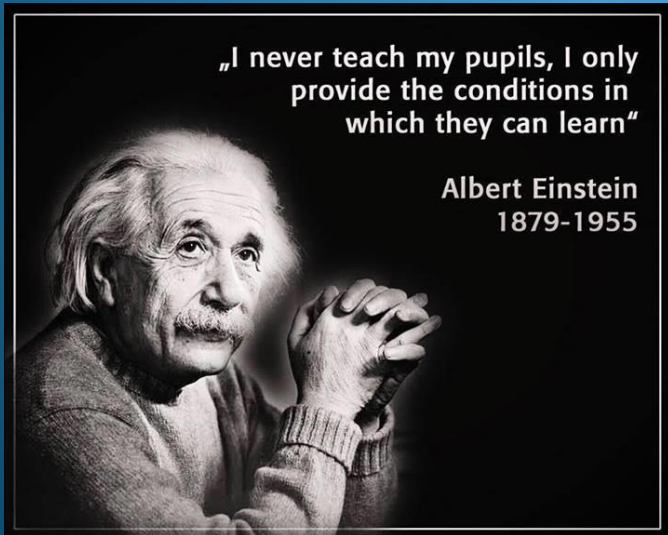
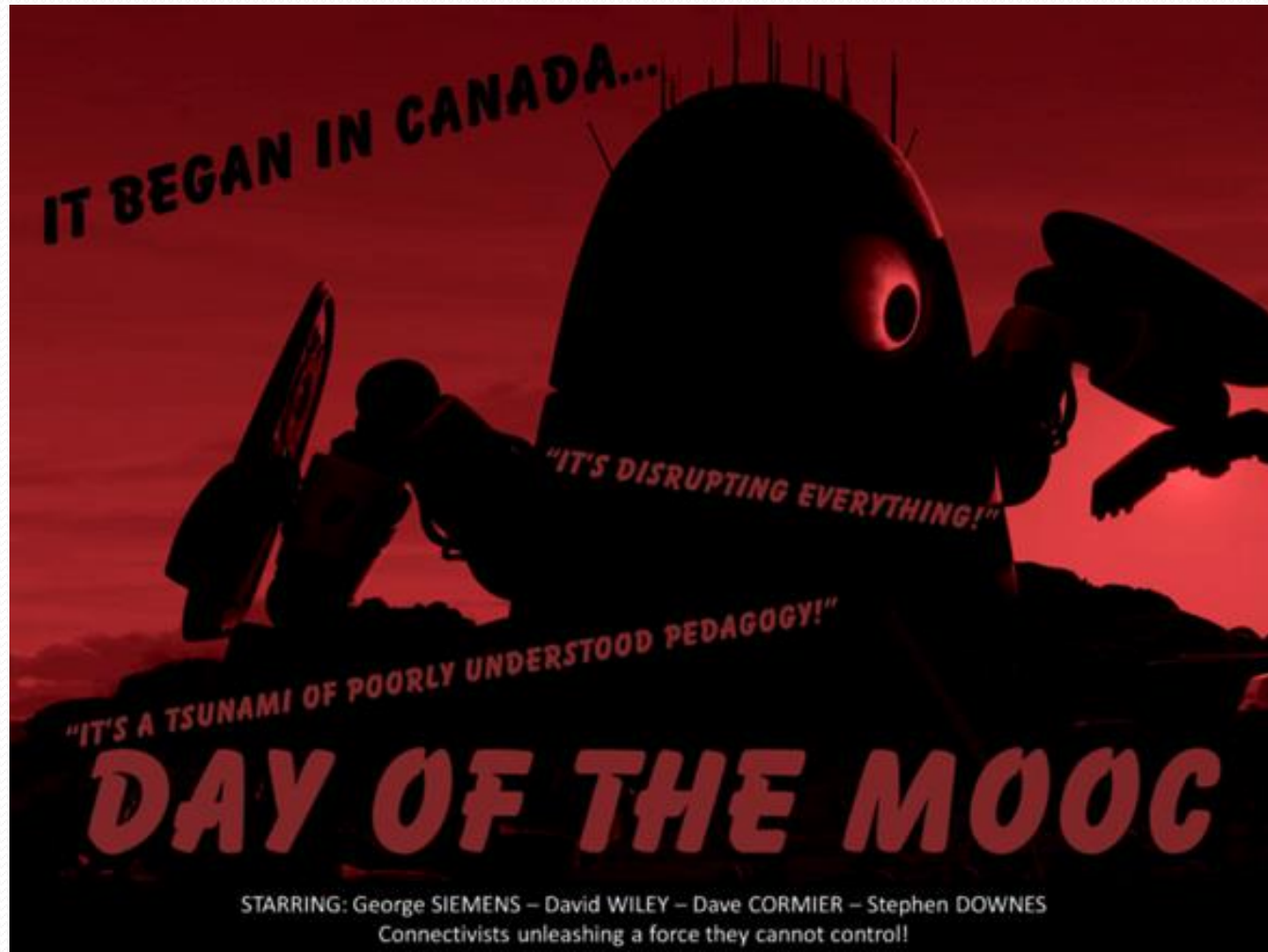


