

Research question 3 - Differential participation

Lead Author Marion Waite

aimed at IRRODL

“The aim of The International Review of Research in Open and Distance Learning (IRRODL) is to disseminate scholarly information to scholars and practitioners of open and distance learning and teaching worldwide.”

Robert Brown’s eight questions

Differential participation and designing for differentiation?

Demographics

Moodle and Google data

- 204 registered data entities on de-duplicated participants list
- 165 data entities on Moodle
- 79 Expressions of interest on Wordpress between 22 March 2012 and 22 April 2012
- Searchable/sortable

What counts as participation?

Survey monkey to seek new data...

- Did you feel you participated, yes/no
 - Were you required to participate, yes/no
- If yes go to ...
- I no... can you say why not?
- In what ways did you participate?
 1. Observing
 2. Reading
 3. Posting to Moodle discussion forums
 4. Attending live sessions
 5. Blogging
 6. Commenting on blogs
 7. Tweeting
 8. Face-to-face meeting (“Mooc-up”)
 9. Completing assessment activities
 10. Other social media or modes of participation
 - If you ticked other please say what...

We are not sure how meaningful it will be to provide numbers for these categories

Focus groups and interviews reveal important practices

What might the role be for peer mentoring in a mooc?

- Is an activity community an appropriate lens?
- Professional, public reflection
- Do we incorporate mentoring formally into the learning design. First steps experienced participants formally recognised as in LSHTM
 - Guides
 - see DS106 as a paradigm and Alex Couros who put out a call for mentors
 - Lisa Lane on Pedagogy course
 - How do you recruit mentors?
 - Areas of expertise
 - technology
 - pedagogy

Can assessed and non-assessed streams be sustained within the same learning environment?

- How/can assessed and non-assessed groups interact to mutual benefit?
 - Yes or course, if you broaden (open up) the frame of the environment.
 - But, is this too hard?
- To what extent is the assessment scheme THE curriculum?
- How do learning outcomes fit in this paradigm?
- Can assessed and non assessed groups use the same scaffolding?
- Can the non-assessed group be co-opted as peer mentors?

Need to establish IRRODL structure

But I see

Context

Conceptual framework etc.

Best way to learn what needs to be done in a MOoc is to run one.

Content vs curriculum

What do you want students to be able to do and create. What did we want is it different to F2f

Getting connections between one another not just the content.

Expectations be realistic about numbers

Emphasise that things will change.

Opportunity to build personal learning networks, what is it like to be a learner in a digital world?

Bonnie Stewart.

Not an average online course.

2008 University of Manitoba underpinned by connectivism

Moocs go beyond the walls of the institution and are ideal for exploring emerging concepts

Disruption theory is the wider global context and the rapidly changing place of HE

Education and higher ed are changing. Digital age has created knowledge abundance.

Four domains of knowledge today, complexity no best practice as yet.

Moocs have evolved into a way for these complex domains to be explored by networks of the like minded.

Expored what does it mean to be in a MOOC. Used students as facilitators, methodology narrative inquiry

1. Embody digital practices
2. Harness knowledge abundance
3. Participatory
4. Networked
5. Distributed - no coherent centre- challenging to navigate
6. Aligned to professional need to remain up to date
7. Knowledge within moocs are negotiated

Connectivist MOOCs vs big Moocs- This is useful contextual stuff but not the focus of my inquiry, I am really interested in connectivism and the skills required for participation in education in a digital world, so this exploration has really helped me I think.

Differences

- Who are the participants?
- Large online correspondence course vs connectivism
- Inter relationships not part of x moocs

Model of disruption need to find out about this.