

EVENTOS

XIII JORNADAS CRAI:

APRENDIZAJE VIRTUAL, MOOCs Y CRAIs

2015



MOOCs AT THE UNIVERSITY OF COPENHAGEN



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MOOCs at the University of Copenhagen

Copenhagen, June 2015

Head of division, Anne-Marie Mosbech
Centre for Online and Blended Learning



Next hour

PART 1

- organisation
- production styles
- production process

? from you

PART 2

- Learners
- teachers
- course structure
- Quality and relevance of education

? from you

PART 3

- impact and outreach
- the future...

? from you

Platforms for MOOCs

Platform	No. of users	Country
Coursera	12 000 000	United States
EdX	3 000 000	United States
FutureLearn	1 100 000	United Kingdom
iversity	600 000	Germany

Short overview

UCPH partnered with the company *Coursera* in February 2013

Production began in March 2013

Currently we have 9 courses online





Søren Kierkegaard
Subjectivity, Irony and the Crisis of Modernity



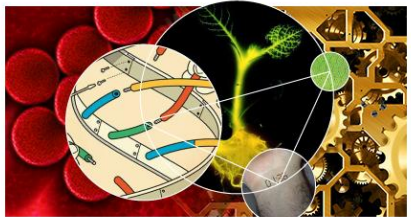
Diabetes
A Global Challenge



Constitutional Struggles
in the Muslim World



The New Nordic Diet
From Gastronomy to Health



Synthetic Biology



An Introduction to **Global Health**



Measuring **Causal Effects** in the Social Sciences



Scandinavian Film and Television



Origins
Formation of the Universe
Solar System, Earth and Life



Bacteria
and Chronic Infections



Next launch: Academic Information Seeking



Why MOOC's ? – from a UCPH perspective

Some of the initial thoughts:

1. New technologies and rapid innovation within online learning will ultimately lead to better education and give students access to a huge international knowledge network
2. Open access to research and knowledge should benefit society at large and increase research dissemination and life-long learning
3. Opportunity for PR, branding, student recruitment, collaboration and networking with other institutions.



UCPH – MOOC organisation

- Central MOOC Unit at UCPH
- Anchored at Faculty of Health and Medical Sciences
- Each faculty pay the production cost to the MOOC Unit
- Steering committee – members from all Six faculties
- Since April 2014 integrated into the newly formed Centre for Online and Blended Learning with 10 employees

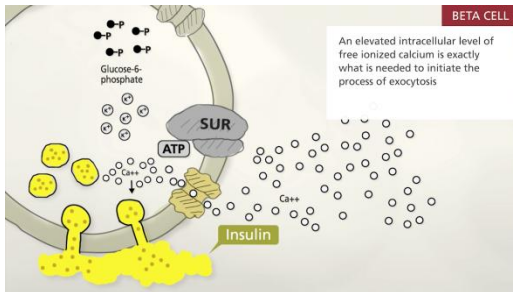
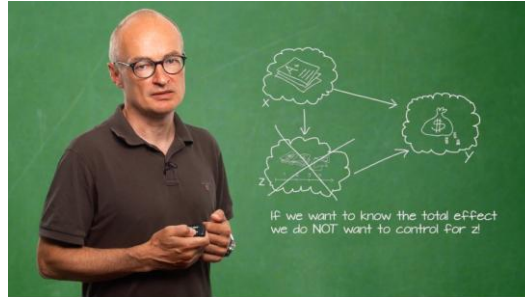


The MOOC Unit – a professional crew

- Video photographer
- Video editor
- Graphic
- Instructional Designer and Project Manager



Production style - pedagogical communication



Educational videos: What works?

- **Multimedia Principle:**
People learn better from word and pictures than from words alone.
- **Contiguity Principle:**
People learn better when corresponding words and pictures are presented near rather than far from each other in time or on the screen.
- **Coherence Principle:**
People learn better when extraneous words, pictures, and sounds are excluded rather than included.

Richard E. Mayer is Professor of Psychology at the University of California



Educational videos: What works?

- **Modality Principle:**
People learn better from words and pictures when words are spoken rather than printed.
- **Redundancy Principle:**
People learn better from animation and narration than from animation, narration and on screen text.
- **Pretraining principle:**
People learn better when they receive pretraining on each component rather than no pretraining.