# MOOCs – en ramme for læring for de mange?

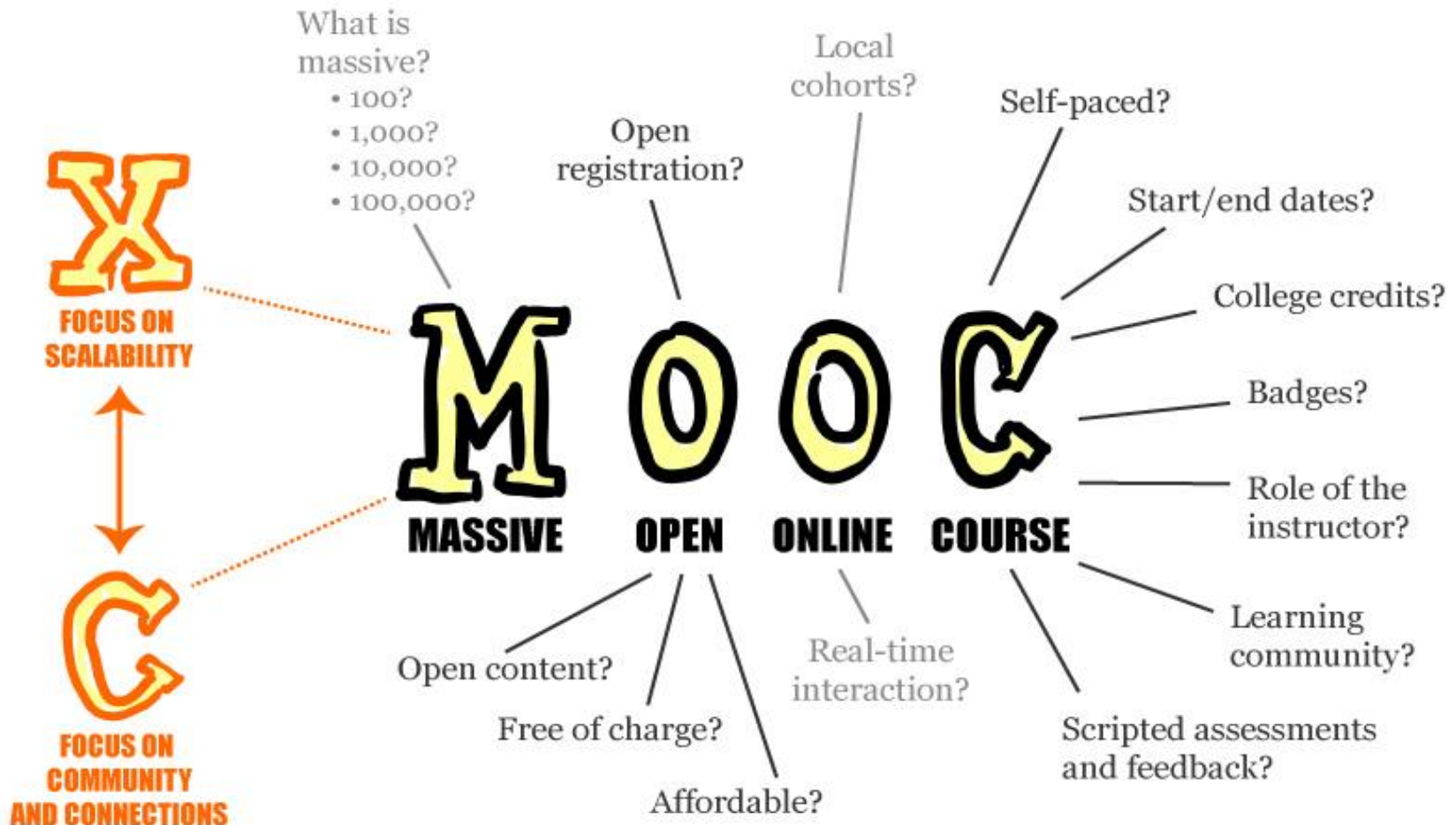


Annette Dalsgaard  
Ph.d. studerende og lektor  
University College Lillebælt &  
Aalborg Universitet  
06.12.2017

