



SCRIPT OF TALK

TITLE: **Future Learn**

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NARRATION:

My name is Russell Beale, I am a Professor of Human Computer Interaction at the University of Birmingham in the UK. I am also a critical friend to 'Future Learn'. I specialize particularly in working with the pedagogy team and also on user experience so which will try and make the learning experience entertaining and enjoyable as possible. So, could we go bit of a background about future learn itself future learn was founded by the Open University which is a worldwide pioneer in distance learning and distance education we've got ever increasing number of a world-class partners major UK universities growing number of international universities cultural institutions and so on what I think makes future learn fascinating and different and gives us a unique place in the spectrum that make providers is that has been designed built a by experts from online mobile media backgrounds combined with people with a strong interest in a strong focus on pedagogy which it's designed to be mobile first set multi-platform mobile phones Smart Phones tablets a laptops desktops a and is built upon a social constructivist learning pedagogy which I'll come onto later on that the key thing is the future learn inspires Learning for Life a so where we really focused on a very broad spectrum of people who want to a improve their knowledge of a topic understand more from the job prospects point of view just have a basic fascination with an area have particular problems all things they want to understand better or so. the way we do that is through 3 key principles that guide the way we develop the product and the ideas through telling stories through provoking conversations and through celebrating progress and these principles really guide and structure the way that educators produce their courses and the way that I learned has progressed three things now mostly I think here will understand what time it is but I think one is that one at things to realize is that MOOCs do have a fantastic potential now I've been around pretty signs for a long time and I've been through a lot so a height cycles and there is a lot of hype around Moocs as well but the ability to provide access to very high-quality education is potentially a very destructive

and certainly transformative in a world society in the same way that that things like Google and Wikipedia have opened up individual snippets and Knowledge to people and an access to that and that's completely transform the way we do things understand things so Moocs have a place in that spectrum for providing much broader access to really high-quality education and that gives as Thomas Friedman says in this quote the potential to unlock millions more brains to solve some of the world's really big problems and that's really exciting part. So you can say there's a spectrum of evangelists and skeptics as some people think that makes the end of education some things that moocs are people think that moocs are revolutionary and people have doubts all I'm probably much more strongly to the right to their set towards the evangelists but I have a very skeptical view as well I'm not so convinced that moocs will a disrupt universities in quite the way people think they well. I think they give us access and insight to understand much better how learners learn and understandings and that means we can provide much University, as in universities we can provide much more effective courses.

I think it's a false dichotomy to say that the choice is between doing moocs and going to university. I think they offer very different things to different people however moocs if you're talking about reaching a bit different segments of the population have a fantastic role to play and that's where I become more evangelistic about what I think they can take but there are lots of interesting challenges for moocs going forwards and this is particularly true when we think that the humanities subject areas I'll try to summarize these in simple ways. The first one unaltered by HR days first one is transforming moocs one into moocs two with 1.0 into 2.0. The second is dealing with the pedagogy of the massive mobile-first and having a delightful user experience and then finally and I'll come on to talk about some the analytic later some insightful analytics to give us actionable points that we can take forward from what goes on. So I go through those challenges very quickly at my view is that moocs need to change from the moocs 1.0 to moocs 2.0. What I mean by that well the web transformed from web 1.0 which was let's just put stuff online whether it's images a document text whatever into web 2.0 which is the social web that we know at the moment where things become much more personally relevant where it's about communication and sharing and understanding and pointing socially pointing people to resources and exploring things together completely different experience to

going to a web page and reading a document someone has put up that we are going to do this for mooc as well we have to move from just putting educational materials online and assuming that will work it will work but what it means by work it will meet some need will do some things. I think Mooc 2.8 is where we have to be we need social learning we need Learning for Life that's what future learn tries to when tries to support. We have been built a house of social approach to this so alongside every bit of course material pretty much there's a space that people can add comments and add information and most about an hour materials do attract large numbers of comments. So that people can push forward their own views can engage in conversations and can see what's going on so you can get to say by exploring the site you get to see who has commented on things that you've said a you can reply to people you can follow people who start saying interesting things so you start building up a coherent whole to people that you like his comments that you like or engage with on the platform and so on, and so you build up this a string and set to social relationships and even if you don't want to be social yourself you can learn through carelessly just watching what's there in the same way the lot to people look on forums anyway on and learn is to like this and lost time to pick out to the individual quotes for things Some of these are interesting I'm not sure how well you can see the screen cast I'll read this out here. I read through the above article and thought that's interesting then I read the comments below particular discuss the niches. This is on a course on ecosystems and suddenly thought a whole lot more somebody else's it's almost as if the basic courses in 2D but the postings the comments by other learners lift it to 3D and really make it come alive. So clearly this we started to resonate with people the next area I think is really important and really has to be focused on is the pedagogy of the massive. Pedagogy is always important but actually understanding what massive means is critical now that the pedagogical structure that we focus on primarily in future then is a social constructivist approach so, they were trying to make this work at distance and scale and there's a whole host a of things this direct learning from other people were something might post question. I don't understand this and the learner will post a response through knowledge sharing and careless learning way looking at what other people are doing. Come to shared knowledge building or working with other people more who are perhaps more knowledgeable than you are in developing your