Richard E. Mayer is Professor of Psychology at the University of California



Example of green screen and location production



The Process

1. Course responsible and contributors
2. Course outline
3. Learning goals
4. Kick-off meeting
5. Manuscript, multiple choices, visuals
6. Recording – teleprompter
7. Course implementation
8. Launch



Hard work



QUESTIONS?
- on the organisation,
production styles
or production process



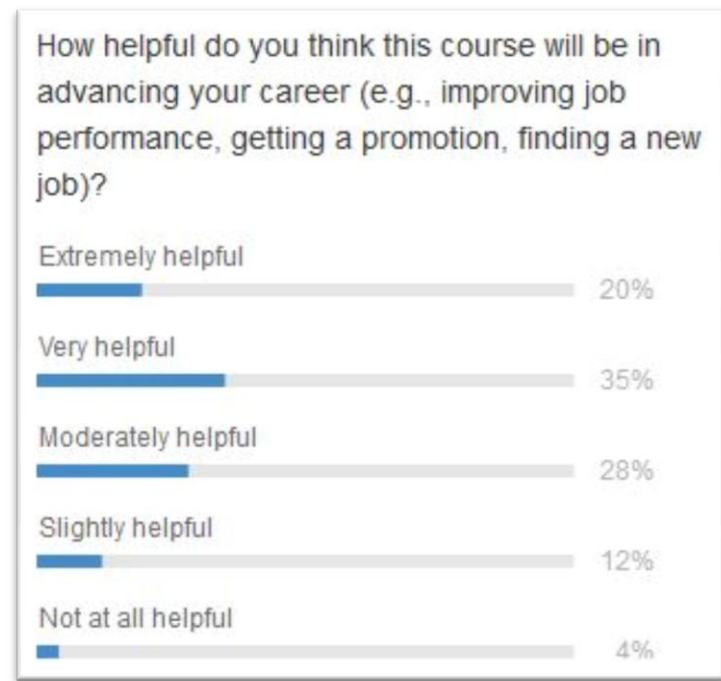
The learners – who are they?

- From ~190 different countries
- 80% have a degree
- 50% are full time employed
- 40% are students (full+part time)
- 60% live in high income country
- All ages (most 25-35 years old)
- Less diverse than the world
- More diverse than UCPH students



The learners – what do they get out of it?

- New skills – improved career
- A step closer to a master degree
- Global network
- Crowd feed back – thesis or research questions
- Changing life style



Course Structure - content

VIDEO LECTURES

+ QUIZZES and peer graded assessments

+ READINGS AND RESOURCES

+ DISCUSSION FORUM

= **Course**



MOOCs and improved education



Henning Haack, PhD
University of Copenhagen



Emily Catherine Pope
University of Copenhagen



Tais Wittchen Dahl
University of Copenhagen



James Connelly
University of Copenhagen



**Jon Stewart, PhD, Dr theol i
phil**
University of Copenhagen



Dr Arne Astrup, MD, DMSc.
University of Copenhagen



Ole Seberg
University of Copenhagen



Jon Fjeldså
University of Copenhagen



Bent Erik Kramer Lindow
University of Copenhagen



Gitte Petersen
University of Copenhagen



Ib Bondebjerg
University of Copenhagen



Anders Holm
University of Copenhagen



Flemming Konradsen
University of Copenhagen



Jens Juul Holst, MD, DMSc
University of Copenhagen



**Dr. Signe Sørensen Torekov,
MSc, PhD**
University of Copenhagen

MOOCs and improved education

“Teaching at a coursera course has inspired me to improve my teaching”	Mostly agree
Lecturers creating 1 to 2 videos	36 % (8)
Lecturers creating 3 to 5 videos	40 % (4)
Lecturers creating more than 5 videos	57 % (4)
All lecturers	41 % (16)

MOOCs and improved education

"Creating an open online course (such as a Coursera course) is a good way to improve quality of education for UCPH students"	Mostly agree
Lecturers creating 1 to 2 videos	20 % (4)
Lecturers creating 3 to 5 videos	40 % (4)
Lecturers creating more than 5 videos	71 % (5)
All lecturers	35 % (13)

Quality and relevance of education

1: Using a MOOC as a preparation course on interdisciplinary master's programmes

”

“Doing the Global Health course on Coursera was a great preparation for the MSc in Global Health. It was a high quality course that gave me a good overview of the main topics that are covered in the study programme. It also inspired me to look further into some of the topics I found most interesting, so it was definitely worth it!”

