	Attend office hours of Dan or the CSw10 TAs online using Adobe Connect .
Readings	Complete on your own time; take reading quizzes during the face-to-face lab.	Complete on your own time; take reading quizzes during the online lab.
Questions	Ask them and get them answered by other CS10 students and instructors via Piazza.	Ask them and get them answered by other CSw10 students and instructors via Piazza.
Coding practice	Online via codepath.co	Online via codepath.co
Meet your instructors	See them in person in lecture, lab, discussion, office hours, and during exams.	<i>Not allowed to meet them in person until the class is over.</i> You're only allowed to meet them online before then.
Cost for the entire course	Free ... we hand you free clickers in lecture, and all the reading assignments are online as web pages or PDF downloads, including the book!	Free ... no need for clickers, and all the reading assignments are online as web pages or PDF downloads, including the book!

Articulated Degrees



Degree Programme

F2F
Module

SPOC at
Stanford

OU
Module


MOOC at
Soton

Capstone
Project



Brand and recruitment materials


Home | MOOCs | Exploring our oceans



Exploring our oceans

Explore the half of our world covered by deep oceans, and how our lives affect the hidden face of our planet.

WATCH THE TRAILER



ABOUT THE COURSE

The first step towards knowing the Earth's story was our 'blue planet' for the first time. But what lies in the half of our world covered by water more than ten miles deep? How are our everyday lives connected to the ocean depths, and what challenges and opportunities does this primarily hidden world hold for us? Join us.

UNIVERSITY OF Southampton

Join this free course

Starts on 20 December

Duration: 6 weeks

4 hours per week

Certificate available

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Home | MOOCs | Digital Marketing: Challenges and Insights

Digital Marketing: Challenges and Insights

Explore the latest trends in digital marketing. Get beneath the hype. What are the implications? How will you respond?



What will I learn and how might this benefit me?

Our digital marketing course explores the latest trends and developments, focusing on the opportunities and challenges faced by digital marketers.

This short course introduces you to exciting new concepts and applications of digital marketing. It takes an informed 'behind the scenes' approach, enabling you to make your own choices as consumers and marketers for the benefit of the wider group as a whole.

We will focus on emerging trends in digital culture and online consumer behaviour, data analysis and privacy. Throughout the course, we explore the implications of these developments for both marketers and consumers.

WATCH THE TRAILER



ABOUT THE COURSE

Week 1 will introduce you to the course, the future and how it all works. We will explore the exciting changes to take place before online and what this means for the organisations we support and do business with.

UNIVERSITY OF Southampton

Join this free course

Starts on 10 January

Duration: 6 weeks

4 hours per week

Certificate available

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Home | MOOCs | Archaeology of Portus: Exploring the Lost Harbour of Ancient Rome



Archaeology of Portus: Exploring the Lost Harbour of Ancient Rome

Learn how ancient artefacts, written evidence, excavation and digital technologies are transforming understanding of this harbour.

WATCH THE TRAILER



ABOUT THE COURSE

Portus was one of Rome's most important harbours. It was a major centre of trade and commerce, and a key part of the city's infrastructure. This course explores the history of Portus, from its origins in the 4th century BC to its decline in the 19th century AD. We will look at the archaeological evidence for Portus, including the excavations of the harbour area, the discovery of the Portus Forum, and the discovery of the Portus Amphitheatre. We will also look at the written evidence for Portus, including the accounts of ancient writers and the archaeological evidence for the harbour's infrastructure.

UNIVERSITY OF Southampton

Join this free course

Starts on 10 January

Duration: 6 weeks

4 hours per week

Certificate available

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Home | MOOCs | Understanding Language: Learning and Teaching

Understanding Language: Learning and Teaching



The ability to produce language is a defining characteristic of human beings. We live in a vibrant multilingual world, with language all around us. We deal with many languages daily. We speak in our native tongue, and use and listen to second languages.

But what is language? How do we learn meaning in a new language? What is easy and hard about learning another language? What do we know about effective teaching for language learning?

This free online course from the University of Southampton and the British Council will ask these questions and suggest some answers. You'll find out what makes the teaching and learning of a language effective.

The course takes place over four weeks. It will introduce you to some of the latest ideas in research and practice in language learning and teaching. We will:

- Explore second language learning and what it means to learn language
- Consider language classrooms and how teaching affects our language learning
- Look at the use of technology in teaching, and its benefits and challenges for language learning

UNIVERSITY OF Southampton

Join this free course

Starts on 10 January

Duration: 6 weeks

4 hours per week

Certificate available

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Home | MOOCs | A new way to see the Web

A new way to see the Web

The 3rd running of the Web Science MOOC is now open for registration to start on the 8th January.

www.futurelearn.com/courses/web-science-2014-15



Web Science Free MOOC - how the Web is changing the world.

