

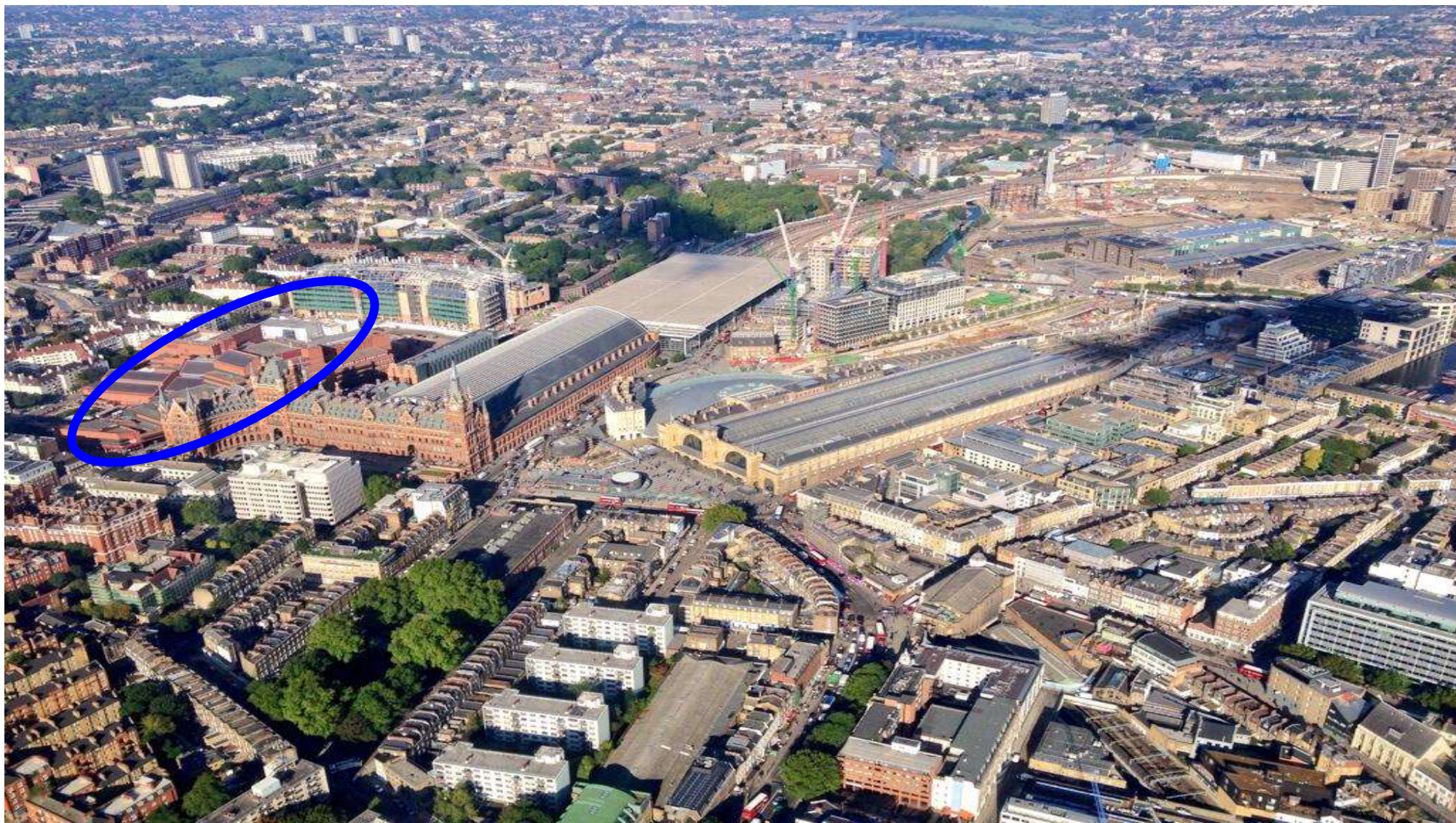


CIQG conference

By SIMON NELSON: JANUARY 2015













November 2014: Sprint 41 review

Our mission:

To pioneer the best learning
experiences for everyone,
everywhere

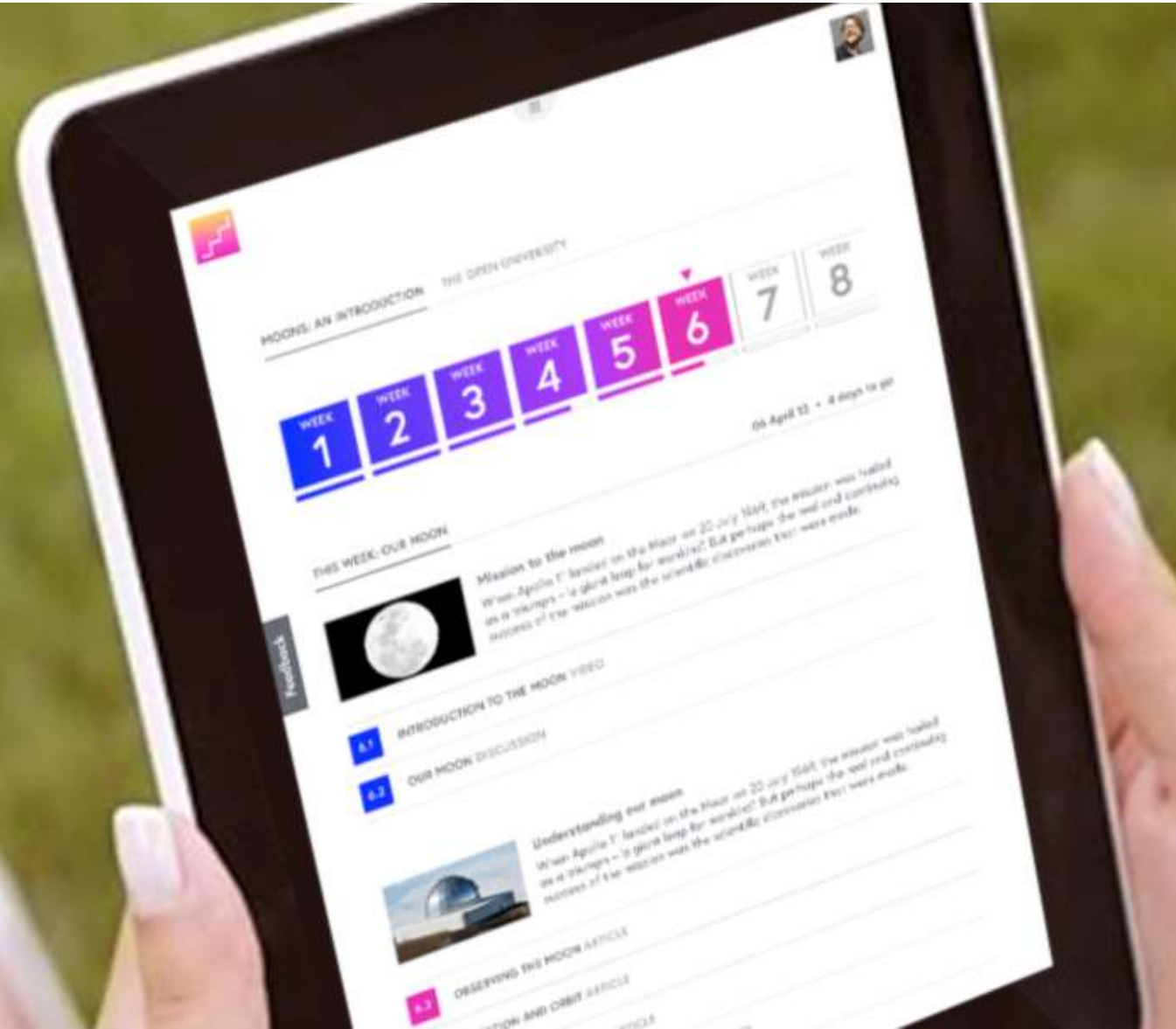
**Opportunities to transform
perceptions of quality...**