understanding up in an area and these particular so developments in aspects we try and integrate into a coherent whole a whole not that you'll see a step marked as this is a knowledge-sharing step or this is one where the zone of proximal development comes into place but the where people will experience these different possibilities for learning a in a seamless and happily enjoyable manner. So the key thing is we have to effectively invent appropriate new approaches things like small group discussions. It's all very well having open common trait on things but if you have ten twenty thirty 50000 - 100000 learners on the course that becomes quite noisy quite quickly. So we need to have ways of having things like small group discussions where you have a small subset to people engaging in it in a deep debate about certain parts of a problem either in a structured way or unstructured layer. Whatever seems most appropriate we need to find ways of supporting that all a platform and this is a platform that people can be accessing any time of the day or night and so what do we need to be able to devise ways that support the formation dynamic formation a group through that with which is what we've done we need have ways of doing peer review and peer assessment. So, that people can comment and feedback on other people that can potentially even assess other people are doing some really innovative work in that space the as well now we also want to support people not just on a course wise basis but on a continual basis. So that people who they've worked we learned that is who build up a cohort really interesting colleagues all on one particular course may well want to move on to another or extend that one go further. We need ways in engaging with those people across a different courses so they're learning on the platform not just learning about an individual course and finally we want to do things like simple goal setting we will not only in education that getting people to set individual goals. I did commit to those goals in a slightly public manner means they're much more likely to push forward and achieve them and say we're finding ways on the platform for people to be able to express what they want to get out to the course and then achieve that said peer review that there's a sort of an example here so on the left there's a structured question where you talk about your own or the question outlines the unique talk about your own preferred version at the play and at the bottom out that what you call me the bullet point to talk about the three a of for particular things that you're supposed to look at you then come up with the review in a

structured manner that you submit and then other learners will read your comment your submission and comment on it and tell you what i think is good and bad about it and you can have a reflective step in the conversation with them afterwards. We also particularly focused on making this platform mobile first not just because Smart Phones a trendy and cool things to have around but because we're trying to support learning for life. We want to fill in the gaps where people might otherwise hop onto facebook or view a quick click on UGA we want to give them a learning opportunity and that space actually filling that in all the bus on the way home or as a passenger in a car on the train a or just lounging in the safer bit between TV programs that you want to watch though so the device is the ones that people turn to and therefore supporting is a very central talented what we want to do to get this broad access to people so our platform works well on the laptops tablets & and Smart Phones. We also focus all delight, delightful user experience the reason for this is that it does if we're honest very few people have to do moocs. So, we know competing with people who have to pass an exam in order to get a particular qualification or to move in that to create because people are interested to it and they want it said my view is we many competing with casual TV viewing You Tube and internet browsing and so on. I think would do that because it's fun and because it's interesting so we need to make this. So, to think it's also true if we engage people properly engagement gives very strong learning outcomes so that delight is not in our case a nice thing that we just sprinkle afterwards. Delight is a fundamental tenant what we're trying to do. Let me come to analytics. Our perception about analytics is that we want to get actionable insights. We think there are three sources of analytics and lets's see is title on the slide that transactional analytic which is who viewed what, when did they view it on what device ?

Interactional Analytics had they interact with the learning design did they follow steps in order to that make sense what we're all that aspect to be equally popular and conversational analytics who they talked to what they talk about what they talking positively or negatively and so on. I suggest to some insight into the social things with collecting this is a rough picture of activity but the pink fuchsia pink stuff is a laptop and desktop activity starting on Monday and then Tuesday, Wednesday, Thursday, Friday and Sunday going through big peaks around mid-day times. The blue is tablet use which in shape kind may rest they are that the other use

except for a big peak in the late afternoon and then mobile use is smaller but is still 10-15 percent and the saying at the time that seems to be growing slightly. One of the things interesting here is this is sort of afternoon which bumps the tablet use which coincides pretty much with the drop in desktop use. Unless we haven't managed to fully tie together things it's very suggestive that people are transitioning from learning on their laptop and desktop potentially as its work hours into a early evening, mid-evening time sat on the site for a home, learning as well so this is very interesting happens there. First glance the charts particularly the purple stuff looks quite jingly but actually there's some very consistent structure the system double peak around mid-day as an early afternoon blip and late evening blip. People obviously less busy in the middle of the night than they are in the middle of the day a busiest on the Mondays which is where and when each week of the course is released others to catch up take again on the Sunday's. As people get ready for the next week learning not talked about weeks the future learn views very much that show the rhythm of the course is important. It's all about storytelling aspect that we want to take people through the art of learning. We do that temporally as well as step stepwise on the course. What this shows is it takes when people do stuff and the big tool. Yellow bar their shows that most people complete the steps for that week in the week that it launched. If you look to the right there are a few people who should look ahead and look at the next week and maybe the week after a most material does tend to be up and available for people and there was the people looking to the left to the other about who are catching up a during previous week's course. Currently but most people like this with mix cycle and of course that gives a temporal anchor for the conversations to occur. So, the conversations will be happening about this week stuff with this week learners social so if we look at sort of how well they sort of philosophical approaches have the now picked up by the learners. Let me just like their first eight courses which is from so the whole time last year. We had at effect attended 10,000 people joining the courses week we kept them at this stage. So that's why it's limited to their of those joiners these people who had just came and actually participated come along with the course as that 60 percent which is reasonably good as lots of people going to sign up for things and then never take things further so. We're very happy with that percentage past eighty-six percent marked steps is complete so that we know that actually