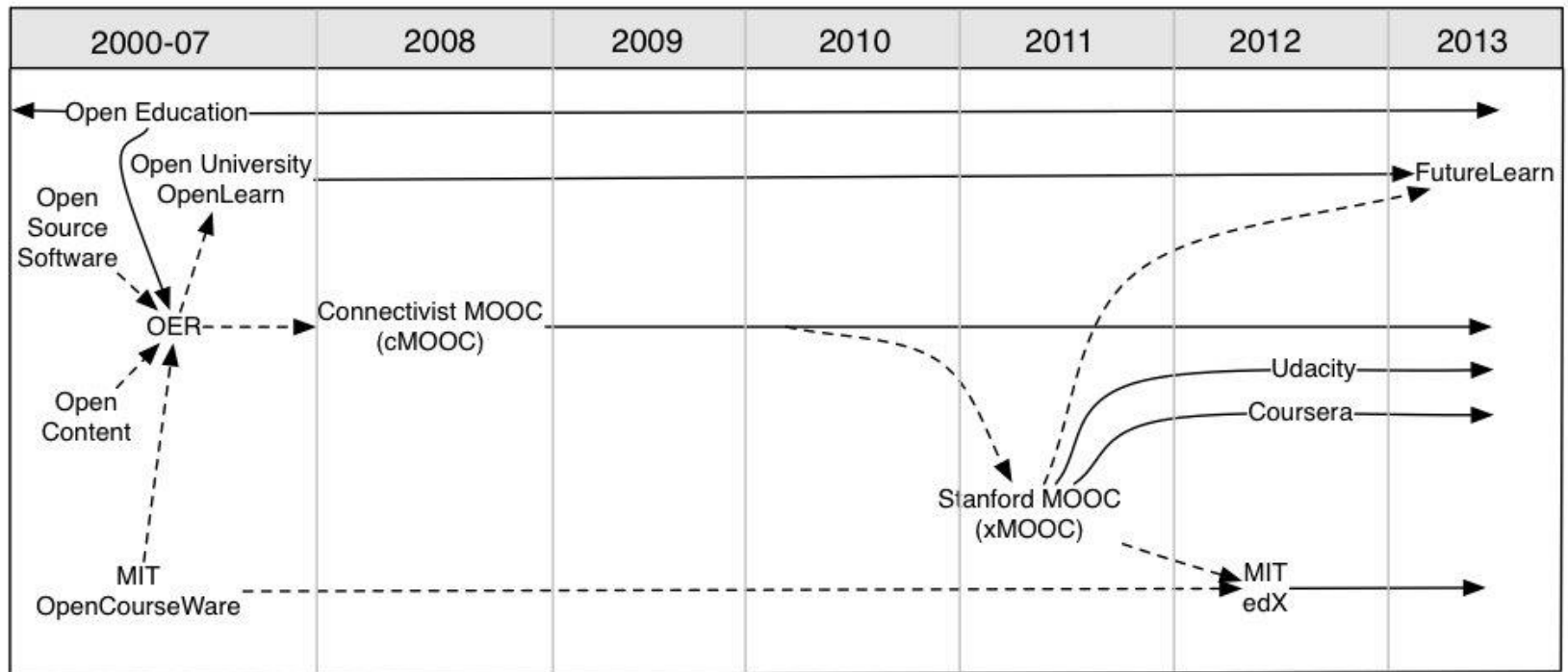
# MOOCs opståen



# MOOC begrebet



# MOOCs udvikling



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

# MOOC platforme

**coursera**

**edX**

**UDACITY**

**Future Learn**

**FUN MOOC**

**OPEN 2 STUDY**

**iversity**

**NovoEd**

**canvas NETWORK**

**iMooX**

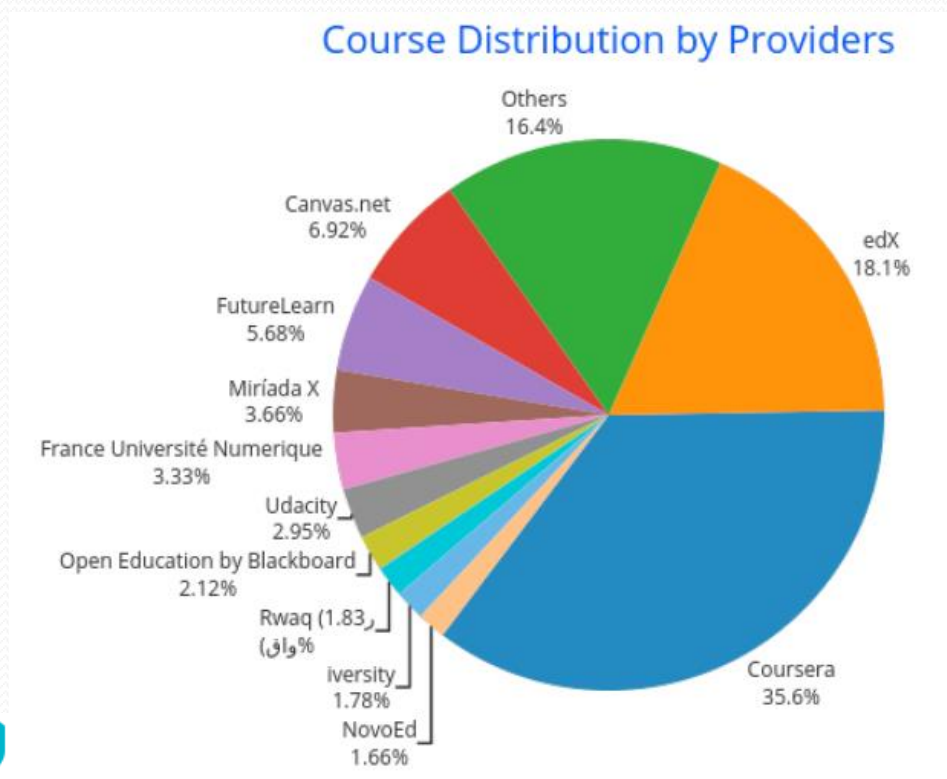
**OPEN edX**

**OpenupEd**

**学堂在线 xuetangx.com**

**رواق**

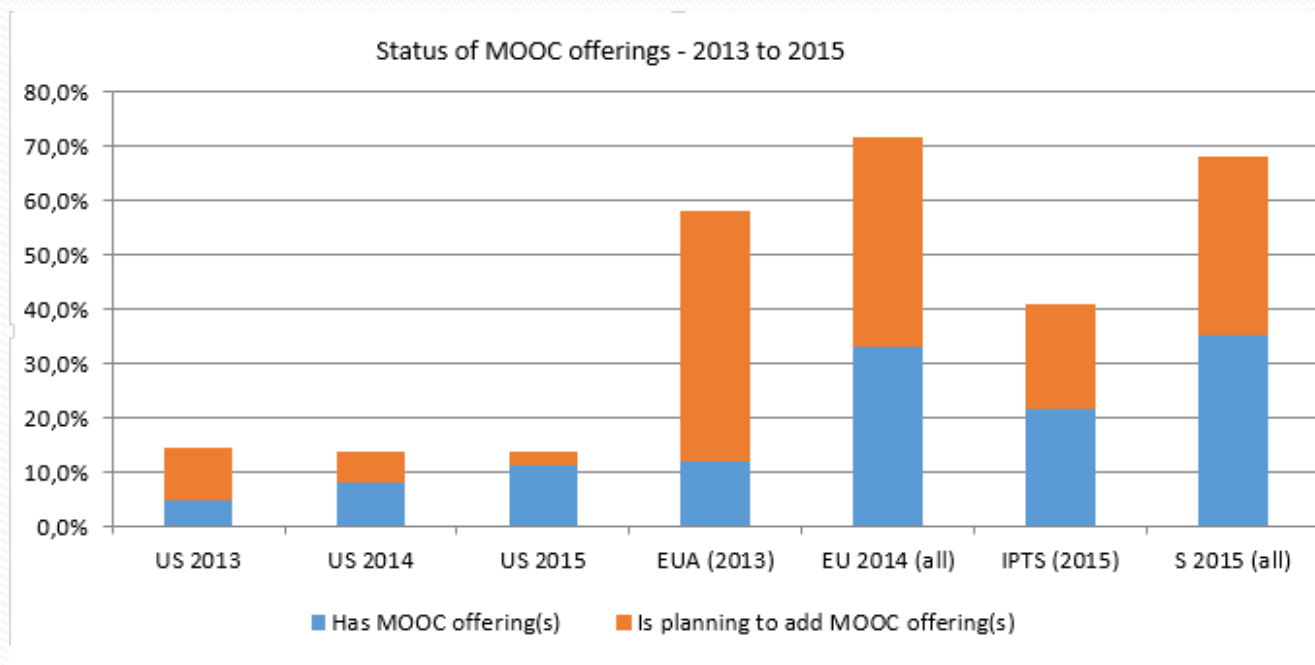
**miriada**



• - og andre ....

(Shah, 2016a)

# Videregående uddannelsesinstitutioners udbud af MOOCs



Institutional profile in their MOOC offering compared between that of US surveys (US 2013, US 2014 and US 2015 from Allen & Seaman 2014, 2015, 2016) with the EU surveys (EUA 2013 reported in Gaebel et al., EU 2014 reported in Jansen & Schuwer (2015), Muñoz et al. (IPTS 2015) and Jansen & Goes-Daniels (2016, S 2015).

- Mindst 40% af videregående uddannelsesinstitutioner (HEI) i Europa har MOOCs eller planlægger at udvikle MOOCs snart sammenlignet med 12% i USA
- MOOC initiativer i central og øst Europa er stadig i en tidlig opstarts fase.

(Jansen & Konings, 2017: 8)

# MOOC deltagelse i 2016



**58M**  
Students



**700+**  
Universities



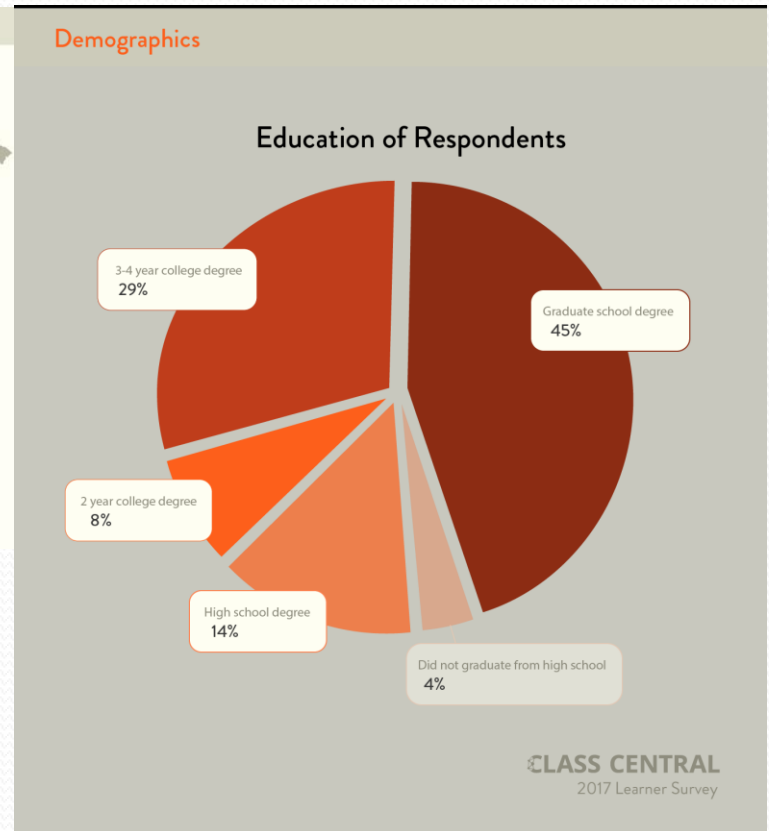
**6850**  
Courses

*MOOCs in 2016. Analysis by Class Central*

- 23 millioner nye MOOC deltagere i 2016

(Shah, 2016b)