PUTTING THE LEARNER FIRST

We have built FutureLearn ourselves in order to put the learner at the heart of the experience

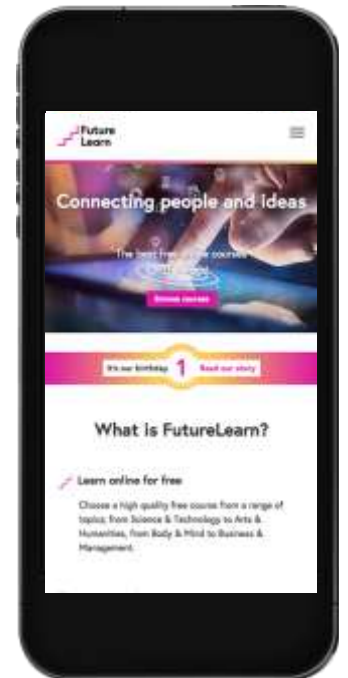
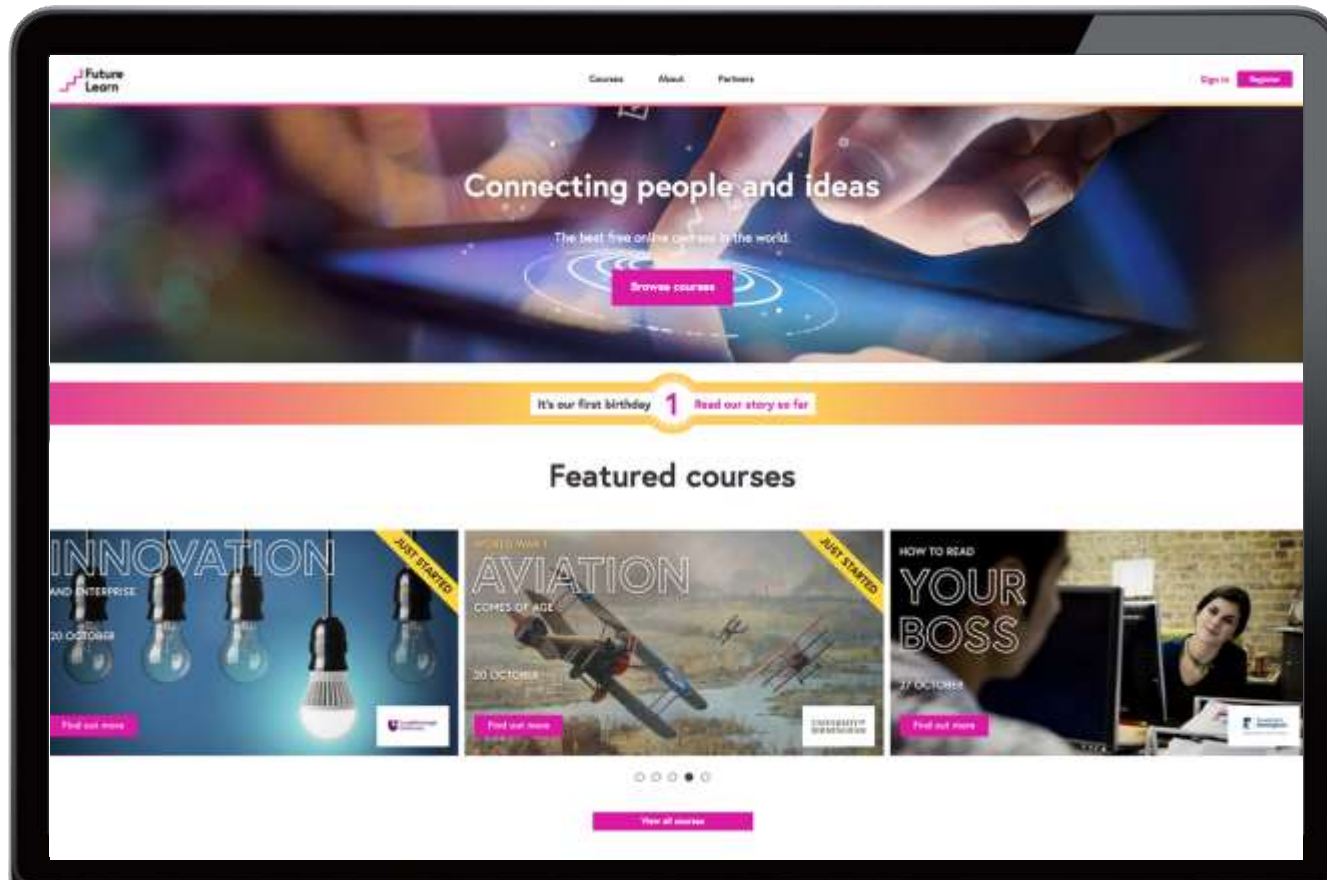


