Developing AREOL into a MOOC Think-tank

Action Learning Action Research Conference

7-8 November, 2024

Sydney, Australia

Bob Dick
Marina Harvey
Jane Holloway
Colin Bradley

An acknowledgement

Wangal Park

You are invited to this think tank to:

- Overview the features and functionality of a MOOC

- Provide feedback and suggestions as to the need and adoption of a MOOC

- Identify willingness to contribute input into the structure, functionality and content of an AREOL MOOC (as a critical friend)

- Consider the offering of the MOOC under the auspices of ALARA.

Background to AREOL

The Action Research and Evaluation On-line Course (AREOL) has been created, designed and facilitated by ALARA member and action researcher Bob Dick over 28 years. It was delivered through email communications and the sharing of a large collection of text-based curriculum resources. The purpose was for action research to be more widely understood and accessible.

areol action research and evaluation on line

Action Research and Evaluation On-line Course (Areol)

Action Learning, Action Research Association Ltd (ALARA) sponsors a bi-annual 15 week on-line action research course offered by Bob Dick. This course is free and is available for students and interested individuals to engage in if they want to learn more about collaborative and participative based research methods.

The program invites participants to consider where action research can be used and how participatory processes can be implemented in a project design. This includes a focus on active change processes, creating and contracting involvement and participation with others, achieving rigour in cyclical review and evaluation, and processes for data collection and analysis. A full program overview can be accessed via the following link: http://www.aral.com.au/areol/areol-intro04.html.

If you are interested in participating in the program or would like further details about the course, please click here.

The next program begins in later in 2021, with orientation material sent out in mid-year. To enrol, email Bob Dick (bd [at] bigpond.net.au) and ask for a subscription form.

What is a MOOC?

M	O	O	C
• **Massive** • Can accept large numbers of registrations and participants (usually asynchronous)	• **Open** • Free to anyone to register	• **Online** • Offered online via a hosting platform	• **Course** • Such as AREOL

Why a MOOC?

With the rapid pivot to online learning triggered by the recent pandemic it may be timely to consider a proposal to develop AREOL into a different online format, a Massive Open Online Course (MOOC). A MOOC structure will be able to provide the functionalities inherent in the course, be asynchronous and require low maintenance while potentially being widely open and accessible. It can also offer additional features such as digital badges.

MOOC
Massive   Open   Online   Course

Image source: Adobe stock

AREOL content

- 14 Sessions
- urls to webpages and resources
- Questions
- Activities
- Additional readings
- Resource files (e.g. case studies, triggers)

AREOL structure

	Orientation	S7	Data collection
	Overview	S8	Convergent interviewing
S1	Applications	S9	Focus groups
S2	Change process and AR	S10	Evaluation as action research
S3	Entry and contracting	S11	The Snyder evaluation process
S4	Stakeholders and participation	S12	The Snyder process (2)
S5	Achieving participation	S13	Soft systems methodology
S6	Rigour in action	S14	Where now?

Making a MOOC – some steps

1. Educator Mission—Establish the Purpose

2. Set educational goals/ outcomes

3. Select a MOOC platform

4. Bring in experts

5. Design the course structure

6. Content

7. What materials and media will we use to teach each module?

8. Record video/s

9. Build means of assessment

10. How will we gather feedback

11. How will learners know if they are making progress (i.e. formative assessment)?

12. Determine governance

https://rapidmooc.com/blog/10-steps-to-creating-an-amazing-mooc/   https://course.oeru.org/moocs4all/guidelines-for-producing-low-cost-moocs/section-1-the-nature-of-your-mooc/the-nature-of-your-mooc/   https://provost.jhu.edu/about/digital-initiatives/moocs/planning/

Let's work through some steps…

Image source: Adobe stock

1. Educator Mission - Establish the Purpose

- The purpose was for action research to be more widely understood and accessible (as per Bob Dick).