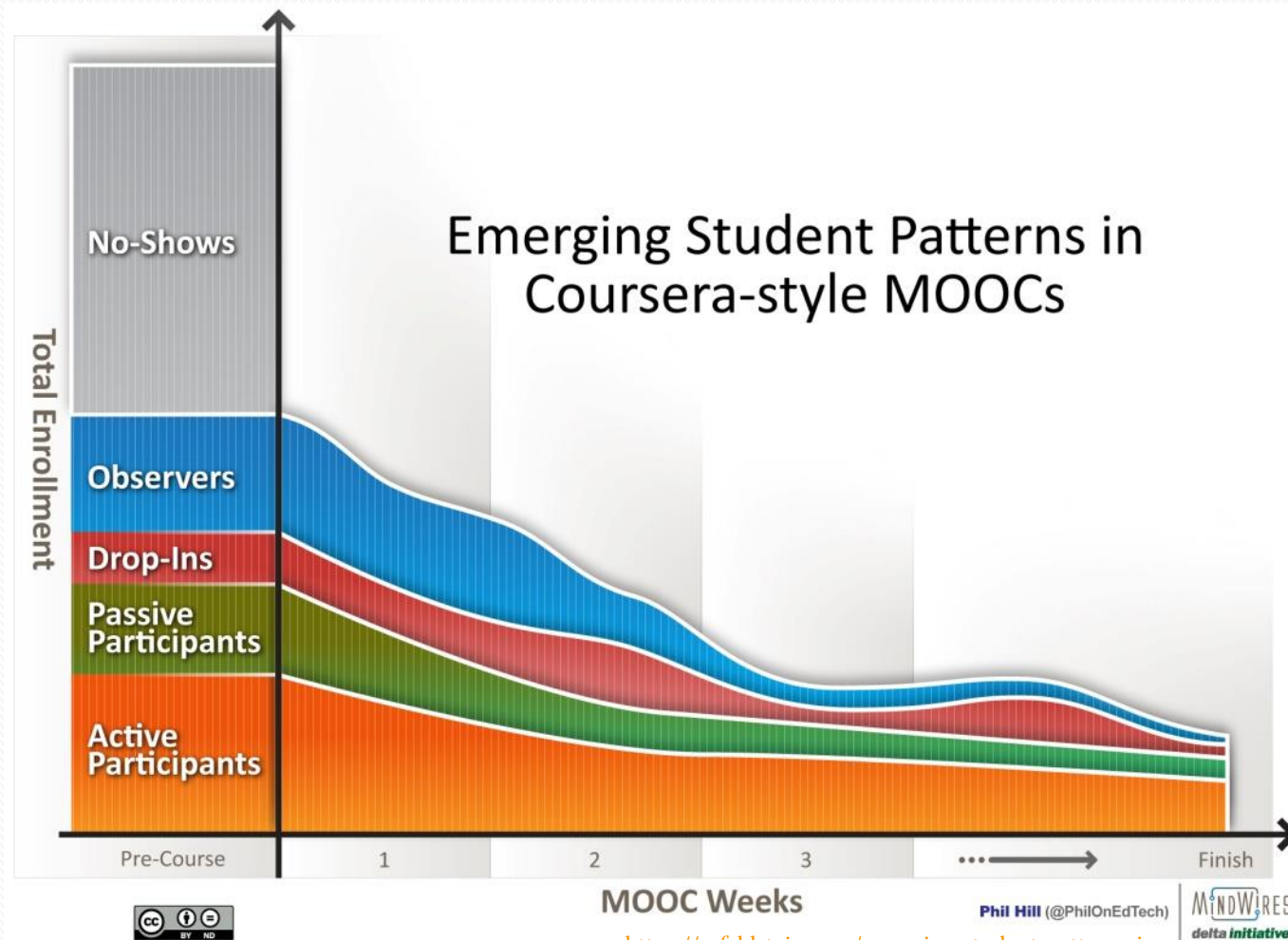
# MOOC deltagere



(Shah, 2017)



# Deltagermønstre i MOOCs



# Gennemførelse af MOOCs

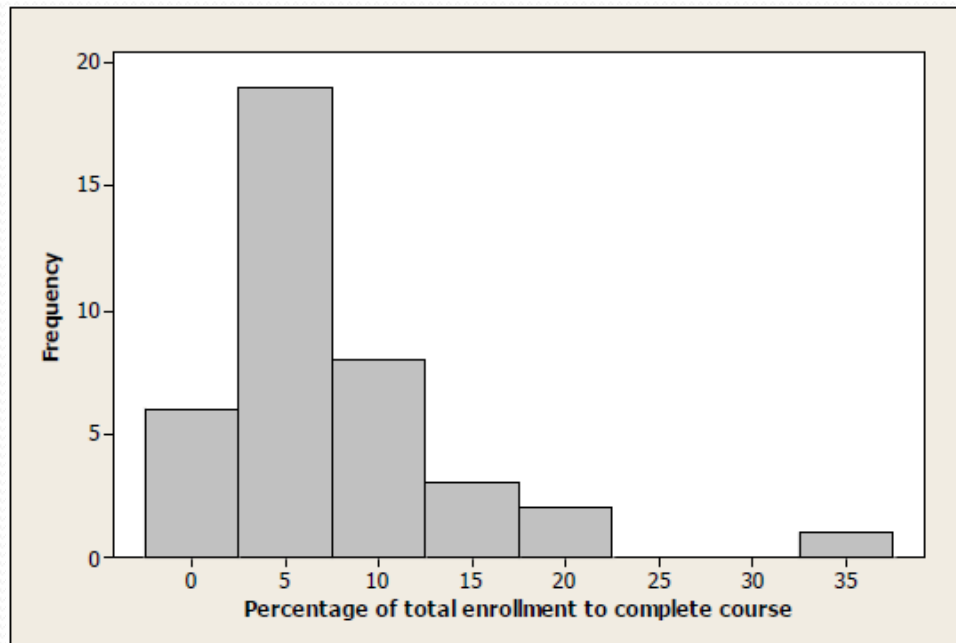


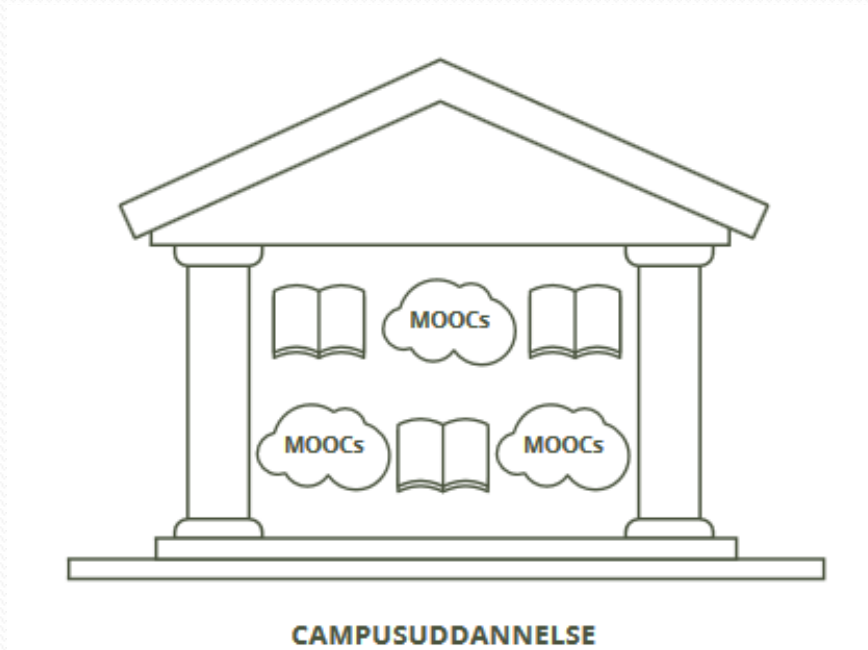
Figure 4. Histogram of completion rates for the sampled courses ( $n = 39$ ).

- I de fleste MOOCs er der en gennemførelsesprocent på mindre en 10% med et median gennemsnit på 6.5%.” (Jordan, 2014)
- “ It is a category mistake to describe people who stop at some point in a MOOC as “dropouts.” This is the language of institutions. People drop out of institutions — “university dropouts” — not out of open, free, and online experiences. I’m just amazed that 40 million have dropped *in*.” (Clark, 2016)

# Forretningsmodeller for MOOCs

- Betaling for kursusbeviser (Coursera, FutureLearn)
- Månedlig betaling for adgang til kurser og kursusmaterialer – også efter endt kursus (Coursera)
- Betaling for kurser, der giver en dybere forståelse:
  - XSeries Programs (Coursera)
- Betaling for erhvervsrettede kurser:
  - Specialization (Coursera)
  - Professional Certificate Program (edX)
  - Nanodegree program (Udacity)
- Betaling for uddannelser:
  - Postgraduate degree (FutureLearn)
  - MicroMaster (edX)
  - Master's Degree (Coursera, FutureLearn)