Simple, delightful,
flexible user experience



SIMPLE, DELIGHTFUL, FLEXIBLE USER EXPERIENCE

FutureLearn is designed to delight the learner wherever he/she is learning



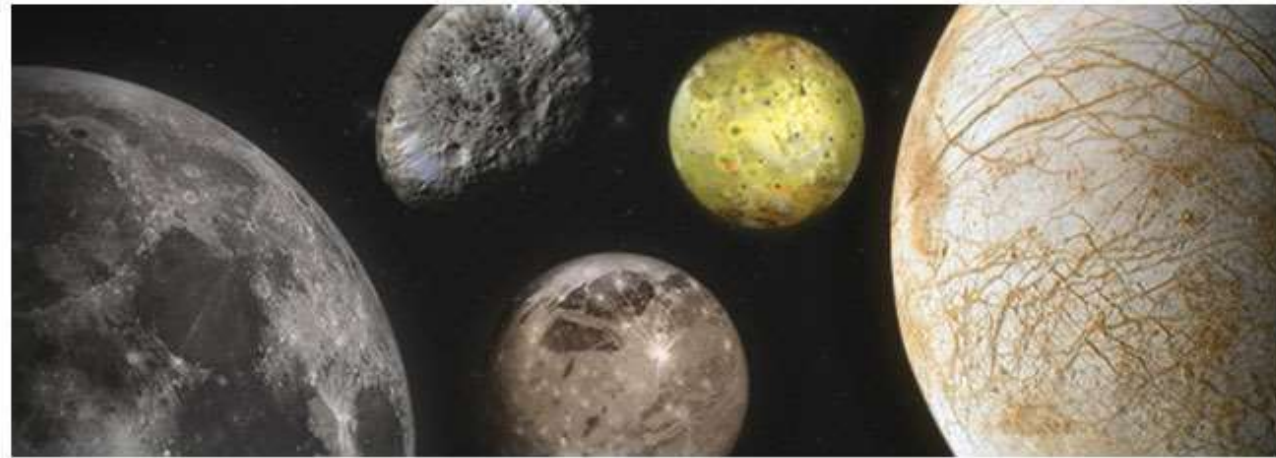


[BETA]

[Courses](#)

[About](#)

[Partners](#)



Moons

Explore the many moons of our Solar System. Find out what makes them special. Should we send humans to our Moon again?

[WATCH THE TRAILER](#)



The Open University

[Go to course](#)



Started on 17 March



Duration: 8 weeks



3 hours pw



[BETA]



 TO DO

MOONS
THE OPEN UNIVERSITY



WEEK 1: WHAT ARE MOONS?

5 weeks ago

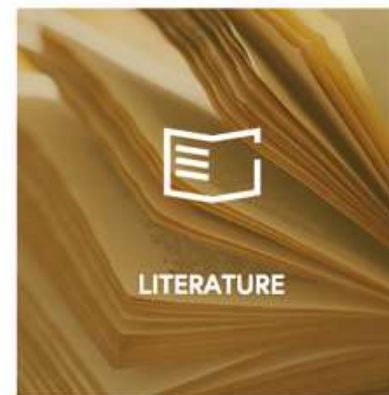


Getting started

Meet scientists describing their fascination with moons. Discuss the implications of finding life on a moon. Meet Jessica, your course guide. Take a tour through the Solar System and find out how much you already know about moons.

1.1 HOW TO USE FUTURELEARN VIDEO

1.2 WEEK 1 GUIDE VIDEO



PUTTING THE LEARNER FIRST

We have built FutureLearn ourselves in order to put the learner at the heart of the experience



Simple, delightful,
flexible user experience

An innovative
social learning approach





Matt Walton

Digital product guy, music fan, learner, radio geek, food lover, cook and bearded brown shoe wearer.

LOCATION BRIGHTON



COURSES

[The Mind is Flat: the Shocking Shallowness of Human Psychology](#)

[Fairness and nature: when worlds collide](#)

[Understanding modern business & organisations](#)

[Web science: how the web is changing the world](#)

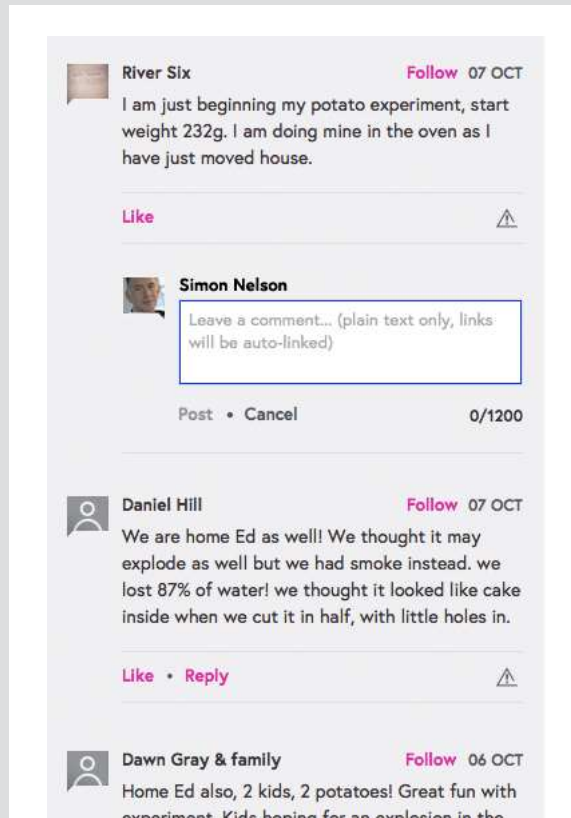
[Right vs Might in International Relations](#)

[Climate change: challenges and solutions](#)

[Introduction to Ecosystems](#)