read something, view something, what something, and done that out of those 54 percent returned so they came back and back in other words these were people who are really engaging with the course as time goes on and then what we call Fully Participating learners. People who marked a majority of the steps complete and did all at the assessments sort of 15 or so percent. One of the figures that we really like that really believe it is this notion of completion it's very hard to know what completion is in Mooc. If I was to give somebody a book and then take it away we don't really measure did they meet every page a bit, did they meet ever page quickly, did they skip back to it or not completion for a book is believe our concept and in some ways I think completion for moocs is our concept as far as I'm concerned it's perfectly okay if someone signs up to environmental course and in the first week gets to understand what the key elements or the environmentalism maybe about key elements about the environment, about attack. Okay got a vague idea about that I don't know anymore that's fine if I got the evidence the information they and that's good it may be that six months later they decide they don't want no more no comeback and I think I would be that as a success as much as somebody who turned up the course in the first week and takes every step of and finishes at the end that second person will have let much more but it doesn't mean that the first person hasn't had success. We do like celebrating people success rather than criticizing them for not doing things. When in fact they got out a bit maybe exactly what they wanted. So, one of the key features are they are social learners a more than a third of people engage socially on the platform to make comments a so there are lots people who all being a the carelessly learning and watching those things but a third people engaging is a really strong finding a way funny and thus maintaining that strength potentially growing on some courses as people get more used to the platform so pick up at some of our principles at work. It becomes social heart of learning with focusing Peers and supporting on massive things with mobile first that's good for users in all subject areas. I think this focus on sociability means that we're not as a stem science technology engineering math focused as maybe some the other providers who put on very technical courses because the platform was quite technical and they're attracting technical audiences. So again to produce some analytics on the sorts of things on the right hand side of this Pie Chart the kinds of interesting things the place sector is a science technology

engineering and math system subjects the proportion of course is that we offer and the red sector bottom right on quadrant humanities arts in society. So effectually, between the two of them stamen humanities half the offering on the future learn platform and roughly equal there and then other sorts of areas education nature business and management body in mind a fill in the rest but what I think is more interesting is we can use the fact that these are massive to do some analysis of the course of questions on the source of assignments that are being asked so what we have here are our series of graphs that represent happened how difficult particular questions also each item on the right hand side each color blind represents a question and on the left hand side represents the chance that an individual learn is likely to solve it. The black line that's way off kilter effectively means that even for the Gulf distance learners that they're gonna get it right the chance to get it right is pretty high to start with and shapes up pretty rapidly. Towards one right at the top on conversely the thus in a bright blue line that's on the other side up the at the scale is pretty hard for of a lot of people and in fact people aren't even getting a half right until you get into the stock 20 percent also people. So, that question is a bit too difficult and so the scale of colors in the middle represents questions a very degrees of difficulty but all reasonably discriminating and all reasonably suited to the range of learners that we got so says people who find a subject very difficult all scoring to allow in it people who find it reason be easily or scoring maximum on it. People who you know you'd want to be tested we are able to discriminate them and this feedback at this data allows people particularly and in subjects where you think a lot of things might be about opinion but not quite sure about how to phrase the question and how well people are going to answer it and how you'll be able to discriminate results it gives you a lot of data about that so you can start tuning and improving questioning much more scientifically. We can also understand what works and what doesn't work in a course so the fuchsia pink stuff here is the number of times that particular step is being visited. So it kind of shows a reasonably standard slow tale of participation as the weeks go on but we have a sort of from the left hand side a fairly certain did a step that quite a lot of people of many people went to and then as you go further along this complete gap is this one step that nobody seem to visit and for people to understand why that's the case is quite interesting also feel like relationship between the a future bar and the

blue bars. The blue bit are the number people who went there but didn't mark that step is complete so effectually didn't think it was worth doing all thought it was far too difficult and pink bars so those two steps because lenders a reasonable number of difficulties the yellow bar on top other number comments and again makes a certain steps a generate much more common trait from learners than others and some the steps that you viewed and have just started difficult just get no comment two or just people going off lost here don't know what's happening. So again this is a high-level analytics allows people to see whether what they're offering the students is at the right level is consistent and so forth I have given you an interesting insight into future learning. Some other things we can do with the analytics and I'll be on skype shortly to answer any questions from its.

Thank you very much