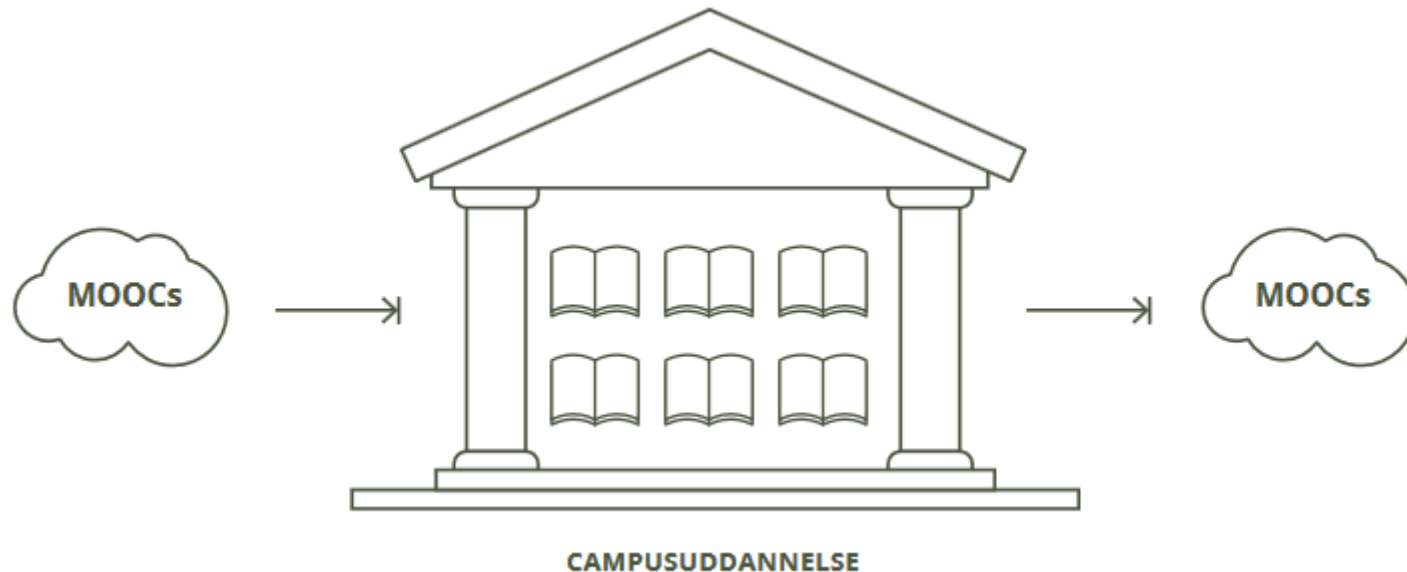
# MOOCs som erstatning for eller supplement til campusundervisning



- Hele MOOCs, dele af MOOCs eller undervisningsmateriale, der er udviklet til MOOCs, er indarbejdet i campusuddannelser.

(Danmarks Akkrediteringsinstitution, 2016:42)

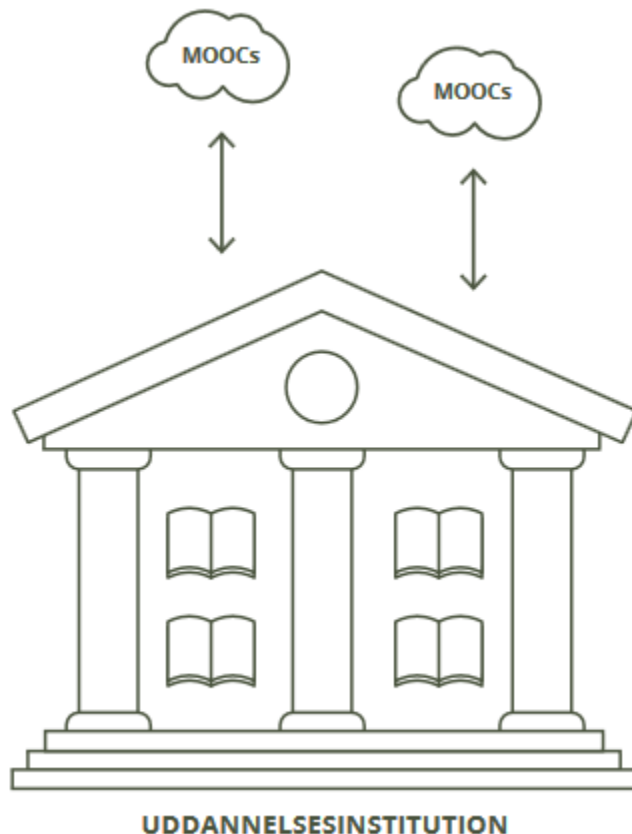
# MOOCs som kilde til faglig indsigt før og efter studiet



- MOOCs som introduktionsforløb til et studie - gymnasieelever, professionsbachelorer og internationale studerende
- MOOCs til at holde kontakten til alumner efter endt studietid.

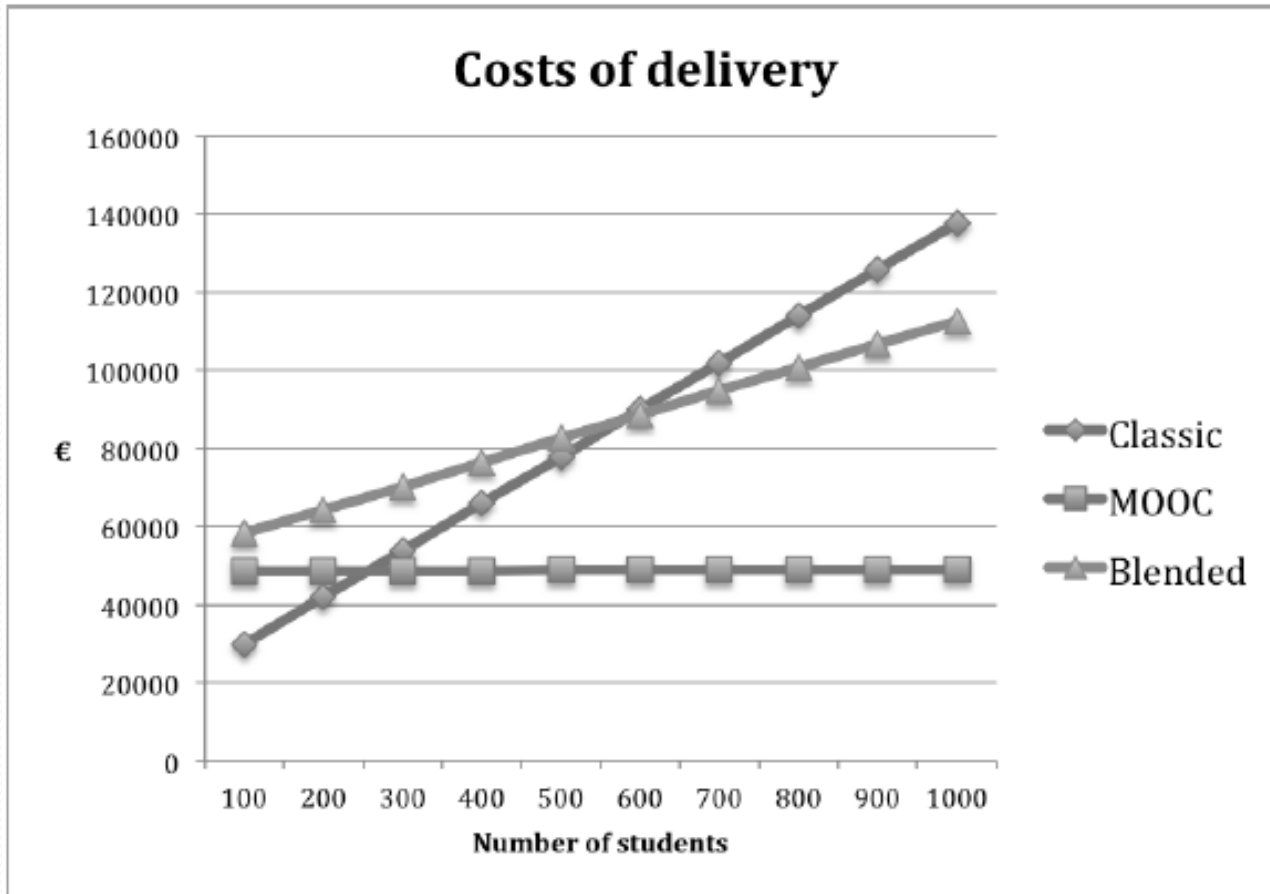
(Danmarks Akkrediteringsinstitution, 2016:54)

# MOOCs som et udviklingsstrategisk værktøj



- MOOCs kan indgå i videregående uddannelsesinstitutioners *strategiske udviklingsaktiviteter* i forbindelse med udviklingen og kvaliteten af videregående uddannelsesinstitutioners uddannelser uden også at være direkte koblet til campusuddannelser.