In the Web Science MOOC, we examine the origins and evolution of the Web, and consider key questions of Security, Governance, Networks and Systems from both computational and social science perspectives.

Topics include: making the 21st century data, introduction to Network Analysis, cybercrime, Open Government Data and sustainability in a digital age. Web Science MOOC is available in a digital age. Web Science MOOC is available in a digital age.

WATCH THE TRAILER



ABOUT THE COURSE

The exciting thing is that we get a taste of each module and access to people who are developing the world's research in web science.

Professor Susan Haynes, head of Networks and Social Systems in Web Science

UNIVERSITY OF Southampton

Join this free course

Starts on 8 January

Duration: 6 weeks

4 hours per week

Certificate available

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Home | MOOCs | Shipwrecks and Submerged Worlds: Maritime Archaeology

Shipwrecks and Submerged Worlds: Maritime Archaeology

The Shipwrecks and Submerged Worlds course offers a unique opportunity for people to gain an insight into the fascinating world of maritime archaeology, in an open access and engaging format. Drawing on the expertise of the staff and students of the Centre for Maritime Archaeology at the University of Southampton, participants will be guided through humanity's changing relationship with the world's oceans and seas over the last 2.5 million years.



Stay informed about our MOOCs

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UNIVERSITY OF Southampton

Join this free course

Starts on 10 January

Duration: 6 weeks

4 hours per week

Certificate available

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Home | MOOCs | Developing Your Research Project

Developing Your Research Project

Undertaking an Extended Project Qualification, IB extended essay or any other scholarly research? This guides you step-by-step.



WATCH THE TRAILER



ABOUT THE COURSE

Undertaking an Extended Project Qualification, IB extended essay or any other scholarly research? This guides you step-by-step.