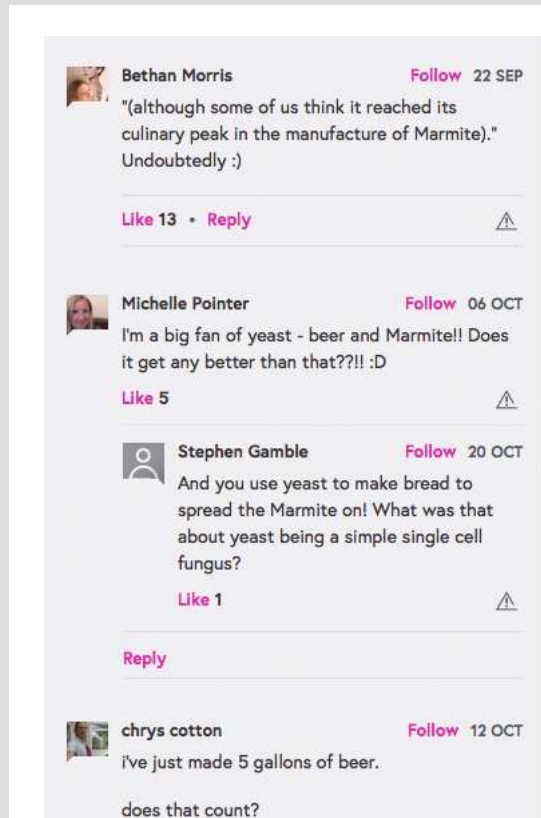
AN INNOVATIVE SOCIAL LEARNING APPROACH

Our social learning approach includes contextual commenting, replies, likes and following



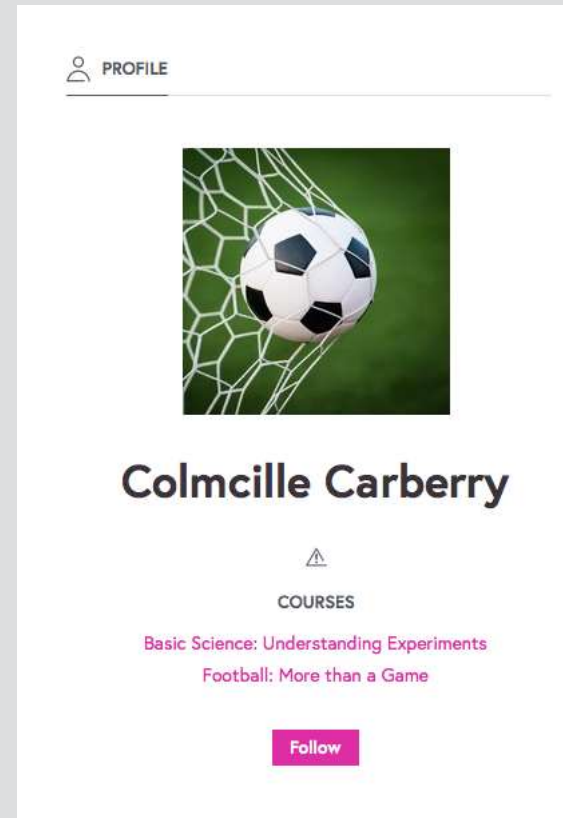
A screenshot of a social media post with three replies. The original post is from 'River Six' dated 07 OCT, discussing a potato experiment. The first reply is from 'Simon Nelson' with a text input field. The second reply is from 'Daniel Hill' dated 07 OCT, describing a failed experiment. The third reply is from 'Dawn Gray & family' dated 06 OCT, also describing an experiment.

Replies



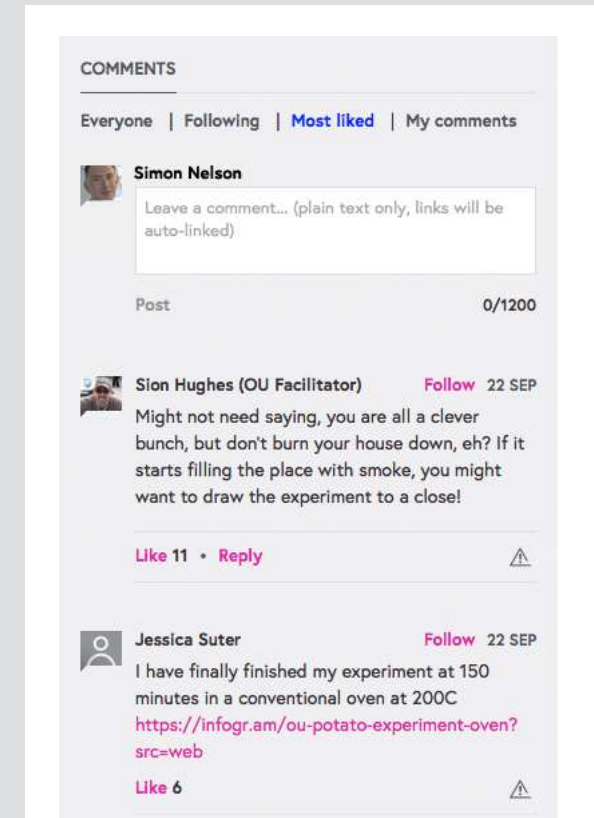
A screenshot of a social media post with three likes. The original post is from 'Bethan Morris' dated 22 SEP, discussing Marmite. The first like is from 'Michelle Pointer' dated 06 OCT. The second like is from 'Stephen Gamble' dated 20 OCT. The third like is from 'chrys cotton' dated 12 OCT.

Likes



A screenshot of a user profile for 'Colmcille Carberry'. The profile picture shows a soccer ball in a goal. Below the name, there are two courses listed: 'Basic Science: Understanding Experiments' and 'Football: More than a Game'. A 'Follow' button is visible at the bottom.

Following



A screenshot of a social media post with two comments. The original post is from 'Sion Hughes (OU Facilitator)' dated 22 SEP, discussing a potato experiment. The first comment is from 'Simon Nelson' with a text input field. The second comment is from 'Jessica Suter' dated 22 SEP, mentioning she finished an experiment at 150 minutes and providing a link.