# Kan MOOCs betale sig?



(Epelboin, 2016)

# Udviklingspotentialer for MOOCs

- Undersøge konceptuelle undervisningsrum
- Pædagogiske tilgange (mangel på undervisertilstedevær)
- Forretningsmodeller (“no such thing as free”)
- Certificering (badges, kursusbeviser akkreditering,)
- Tiltrække nye studerende (“Amazoning”) (Jansen, 2017b)



# Formål med ph.d. projekt

- At designe, implementere og evaluere et learning design for et Massive Open Online Course (MOOC) som efteruddannelseskursus. Emnet er Evidence-Based Midwifery Practice.
- At undersøge professionel læring i en MOOC som et åbent online læringsmiljø.  
Case gruppen er jordemødre og undervisere i jordemoderpraksis.



# Forskningsmetoder

- Design-Based Research inspireret tilgang:
  - Litteratur review
  - Deltagende observation
  - Design af et learning design
  - Iterationer af the learning designet og dele af det
- Professionel læring i MOOCen
  - Online survey
    - 217 udfyldte spørgeskemaer
  - Online interviews
    - 31 interviews
  - Etnografiske data

A BROADWAY GUIDE TO WRITING IN ENGLISH FOR LAMBERTS BERRY UNIVERSITY OF MICHIGAN

The screenshot shows a course dashboard with a progress bar at the top indicating 5 weeks. Below the progress bar, there is a 'WEEK 1: WHAT IS ACADEMIC WRITING?' section with a 'Welcome to the class' message and a video player.

Connectivism and Connective Knowledge 2011

The screenshot shows the 'Welcome to CCK11' page. It includes a 'Contents' list on the left and a 'Welcome to CCK11' section on the right with a diagram illustrating connective knowledge. The diagram shows various nodes connected by lines, representing the interconnected nature of knowledge in a networked environment.

The screenshot shows a MOOC interface for 'Learning Technology Design and Sustainability'. It features a video player with a play button and a navigation menu on the left with options like 'Home', 'Lessons', 'Assignments', 'Tests', 'Community', and 'Feedback'.

The screenshot shows a MOOC interface for 'Learning Technology Design and Sustainability'. It features a 'Week 1: Learning Technology Design and Sustainability' section with a list of videos and key concepts. The 'Key Concepts' section includes 'Sustainability' and 'Learning Technology Design'.

The screenshot shows a MOOC interface for 'E-learning and Digital Culture'. It features a video player with a play button and a navigation menu on the left with options like 'Home', 'Lessons', 'Assignments', 'Tests', 'Community', and 'Feedback'.

# Design af en MOOC for jordemødre

- Pædagogiske overvejelser:
  - At have en connectivist og konstruktivistisk læringstilgang
  - At understøtte interaktion, kollaboration og videndeling
  - At vurdere deltagerne af opnåelse af læringsudbytter, hvis de vil have et kursusbevis
- Design overvejelser:
  - At skabe en simpel kursus struktur
  - At bruge gratis tilgængelige online læringsressourcer og teknologier.
  - At bruge synkron live præsentationer
  - At have en enkel registrering og tilmelding af deltagerne
  - At bruge sociale medier

# Learning Design I MOOCen

Evidence-Based Midwifery Practice #Mooc4Mid

Home Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Forums MOOC Café Live presentations Collaboration

Module 2

- 2.1 Evidence-Based Medicine
- 2.2 Study designs
- 2.3 The Hierarchy of Evidence
- 2.4 Search databases
- 2.5 Construct an effective database search strategy**

INFO:

- Course information
- Speakers
- Live presentations
- Adobe Connect
- Social Media
- Evaluation

SPEAKERS

## 2.5 CONSTRUCT AN EFFECTIVE DATABASE SEARCH STRATEGY

### The PICO method

The most common type of clinical question is about how to treat a disease or condition. These are questions about intervention.

Not all clinical questions are about interventions. Other types of questions may arise:

1. What causes the problem? – aetiology, risk factors
2. What is the frequency of the problem? – frequency
3. Does this person have the problem? – diagnosis
4. Who will get the problem? – prognosis, prediction

PICO is a method of analysing the components of a question relating to clinical practice for which you would like to search for an evidence based answer. PICO consist of four components. Try to use all four parts of the question in the search strategy, if possible.

- P – patient, population or problem
- I – intervention, prognostic factor or exposure
- C – comparison or control
- O – outcome

Please watch the video (3 min.s): Using PICO to Structure Your Literature Search

Using PICO to Structure Your Literature Search

Concept A  
Chewing gum

Concept B  
Ear Infection

Annette Dalsgaard  
Log Out

WHO'S ONLINE

RECENTLY ACTIVE MEMBERS

TOPIC TAGS

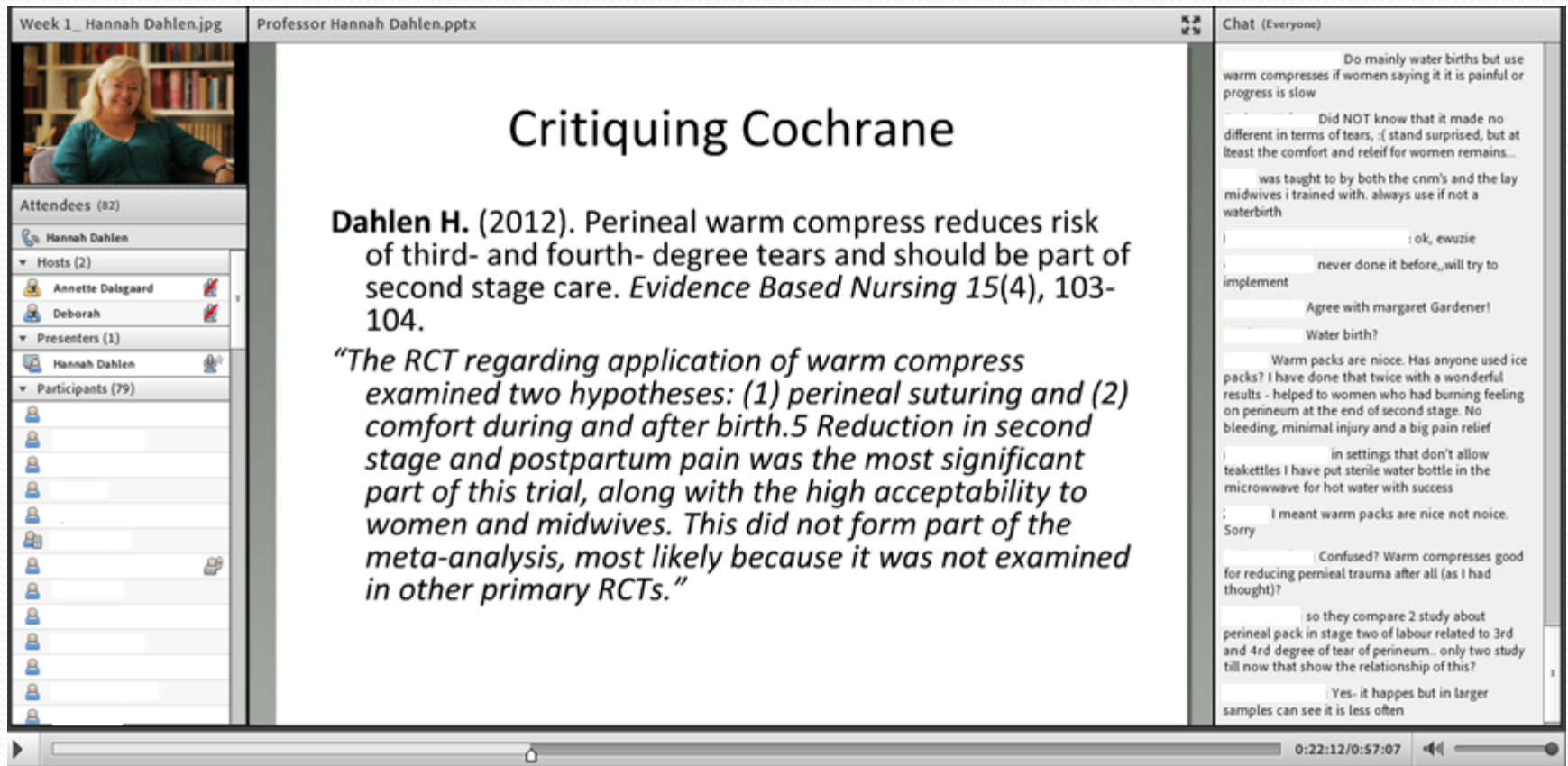
- #1153 #evolution in maternity care
- #Helloooooo #Midwifery practice in History
- #Perineal protection Application of warm packs to the perineum
- Assessment change