Giulia from Italy, who was a learner on GLOBALHEALTH before starting her MSc in Global Health studies at University of Copenhagen

Quality and relevance of education

2: Using the learner community to crowd source feedback to student projects

”

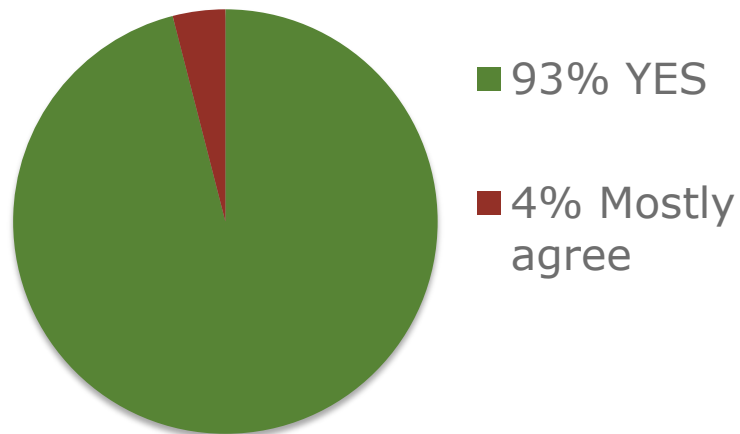
“I gained a lot from presenting my thesis project in the forum. Just the mere fact that I got so many responses, with all of them praising my project and offering support, gave me a lot of confidence that my thesis is headed in the right direction. I got a list of around 40 articles and books to read, multiple offers from organizations and people that I can contact or collaborate with, and also a ton of feedback that was constructive and useful.”

Danielle, student at the University of Copenhagen’s MSc in Global Health, who presented her thesis idea to the learner community at GLOBALHEALTH-002

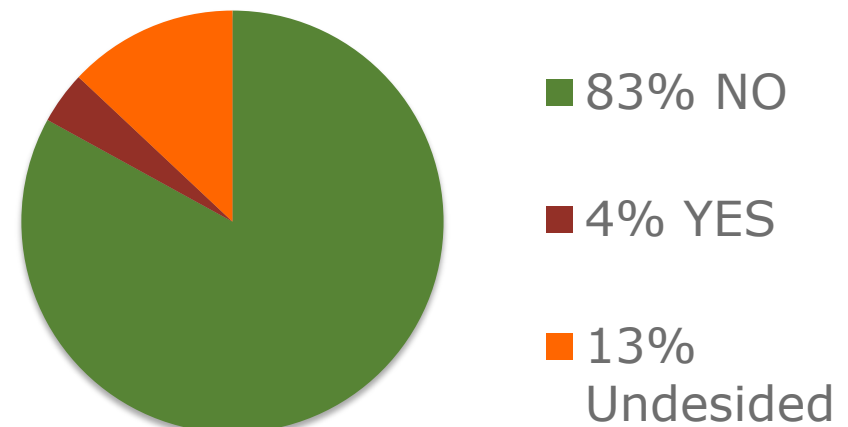
Quality and relevance of education

3: Using a mooc as the online part of a *flipped class room*

Were the videos valuable for the students?



Would students prefer Origins to be taught the traditional way?



*Student survey:
Origins -Formation of the Universe, Solar System, Earth and Life*

Pretraining principle:

People learn better when they receive pretraining on each component rather than no pretraining.

STEVNS KLINT, 30 KM SOUTH OF COPENHAGEN



Different activities in class

”

“The solution is not to replace education with online education, but to replace the one-way communication that takes place in the auditorium with online modules. That will free up precious time at campus for discussions, exercises and other activities.”

Associate Professor Henning Haack, Natural History Museum of Denmark, University of Copenhagen, and course director of ORIGINS