Filtering

Joining the conversation

PUTTING THE LEARNER FIRST

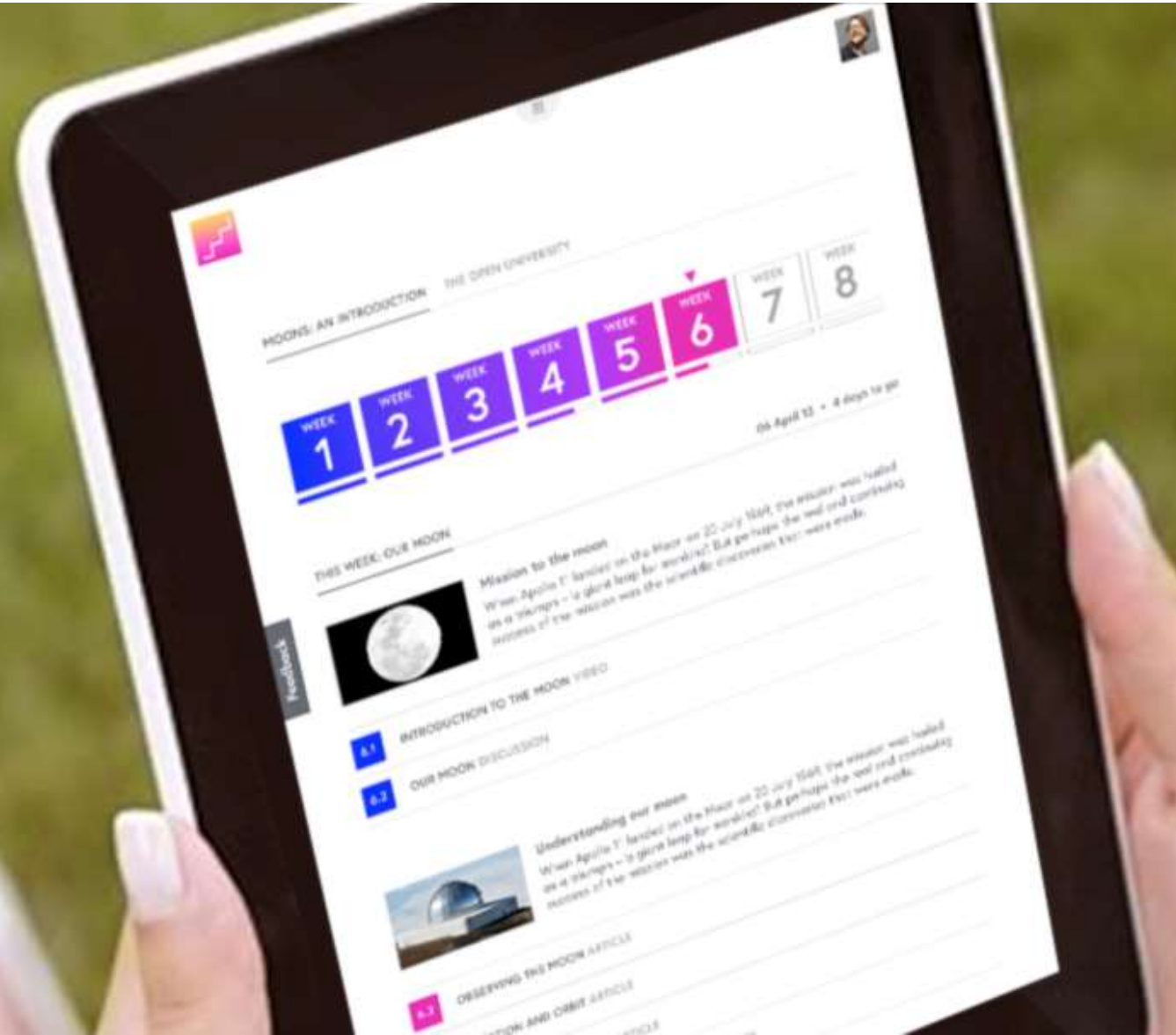
We have built FutureLearn ourselves in order to put the learner at the heart of the experience



Simple, delightful,
flexible user experience

An innovative
social learning approach

High quality content,
building on the best of the web

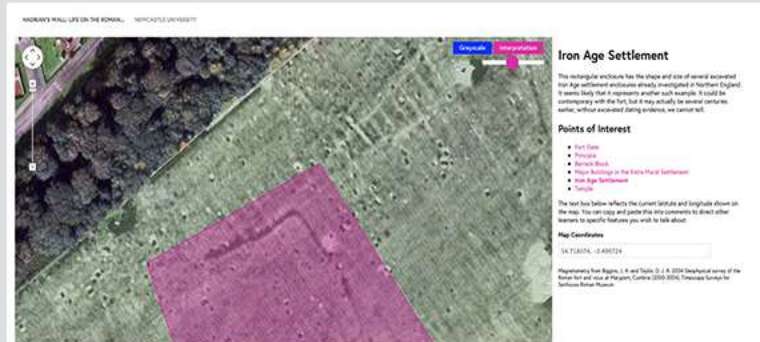


HIGH QUALITY CONTENT BUILDING ON THE BEST OF THE WEB

A rich offering to learners



Engaging video



Interactive content

Taking your own fingerprints

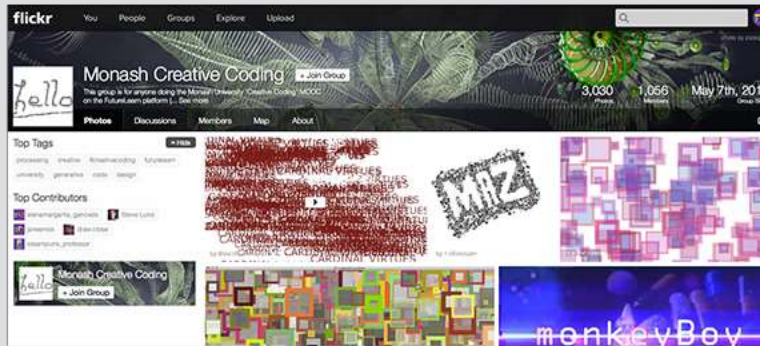
211 comments

It's very easy to take your own fingerprints and you can follow these instructions if you would like to try for yourself.

After you take your own fingerprints go back and re-look at the video about [fingermark identification](#). You can use the information in the video to identify the features in your own fingerprints.

You can also look back at the US fingerprint source book (which you used previously and is in the 'see also' resource section below) which also

Practical experiments



The best of the web



FEL TEMP REPARATIO ('fallen horseman') issue of the House of Constantine, 348-361 © Portable Antiquities Scheme CC-BY-SA 3.0

This coin refers to:

- A. An attempt to reinforce confidence in the strength of Constantius II and his co-emperors
- B. A period of peace and prosperity ushered in by the heirs of Constantine I
- C. Constantius II success in defeating usurpers and maintain frontier security

Incorrect - try again?