# Moduler i MOOCen

1. Orientation in the course and role of evidence in evolution of midwifery practice
2. Sourcing and accessing the best available evidence
  - Study design, levels of evidence, search strategies
3. Making sense of systematic reviews and meta-analysis
  - Interpreting results, odds ratios, relative risks, p values and confidence intervals
4. Critical appraisal of evidence
5. Implementation of evidence into midwifery practice
6. The evidence base of midwifery globally and where to from here



# Synkron online præsentationer



The screenshot shows a Zoom meeting window. At the top, the title bar reads "Week 1\_ Hannah Dahlen.jpg" and "Professor Hannah Dahlen.pptx". The main area displays a presentation slide titled "Critiquing Cochrane". The slide content includes a citation for Dahlen H. (2012) and a quote about a Randomized Controlled Trial (RCT) regarding warm compresses. On the left, a sidebar shows a video thumbnail of Hannah Dahlen and a list of attendees, including Annette Dalsgaard and Deborah. On the right, a chat window is active with several messages discussing water births, warm packs, and perineal trauma.

Week 1\_ Hannah Dahlen.jpg Professor Hannah Dahlen.pptx

## Critiquing Cochrane

**Dahlen H. (2012).** Perineal warm compress reduces risk of third- and fourth- degree tears and should be part of second stage care. *Evidence Based Nursing* 15(4), 103-104.

*“The RCT regarding application of warm compress examined two hypotheses: (1) perineal suturing and (2) comfort during and after birth.5 Reduction in second stage and postpartum pain was the most significant part of this trial, along with the high acceptability to women and midwives. This did not form part of the meta-analysis, most likely because it was not examined in other primary RCTs.”*

Attendees (82)

- Hannah Dahlen
- Hosts (2)
- Annette Dalsgaard
- Deborah
- Presenters (1)
- Hannah Dahlen
- Participants (79)

Chat (Everyone)

Do mainly water births but use warm compresses if women saying it is painful or progress is slow

Did NOT know that it made no different in terms of tears, :( stand surprised, but at least the comfort and relief for women remains...

was taught to by both the cm's and the lay midwives i trained with. always use if not a waterbirth

ok, ewuzie

never done it before,,will try to implement

Agree with margaret Gardener!

Water birth?

Warm packs are nice. Has anyone used ice packs? I have done that twice with a wonderful results - helped to women who had burning feeling on perineum at the end of second stage. No bleeding, minimal injury and a big pain relief

in settings that don't allow teakettles I have put sterile water bottle in the microwave for hot water with success

I meant warm packs are nice not noise. Sorry

Confused? Warm compresses good for reducing perineal trauma after all (as I had thought)?

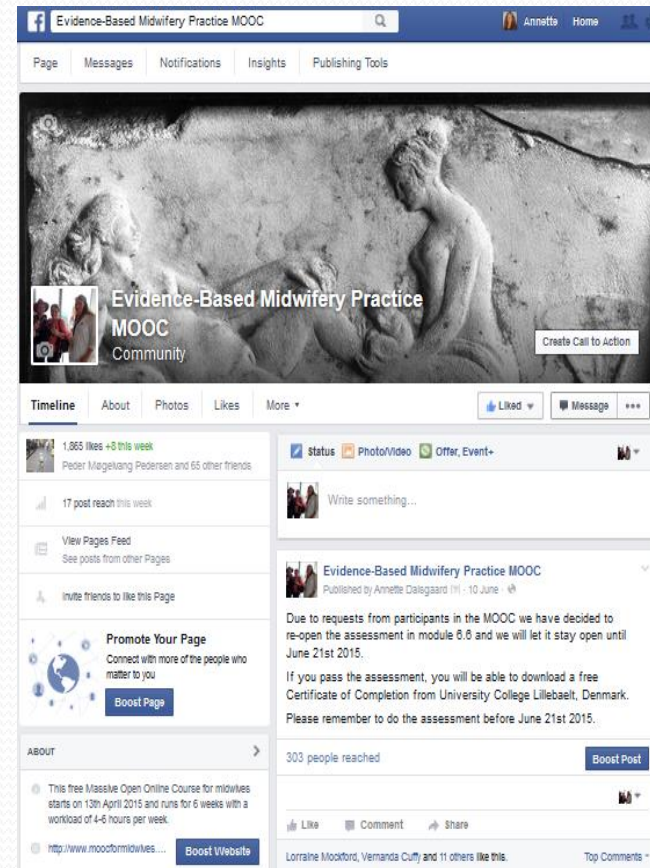
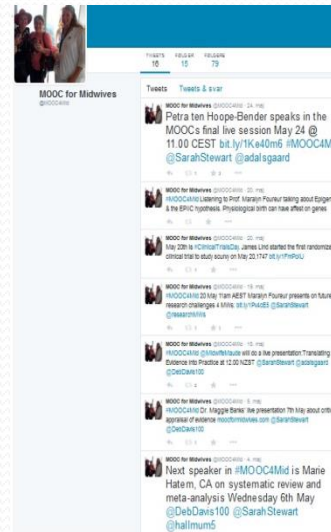
so they compare 2 study about perineal pack in stage two of labour related to 3rd and 4rd degree of tear of perineum... only two study till now that show the relationship of this?

Yes- it happes but in larger samples can see it is less often

0:22:12/0:57:07

# Sociale medier

- Annoncering af MOOCen
  - Facebook page: Evidence-Based Midwifery Practice MOOC
  - Twitter: @MOOC4Mid and #MOOC4Mid
- Kommunikation omkring og under kurset
  - Meddelelser, links and highlights fra kurset
  - Kommentarer og spørgsmål fra deltagere – og ikke-deltagende andre



# Certificate of Completion



## Certificate of Completion

has participated in and passed the mandatory assessment\* for the 6 week open online course

### Evidence-Based Midwifery Practice MOOC

This was a six weeks Massive Open Online Course (MOOC) about evidence-based midwifery practice on an introductory level. It required approximately 4-6 hours of study per week.