UNIVERSITY OF Southampton

Join this free course

Starts on 10 September

Duration: 8 weeks

1 hour per week

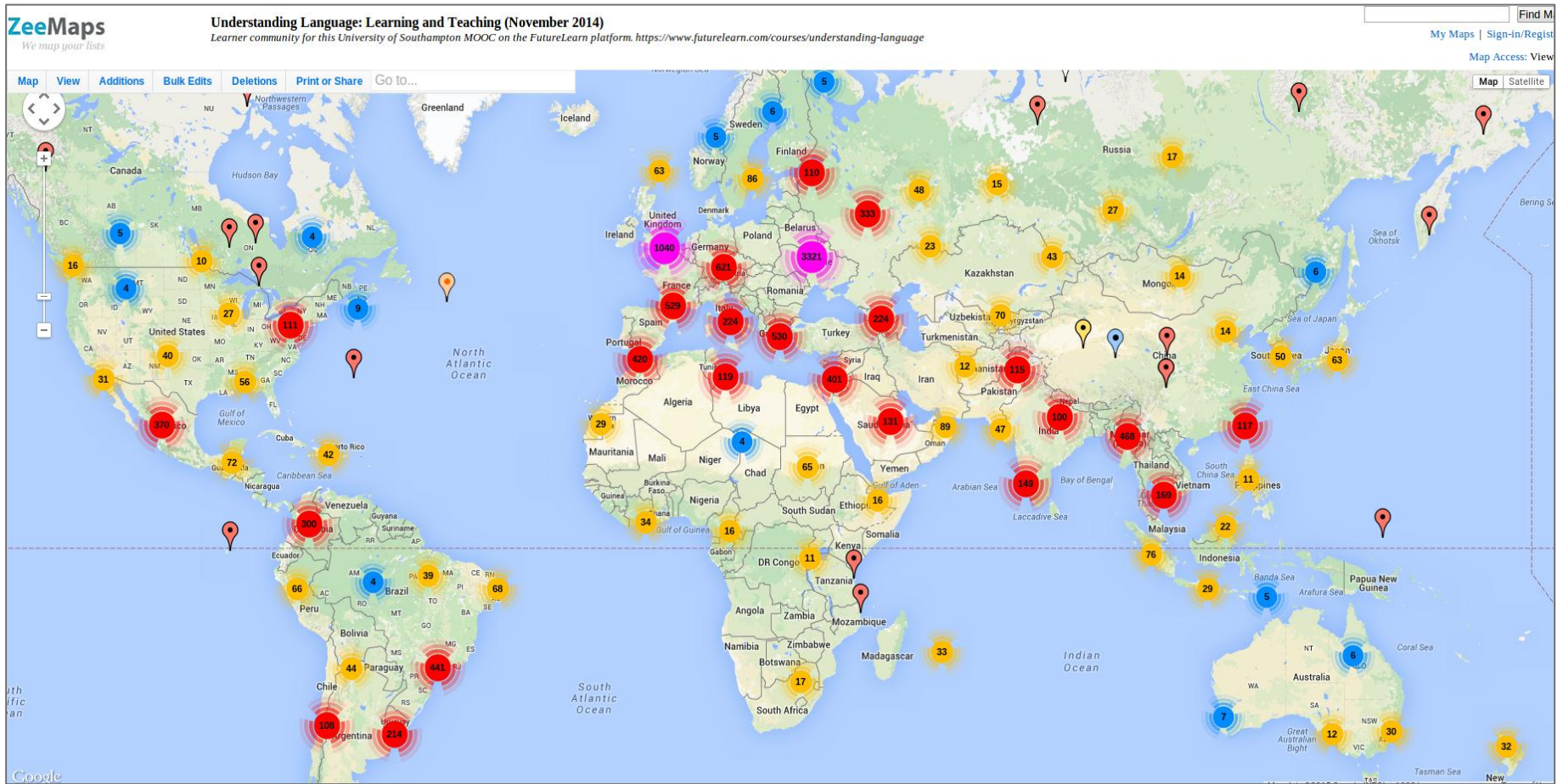
Certificate available

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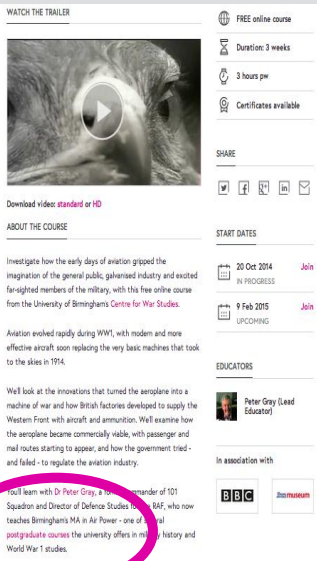
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RECRUIT STUDENTS ONTO EXISTING COURSES

Piloting some product features to enable recruitment of students to paid courses

Course Sign up Page



WATCH THE TRAILER

FREE online course

Duration: 3 weeks

3 hours per week

Certificates available

SHARE

Download videos: standard or HD

ABOUT THE COURSE

Investigate how the early days of aviation gripped the imagination of the general public, galvanised industry and excited far-flung members of the military, with this free online course from the University of Birmingham's Centre for War Studies.

Aviation evolved rapidly during WWI, with modern and more effective aircraft soon replacing the very basic machines that took to the skies in 1914.

We'll look at the innovations that turned the aeroplane into a machine of war and how British factories developed to supply the Western Front with aircraft and ammunition. We'll examine how the aeroplane became commercially viable, with passenger and mail routes starting to appear, and how the government tried - and failed - to regulate the aviation industry.

You'll learn with Dr Peter Gray, a former commander of 101 Squadron and Director of Defense Studies for the RAF, who now teaches Birmingham's MA in Air Power - one of several postgraduate courses the university offers in military history and World War I studies.

20 Oct 2014 IN PROGRESS

9 Feb 2015 UPCOMING

EDUCATORS

Peter Gray (Lead Educator)

In association with

BBC

20th CENTURY FOX

Step Pages: Week 1 and final week



Aerial view of the University of Birmingham campus

© University of Birmingham

An invitation

Congratulations on reaching the end of this short course!

We hope you have found the material we've presented over the past three weeks inspiring and enlightening.

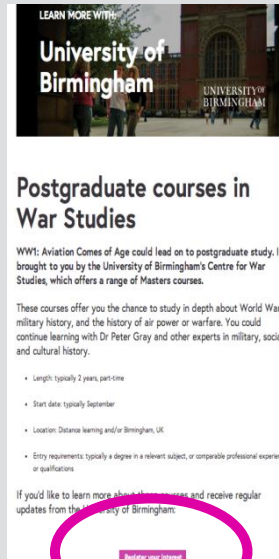
We would like to invite you to consider pursuing further study with us. If you enjoyed the topic of this course, our Centre for War Studies offers a new distance learning Masters course led by Dr. Peter Gray:

Register your interest

The University of Birmingham was named University of the Year 2013-14 in The Times and The Sunday Times Good University Guide.

© University of Birmingham

Register Interest Pages



LEARN MORE WITH

University of Birmingham

Postgraduate courses in War Studies

WWI: Aviation Comes of Age could lead on to postgraduate study. It's brought to you by the University of Birmingham's Centre for War Studies, which offers a range of Masters courses.