© Ian Haynes (Lead Educator)

Partially correct. Constantius II defeated the usurper Magnentius in 353, but the coin does not explicitly refer to Magnentius. What other message is the coin also trying to convey?

You may find 5.11 Controlling the chaos: the 4th century useful.

Robust learning design

**We work with top
universities to help them
create courses of the
highest quality**

PARTNERS

We're proud to count 26 of the UK's leading universities amongst our partners



PARTNERS

10 world class international universities also create courses on FutureLearn



**The University
of Auckland**



**University of Cape
Town**



**Fudan
University**



**University
of Groningen**



**Monash
University**



**University
of Oslo**



**Shanghai Jiao
Tong University**



**Sungkyunkwan
University**



**Trinity College
Dublin**



**Yonsei
University**

**We bring them together
with other partners to help
develop their skills...**

FUTURELEARN OVERVIEW

We have also partnered with three world famous cultural institutions...



British Library



British Council



British Museum

PARTNERSHIPS

The BBC is co-developing its first four courses with partner universities

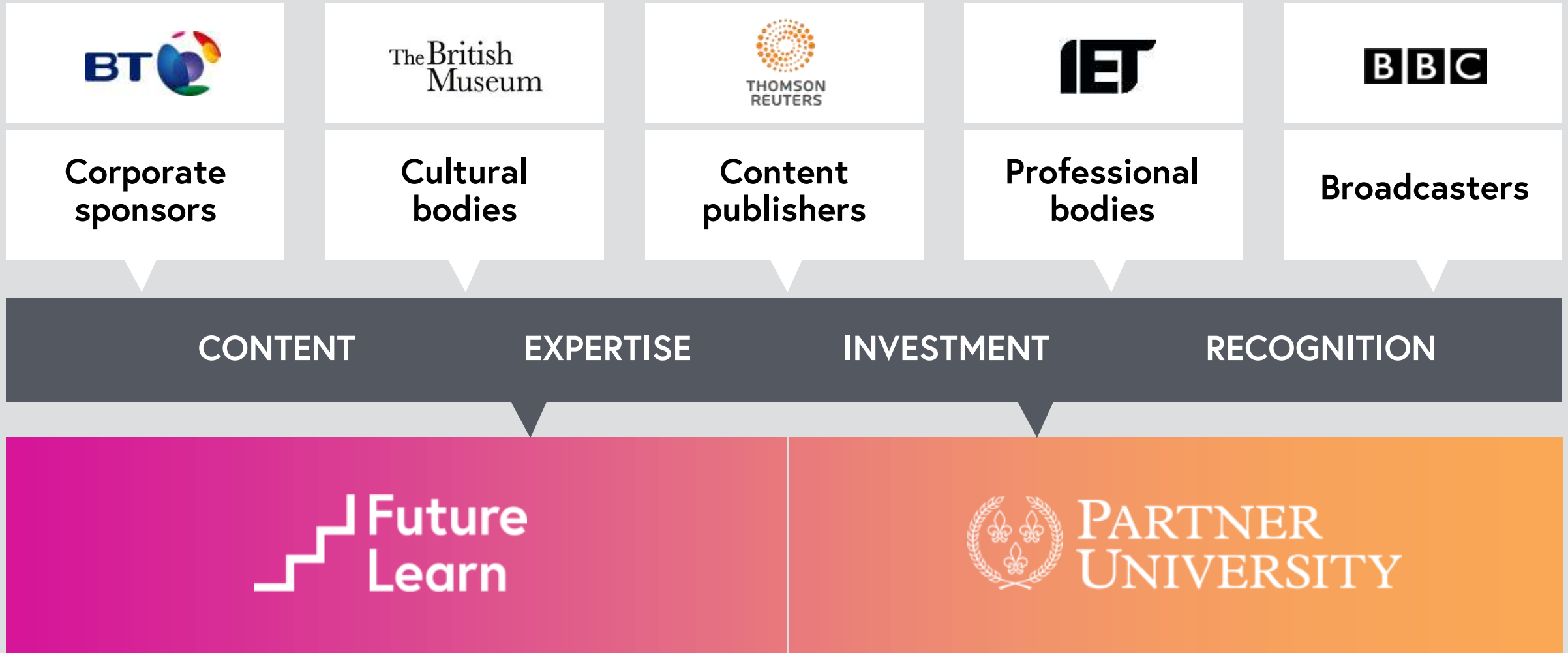


BBC



PROFESSIONAL AND CORPORATE PARTNERSHIPS

FutureLearn is building a broader range of partnerships to help sponsor, fund and co-create courses



**We share new data and
insight...**

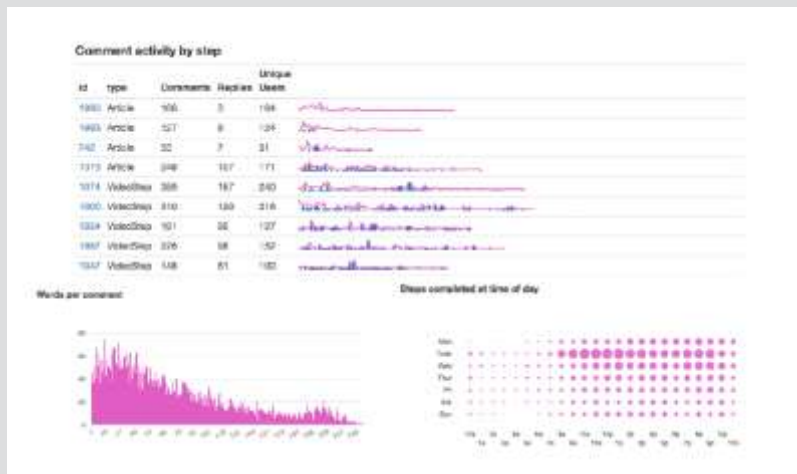
OPPORTUNITIES TO IMPROVE LEARNING

Partners can see what works in online course design with new analytics tools

VIDEO
Length of video vs dwell time



Video	Duration	Time on page
Introduction to the EE	10:00	05:16
Introduction to an Ecosystem	02:57	03:43
The Pre-History and Invention of the Web	15:57	05:47
Perception, relevance and change blindness	10:30	05:15
What is bias?	3:59	04:13
Is neural depth on TikTok?	7:44	04:55
Study a habitat	03:43	03:54
What are networks	08:17	05:04
History of bias	19:31	05:53
The return of snakes	04:15	04:33
Brand in three minutes	03:00	04:10
Recent history of the web	13:03	04:08