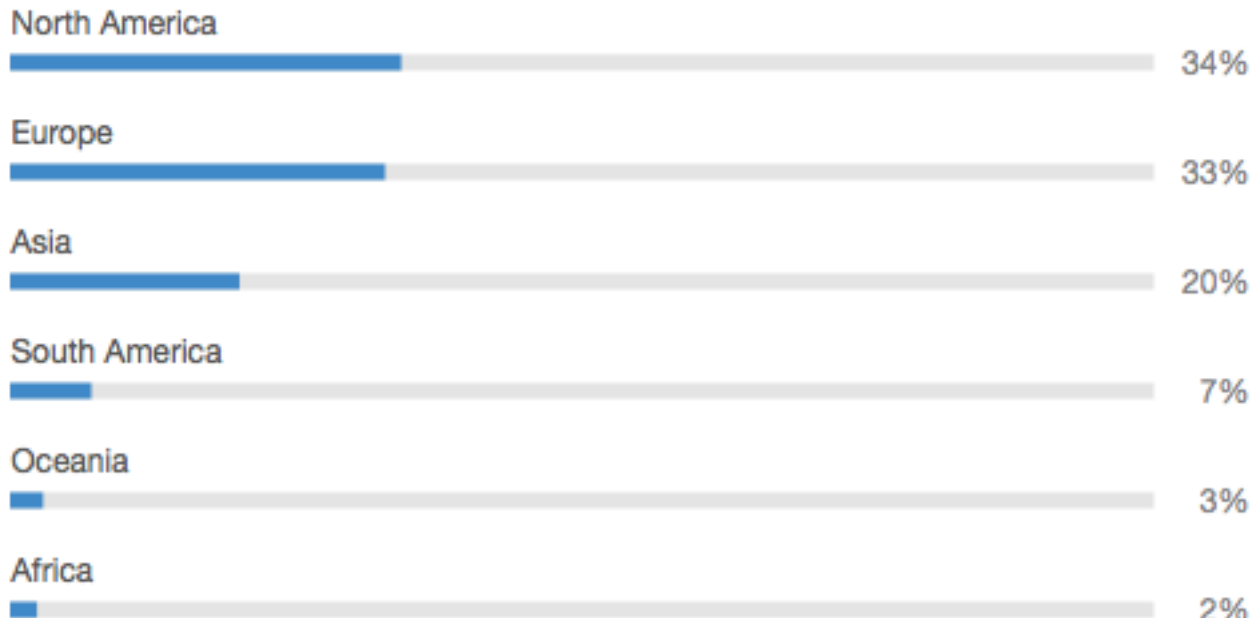
Campus student - huge global network

44,486

total learners joined

185

different countries



QUESTIONS

- about learners, teachers, course structure, quality and relevance of education?



Impact and outreach - Status May 2015

All moocs



Surbhi

@SurbhiSurabhyy



Follow

Binge watching [#globalhealthintro](#) lectures
[@coursera](#)