- To inspire an interest in action research

- Action research offers a good fit for a world context that can be viewed as "liminal" and Volatile, Uncertain, Complex and Ambiguous (VUCA)

3. Select a MOOC platform
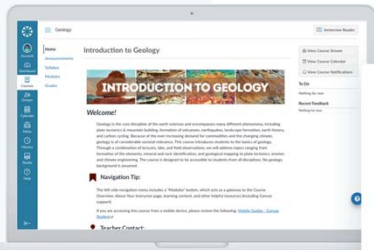
Canvas Free-for-Teacher Features

+ Course Creation

+ Powerful Quizzing and Assignments

+ Utilise the Canvas Mobile Apps

+ Individualised Learning

+ Analytics

"We wanted to get everyone on the same page and have meaningful conversations with one another about what online learning is and what could be done with Canvas"

Johnny Go
Director of the Science and Art of Learning and Teaching (SALT) Institute

Free-for-Teacher Is Great For

Those who want to get to know Canvas

Educators who need a space to deliver their curriculum

Non-profit organisations

3. Select a MOOC platform

Module 8: Theory and practice: Practice 1. The Minute Paper

In one minute, answer the two questions below in 1 or 2 brief sentences.

1. What was the most significant [useful, meaningful, surprising, etc.] thing you learned during this module so far?
2. What question(s) remain in your mind so far based on definitions of reflection?

Details about this reflective activity, together with templates, can be found on pages 40-42 of the Reflection for learning: A scholarly practice guide for educators [pdf, 1.6MB] ↓ guide.

Download the Reflection for learning module notes ↓ . As you read the notes, think about what reflective practice means to:

- you as a teacher;
- you as a learner; and
- to your educational context.

Module 8: Theory and practice: What is reflective practice?

Select and watch one of the following videos where academics and students discuss what reflection means to them. As you view the video, consider what reflection means to

Option 1: What does reflection mean to you? (6:00)

Transcript [pdf, 94KB]

Option 2: The student perspective: What is reflection? (3:19)

Transcript [pdf, 84KB]

Reflective practice is known by many different names across disciplines. Depending on your discipline, you might be more familiar with terms such as analysis, review, evaluation, critical thinking, investigation, making sense, making meaning, contemplation, contemplative practice, meditation, introspection, or felt knowing.

Module 8: Activity 2. Share a reflective prompt

Post a link to an item you think you may use as a prompt for reflection for learning.

You could search for a link to a video, an image, audio or some text.

Image source: Image ↗ by wayhomestudio ↗ on Freepik ↗

Reply

4. Bring in experts (aka critical friends)

Associate Professor Elaine Huber

ASCILITE Vice President and Executive Committee Member Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)

- Colin Bradley
- Bob Dick
- Marina Harvey
- Jane Holloway

5. Design the course structure

Duration: Course is currently 14-15 weeks

- Average MOOC duration is 6-10 weeks

- Shorter is better

- A typical MOOC consists of 1-2 hours of learning (lecture, reading, discussion) and about 30 minutes of formative and/or summative assessment per week. In general, individual video lectures should be broken into 8-10 minute sections.

https://provost.jhu.edu/about/digital-initiatives/moocs/planning/ (Padilla Rodriguez, Armellini & Rodriguez Nieto, 2019).

5. Design the course st

- Pre instruction

- Multi-media content

- Formative assessment

- Supportive resources

- Summative assessment

- Discussion (Gordon & Wiltrout, 2021)

- Learner control (manage their own pace= self-paced) works better with many students

Image source: Adobe stock

5. Design the course structure

Pedagogical approach

Multimodal approaches:

- online quizzes,
- peer assessments,
- discussion forums

Use a range of teaching techniques

- text,
- video audio,
- or case studies in order to consider various participants' learning modes, as well the different dimensions of learning. (Schettino & Capone, 2022).