- Videos are only watched for 4-5 minutes, regardless of their length
- Learners rarely jump ahead; they learn together
- Monday morning emails are important and read by many learners
- Educators need to be visible in the discussions
- Course notices should be clear, personal, reflect on discussions and pose intriguing questions
- Provide learners with guidance to the course upfront, use visual thumbnails for navigation, and end the week with a summary step
- Use quizzes to aid mastery and end each week with a test

OPPORTUNITIES TO IMPROVE LEARNING

Partners receive a comprehensive analysis of the performance of their course to help improve next runs

Contents

- 1 Overview
- 2 Enrolment
 - 2.1 Enrolment cumulative growth
 - 2.2 Enrolment overview
 - 2.3 Cohort experience with FutureLearn
- 3 Activity
 - 3.1 Activity by step
 - 3.2 Active learners by week
 - 3.3 Learner survival
 - 3.4 Course completion
 - 3.5 Activity heatmaps
 - 3.5.1 Step completions
 - 3.5.2 Comments
- 4 Comments
 - 4.1 Comments overview
 - 4.2 Comments by step
 - 4.3 Comments by date
 - 4.4 Likes by step
 - 4.5 Comment sentiment
 - 4.6 Word count
 - 4.7 Top comments by Likes
- 5 Social
 - 5.1 Follower/Following
 - 5.2 Comments
- 6 Quizzes
 - 6.1 Introduction
 - 6.2 Person-Item Map
 - 6.3 ICC Curves
 - 6.4 Easiest/most difficult questions
 - 6.4.1 Hardest
 - 6.4.2 Easiest
 - 6.5 Attempts to correct
- 7 Peer Review
 - 7.1 Your own preferred version of the play
 - 7.2 Rival Hamlets and the purpose of playing

3.4 Course completion

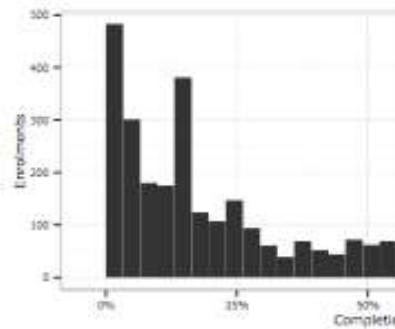


Figure 3: Percentage of step completion

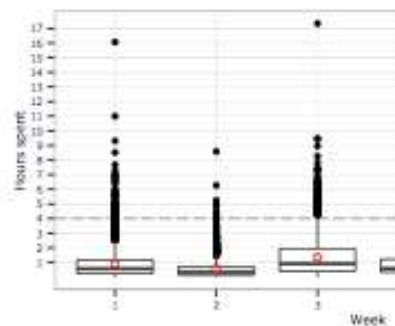


Figure 4: Hours spend by week (dashed line)

3.5 Activity heatmaps

3.5.1 Step completions

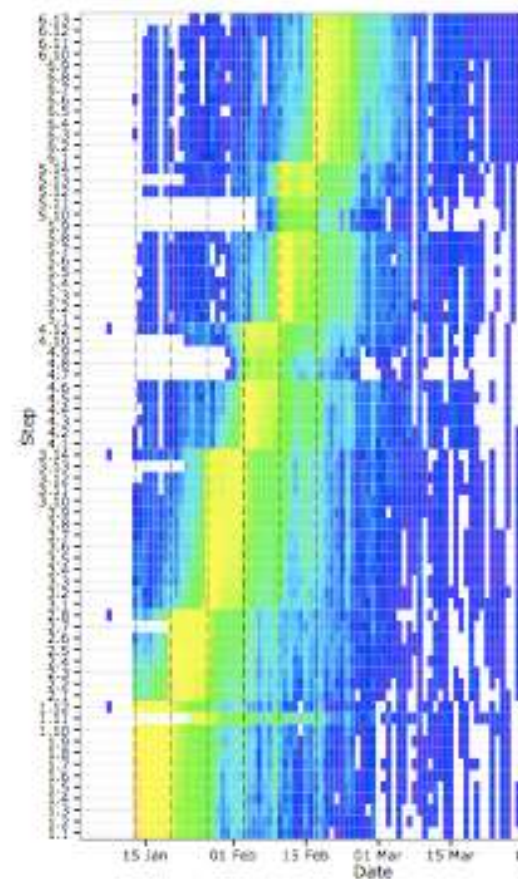


Figure 5: Step completions by step and date (course week)

4.5 Comment sentiment

Using word lists and Bayesian processes we can calculate 'sentiment' for comments. While inherently problematic, this may reveal areas of learner discontent—for instance in a post-test discussion step.

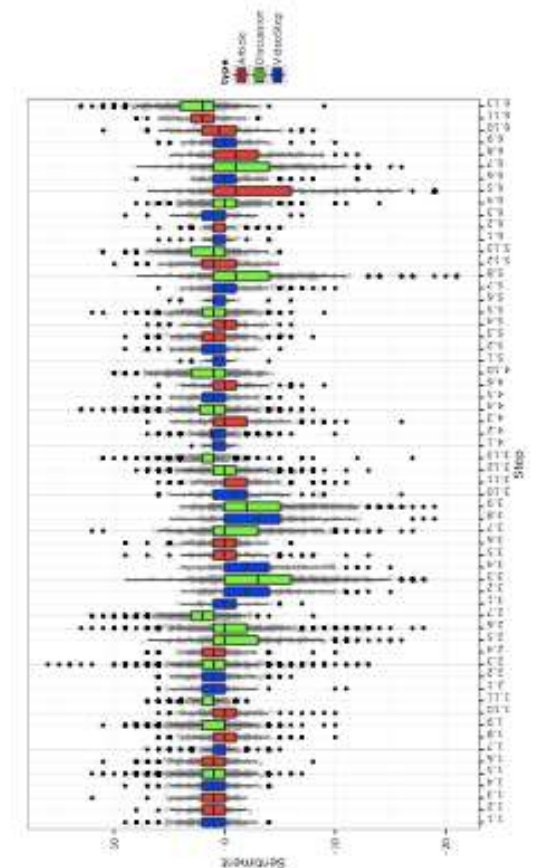


Figure 10: Step comment sentiment score. Positive numbers indicate occurrence of positive words.