8:08 PM - 10 Nov 2014

1 FAVORITE



International Branding

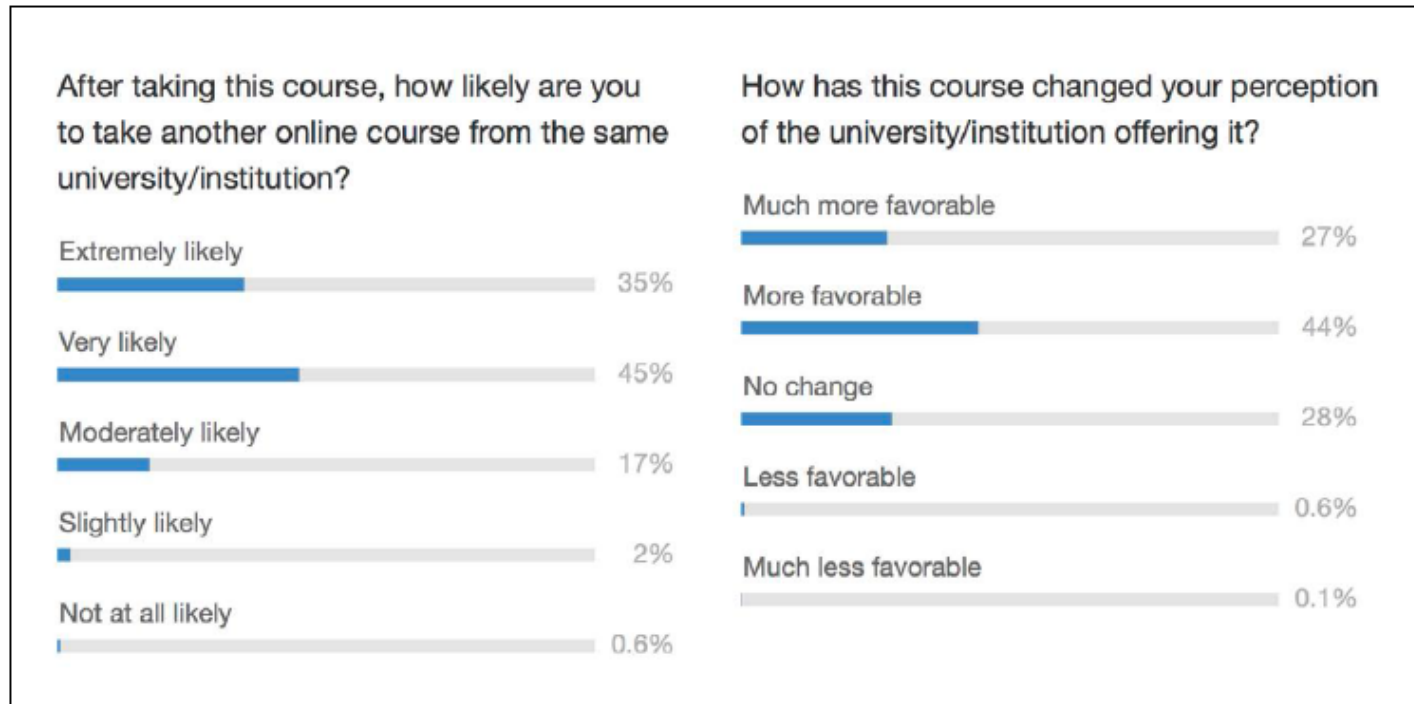


TABLE 9: UNIVERSITY BRANDING.

RESULTS FROM TWO OF THE BRANDING RELATED QUESTIONS FROM A QUICK QUESTIONS SURVEY AT THE ORIGINS-001.

Reach on Social Media

8 course descriptions shared:
30 000 times on Facebook
2 000 times on Twitter

A screenshot of a Facebook page for the course 'An Introduction to Global Health'. The page header shows the course name in a search bar, the user 'Anne-Marie', and a 'Startside' button. The main content area features a video thumbnail of a man speaking on a boat, with a smaller inset image of a woman and child. The video title is 'An Introduction to Global Health' and the category is 'Fællesskab'. Below the video are interaction buttons: 'Synes godt om', 'Følger', 'Del', and a menu icon. A navigation bar below the video includes 'Tidslinje', 'Om', 'Billeder', 'Synes godt om', and 'Videoer'. At the bottom left, it shows '4.617 personer synes godt om dette' and 'Niels Mosbech og 7 andre venner'. At the bottom right, there is a text input field with the placeholder 'Skriv noget ...' and buttons for 'Opslag' and 'Billede/video'.