These courses offer you the chance to study in depth about World War I, military history, and the history of air power or warfare. You could continue learning with Dr Peter Gray and other experts in military, social and cultural history.

- Length: typically 2 years, part-time
- Start date: typically September
- Location: Distance learning and/or Birmingham, UK
- Entry requirements: typically a degree in a relevant subject, or comparable professional experience or qualifications

If you'd like to learn more about these courses and receive regular updates from the University of Birmingham:

Register your interest

Paid online short courses

Short online courses run in-house on FutureLearn

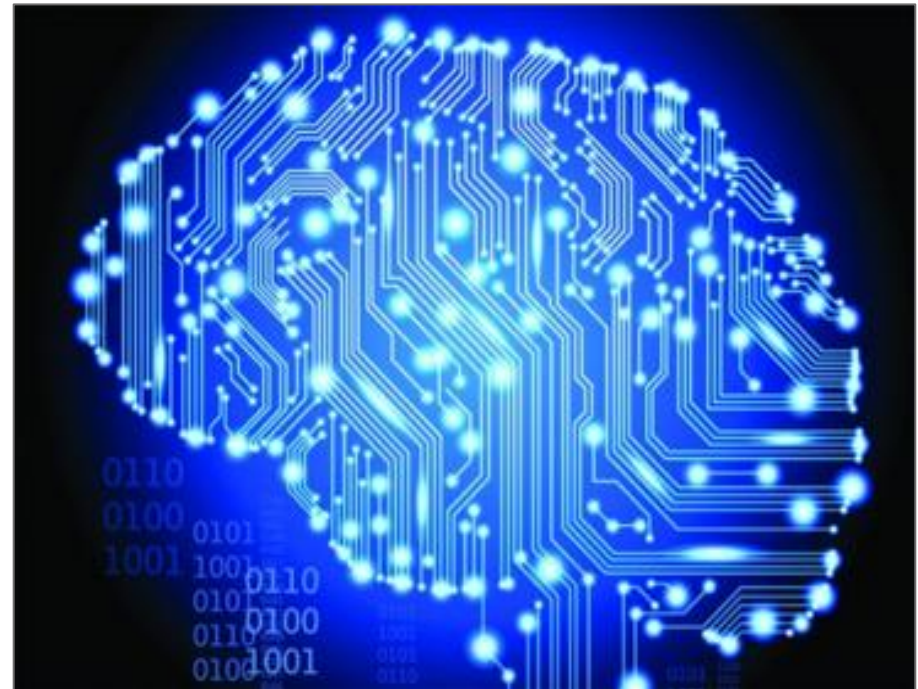
Full university qualification

Credit-bearing under or post-graduate modules or full courses, run online or on campus

Big Data

The massive cohorts give us new opportunities for experimenting in and understanding learning and assessment

- Adaptive feedback
- Adaptive learning paths
- Adaptive Content
- Gamification
- Peer Review
- Self Review



MOOC	Runs	Datasets
<p>Exploring Our Oceans</p> 	2	14 + 4 surveys
<p>WEB SCIENCE: HOW THE WEB IS CHANGING... UNIVERSITY OF SOUTHAMPTON</p>  <p>6 Oct 2014 16 Nov 2014</p> <p>1 2 3 4 5 6</p> <p>Course info · Leave this course Go to course</p>	3	21 + 6 surveys
<p>DEVELOPING YOUR RESEARCH PROJECT UNIVERSITY OF SOUTHAMPTON</p>  <p>15 Sep 2014 9 Nov 2014</p> <p>1 2 3 4 5 6 7 8</p> <p>Course info · Leave this course Go to course</p>	2	14 + 4 surveys
<p>ARCHAEOLOGY OF PORTUS UNIVERSITY OF SOUTHAMPTON</p>  <p>26 Jan 2015 8 Mar 2015</p> <p>1 2 3 4 5 6</p> <p>Course info · Leave this course Go to course</p>	2	14 + 4 surveys
<p>UNDERSTANDING LANGUAGE UNIVERSITY OF SOUTHAMPTON</p>  <p>17 Nov 2014 14 Dec 2014</p> <p>1 2 3 4</p> <p>Course info · Leave this course Go to course</p>	1	7 + 2 surveys
<p>DIGITAL MARKETING UNIVERSITY OF SOUTHAMPTON</p>  <p>13 Oct 2014 2 Nov 2014</p> <p>1 2 3</p> <p>Course info · Leave this course Go to course</p>	1	7 + 2 surveys
<p>SHIPWRECKS AND SUBMERGED WORLDS UNIVERSITY OF SOUTHAMPTON</p>  <p>6 Oct 2014 2 Nov 2014</p> <p>1 2 3 4</p> <p>Course info · Leave this course Go to course</p>	1	7 + 2 surveys