Senior Lecturer Annette Dalsgaard, University College Lillebaelt, Odense, Denmark

Issued: May 2015

\*This statement confirms that at least 50 % of questions in the mandatory assessment were answered correctly.  
Completion of this course does not imply competence in midwifery clinical practice.

www.ucl.dk

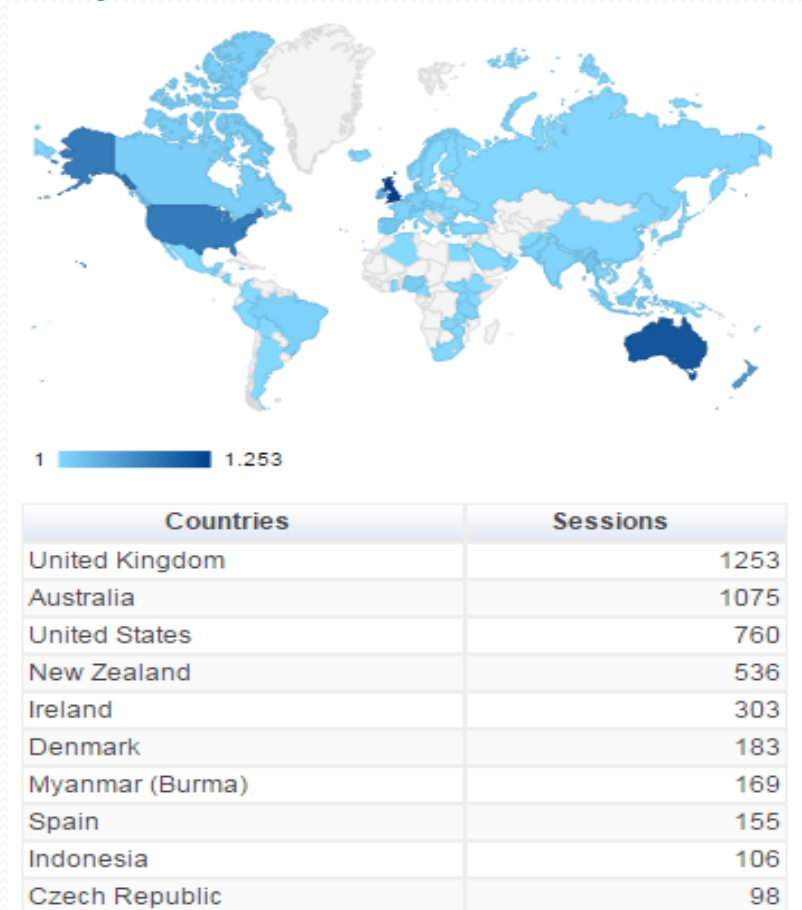
- Gratis
- Automatisk afsendt til kursisten, hvis testen var bestået
- Ikke en del af en formel uddannelse

“This statement confirms that at least 50 % of questions in the mandatory assessment were answered correctly. Completion of this course does not imply competence in midwifery clinical practice”.



# Evidence-Based Midwifery Practice MOOC

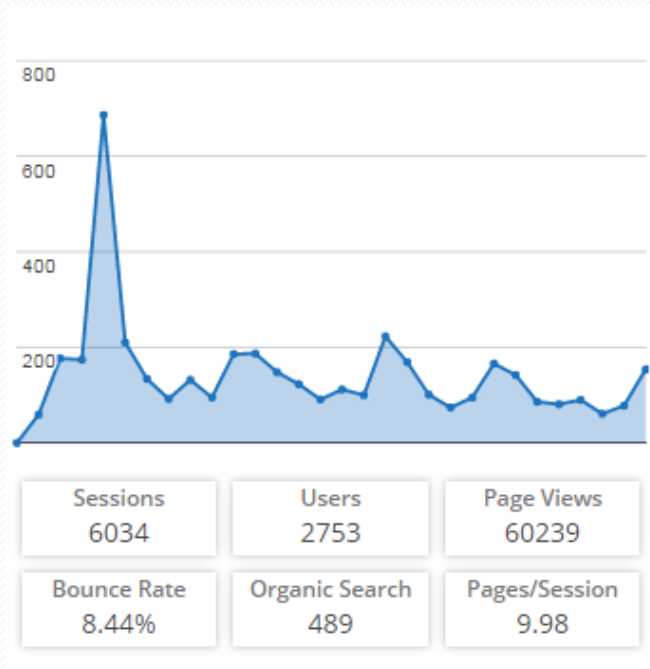
- 2098 tilmeldte deltagere
- 1050 deltagere loggede ind efter kursus start
- 194 Certificate of completion uddelt



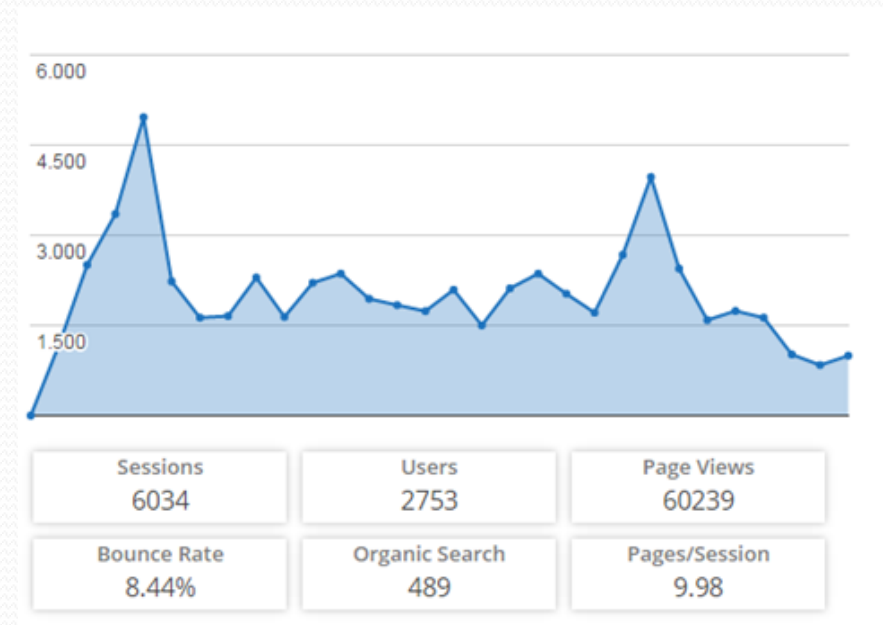
Google Analytics from week 4 to week 7

# Aktivitet på MOOC plattform

Users



Page views



Google Analytics from week 4 to week 7

# Referencer

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- Jansen, D. & Konings, L. (2017) *MOOC Strategies of European Institutions. Status report based on a mapping survey conducted in November 2016 –February 2017*. EADTU. Retrieved from [http://eadtu.eu/documents/Publications/OEenM/MOOC\\_Strategies\\_of\\_European\\_Institutions.pdf](http://eadtu.eu/documents/Publications/OEenM/MOOC_Strategies_of_European_Institutions.pdf)
- Jordan, K. (2014): *Initial Trends in Enrolment and Completion of Massive Open Online Courses*. *The International Review of Research in Open and Distance Learning*. Vol 15 . No 1. February. pp. 113-160
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- Shah D. (2016a) *By the Numbers: MOOCs in 2015*. Class Central January 2016. Retrieved from <https://www.class-central.com/report/moocs-2015-stats>
- Shah, D (2016b): *By The Numbers: MOOCs in 2016*. Class Central December 2016. Retrieved from <https://www.class-central.com/report/mooc-stats-2016/>
- Shah, D. (2017): *Learner Survey*. Class Central December 2017. Retrieved from <https://www.class-central.com/report/class-central-learner-survey-2017/>

# Tak for ordet!

- Evidence-Based Midwifery Practice MOOC
  - [www.moocformidwives.com](http://www.moocformidwives.com)
- Facebook page:
  - <https://www.facebook.com/Evidence-Based-Midwifery-Practice-MOOC-400241626812256/>
- Twitter:
  - @MOOC4Mid and #MOOC4Mid



- Email: [andv@ucl.dk](mailto:andv@ucl.dk)
- Twitter: @adalsgaard
- Phone: +45 51165553