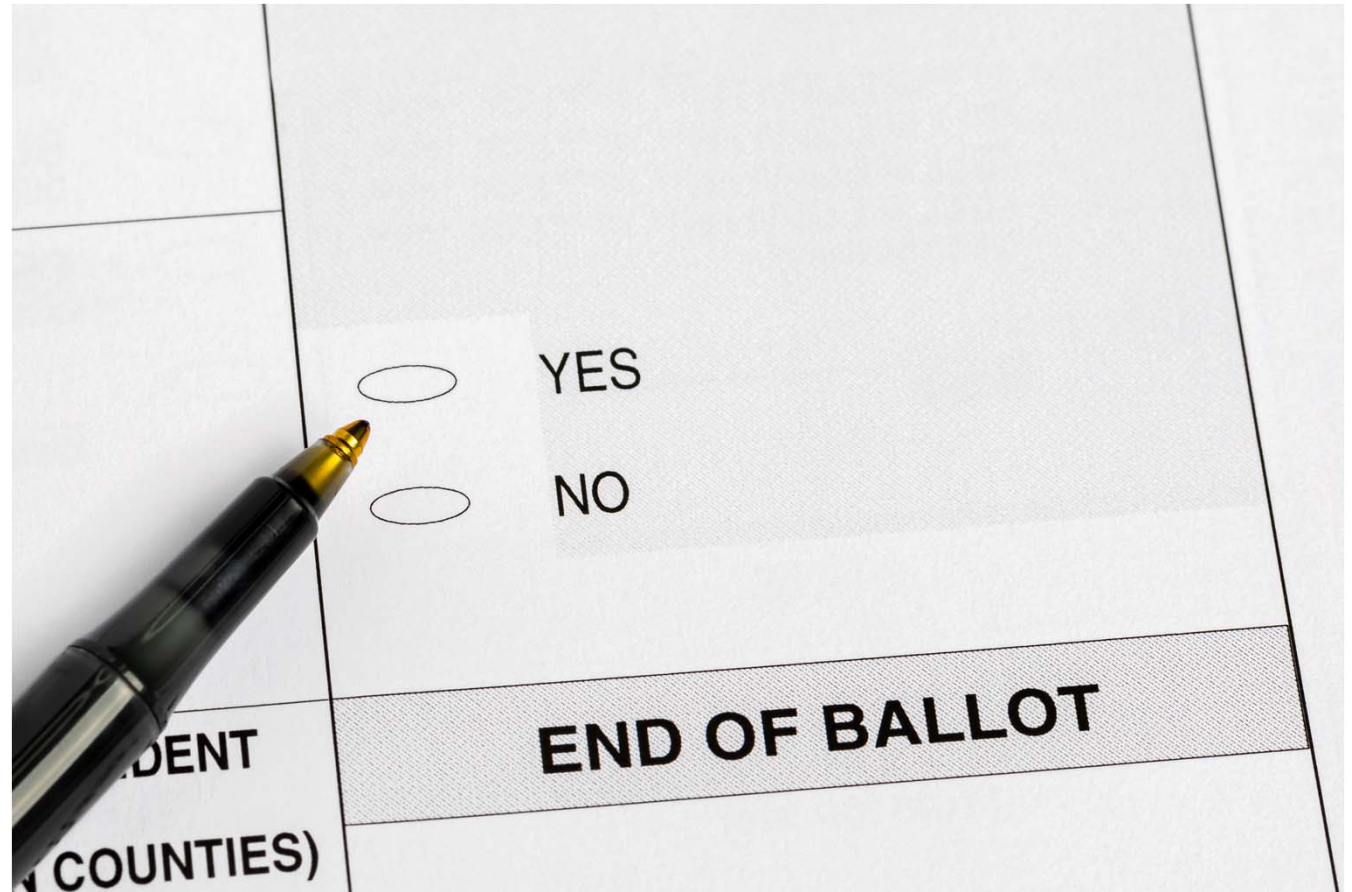# 12. Determine governance

e.g. risk management

Time to vote

Image source: Adobe stock

An invitation

Image source: ChatGPT

Image source: ChatGPT

Key references

Gordon, D.G. & Wiltrout, M.E. (2021). A framework for applying the learning sciences to MOOC design. *Front. Educ.* 5:500481. doi: 10.3389/feduc.2020.500481

Manallack, D. T., & Yuriev, E. (2016). Ten simple rules for developing a MOOC. *PLoS computational biology*, *12*(10), e1005061. https://doi.org/10.1371/journal.pcbi.1005061

Padilla Rodriguez, B. C., Armellini, A., & Rodriguez Nieto, M. C. (2019). Learner engagement, retention and success: why size matters in massive open online courses (MOOCs). *Open Learning: The Journal of Open, Distance and e-Learning*, *35*(1), 46–62. https://doi.org/10.1080/02680513.2019.1665503

Schettino, G. & Vincenza, C. (2022). Learning design strategies in MOOCs for physicians' training: A scoping review. *Int. J. Environ. Res. Public Health 2022, 19,* 14247. https://doi.org/10.3390/ijerph192114247

Image source: Adobe stock