f An Introduction to Global Health Anne-Marie Startside

An Introduction to Global Health
Fællesskab

Synes godt om Følger Del

Tidslinje Om Billeder Synes godt om Videoer

4.617 personer synes godt om dette
Niels Mosbech og 7 andre venner

Inviter vennerne til at synes godt om denne side

Skriv noget ... Opslag Billede/video

Reach on Social Media

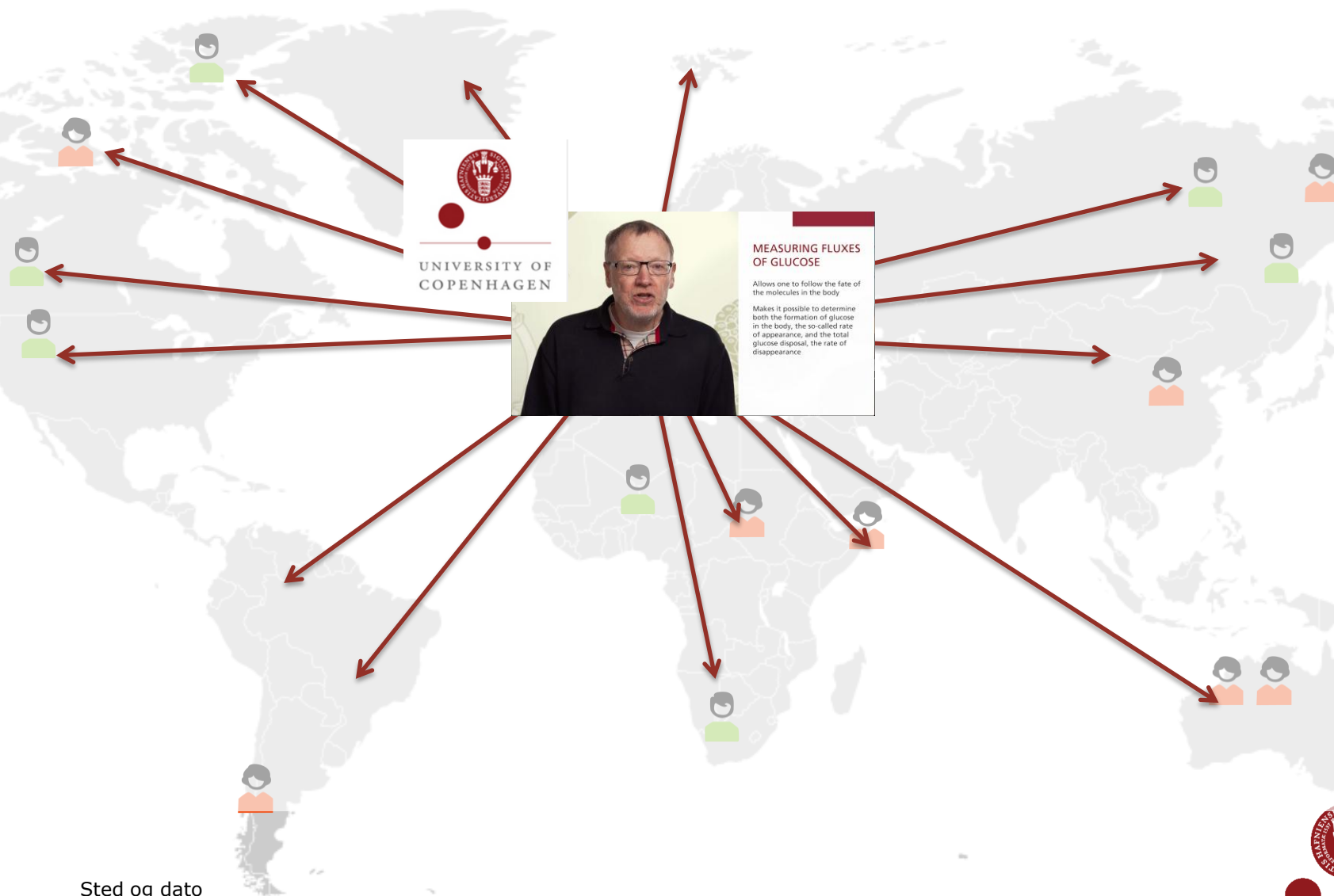


24 % of all tweets mentioning @uni_copenhagen since February 2013 have been about Coursera



4 Facebook pages had back in March **25 000 followers**. UCPHs official English Facebook page has around **3 200 followers**

Research Dissemination



Recruitment of International Students



Recruitment of International Students

”

“The Coursera course allowed me to not only sample the quality of course content, but also the teaching styles of professors, in the new MSc in Global Health. This helped me in my decision to choose the University of Copenhagen.”

Nick from the United States, who was a learner on GLOBALHEALTH before starting his MSc in Global Health studies at University of Copenhagen



Summing up – Why MOOCs?

- Experimenting with new technologies
 - improved education
 - Global network for students
 - Recruitment of international students
 - Research dissemination
 - International branding
 - Increased reach on social media
- + Revenue from signature track



The future

- Open Educational Resources (OER)
- Open Access (OA)
- Integrate teaching, research and communications



QUESTIONS

- On impact and outreach
 - or the future... ?





Library MOOC – Academic Information Seeking

Technical University of Denmark and the Copenhagen University Library

Module 1:

- 1.1 Welcome
- 1.2 Keep your search on track
– an introduction
- 1.3 It's all about words
- 1.4 Article or book?
- 1.5 Where to search?
- 1.6 Managing your references
- 1.7 Mendeley – Part 1

MODULE 2:

- 2.1 Search strategies
- 2.2 Random Search
- 2.3 Chain search
- 2.4 Search techniques
- 2.5 Systematic Search
- 2.6 Search results
- 2.7 Getting the full text?
- 2.8 Mendeley – Part 2

Module 3:

- 3.1 Kildekritik and welcome
- 3.2 Mendeley – Part 3
- 3.3 Avoiding plagiarism
- 3.4 Copyright, right!
- 3.5 Documenting your search process
- 3.6 Mendeley – Part 4
- 3.7 Wrap up and farewell



From Copyright

- to Open Access and Open Educational Resources

www.oercommons.org

www.collegeopentextbooks.org/

www.oecconsortium.org

<http://en.wikibooks.org>

<https://doaj.org>

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