74 MOOC datasets

FOR EACH OF OUR MOOC RUNS:

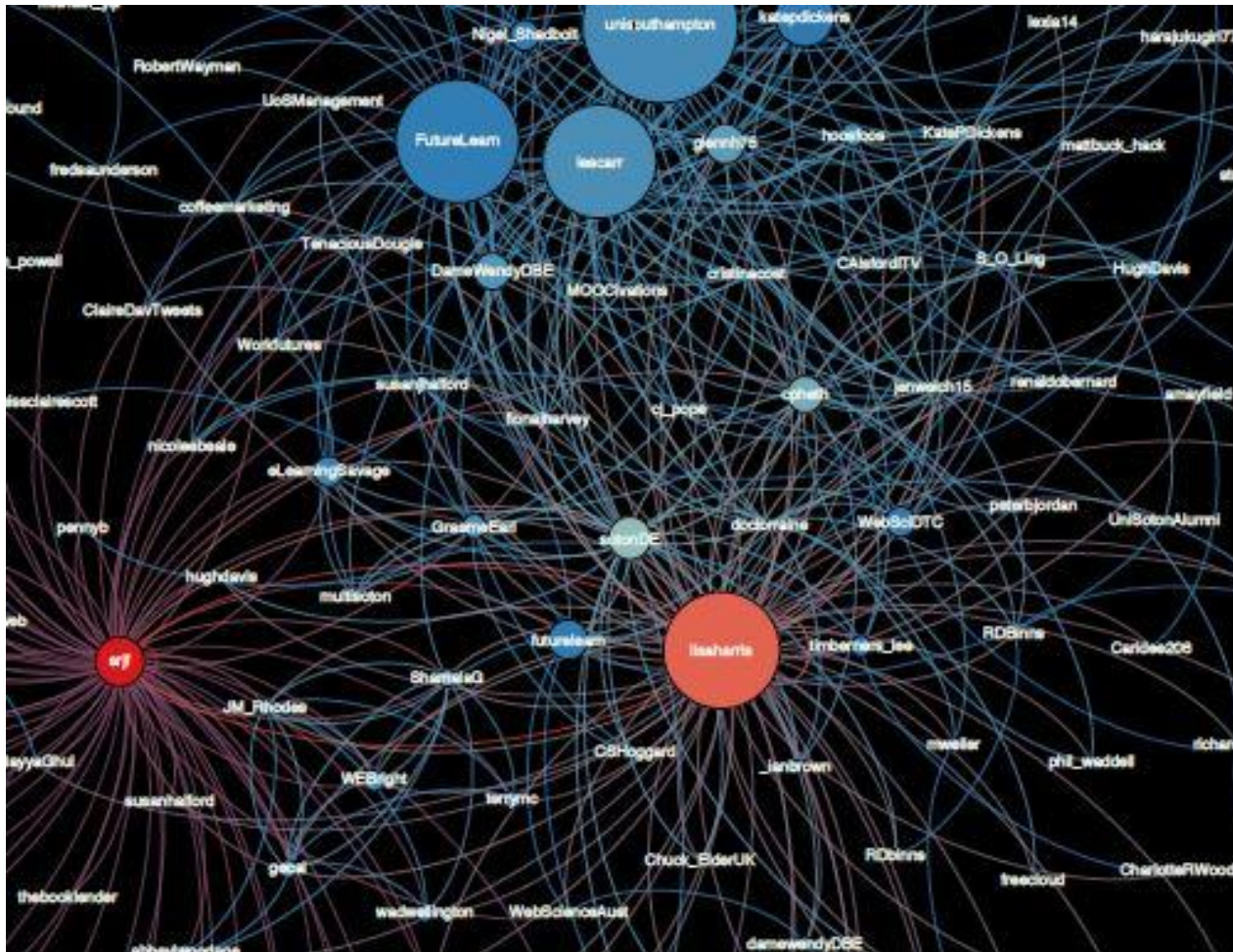
- Comments
- Enrolments
- Peer Review Assignments
- Peer Review Reviews
- Question Response (quizzes)
- Step Activity
- Total Figures

24 Survey datasets

FOR EACH OF OUR MOOC RUNS:

- Entry Survey
- Exit Survey

Twitter interactions for #FLdigital



References

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http://www.openuniversity.edu/sites/www.openuniversity.edu/files/The_Open_University_Innovating_Pedagogy_2014_o.pdf
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