...to improve effectiveness

LEARNER ENGAGEMENT

All courses to date



100%

Joiners

Someone who joined the course.
483,082 have joined all courses to date

JOINERS

LEARNERS

Learners

Joiners who viewed at least one step of the course

55%

82%

Active Learners

Learners who marked steps as complete

44%

Returning Learners

Learners who marked steps as complete in more than one week

23%

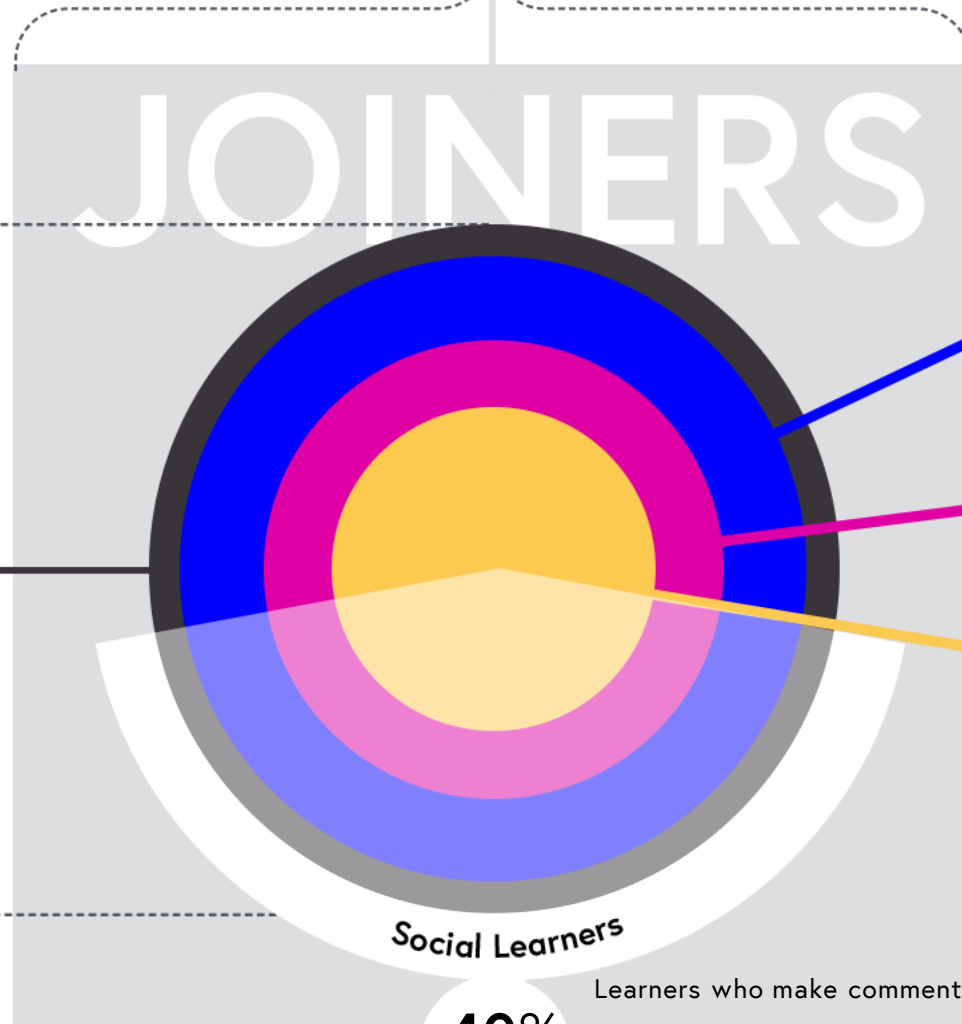
Fully Participating Learners

Learners who marked the majority of steps as complete including all of the assessments

Social Learners

Learners who make comments

40%



We focus on learning, not testing...

FORMATIVE ASSESSMENT

Specific feedback should be given for each incorrect answer

- Talking to an Ebola patient over a fence in a treatment centre, keeping a distance of 3 metres
- Touching the body of a person who died of Ebola at a funeral
- Handling bedclothes soiled with vomit or faeces from an Ebola patient
- Both touching the body of a person who died of Ebola at a funeral and handling bedclothes soiled with vomit or faeces from an Ebola patient

- Talking to an Ebola patient over a fence in a treatment centre, keeping a distance of 3 metres
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- Handling bedclothes soiled with vomit or faeces from an Ebola patient
- Both touching the body of a person who died of Ebola at a funeral and handling bedclothes soiled with vomit or faeces from an Ebola patient

Incorrect - try again?



© Judith Glynn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

Although the Ebola virus can be transmitted by person-to-person contact, droplets, and fomites, it is not an airborne virus, and could not travel 3 metres.

You may find 1.3 What is an infectious disease? Infection and modes of transmission useful.



© Judith Glynn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

An individual who dies of Ebola remains infectious after death. The virus could therefore be transmitted through actual contact if someone were to touch the body of a person who died of Ebola at a funeral. However, this is not the only scenario in which the virus could be transmitted. How else could it happen?

You may find 1.3 What is an infectious disease? Infection and modes of transmission useful.



© Judith Glynn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

Bedclothes soiled with the bodily fluids of an Ebola patient would be termed fomites, or physical objects that carry infection. As such, the virus could be transmitted to an individual handling the soiled bedclothes. However, this is not the only scenario in which the virus could be transmitted. How else could it happen?

You may find 1.3 What is an infectious disease? Infection and modes of transmission useful.

- ✓ **Both touching the body of a person who died of Ebola at a funeral and handling bedclothes soiled with vomit or faeces from an Ebola patient**

Correct



© Judith Glynn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

The Ebola virus could be spread through actual contact if someone were to touch the body of a person who died of Ebola at a funeral. Bedclothes soiled with the bodily fluids of an Ebola patient would be termed fomites, or physical objects that carry infection, meaning that the virus could also be transmitted to someone who handled them.

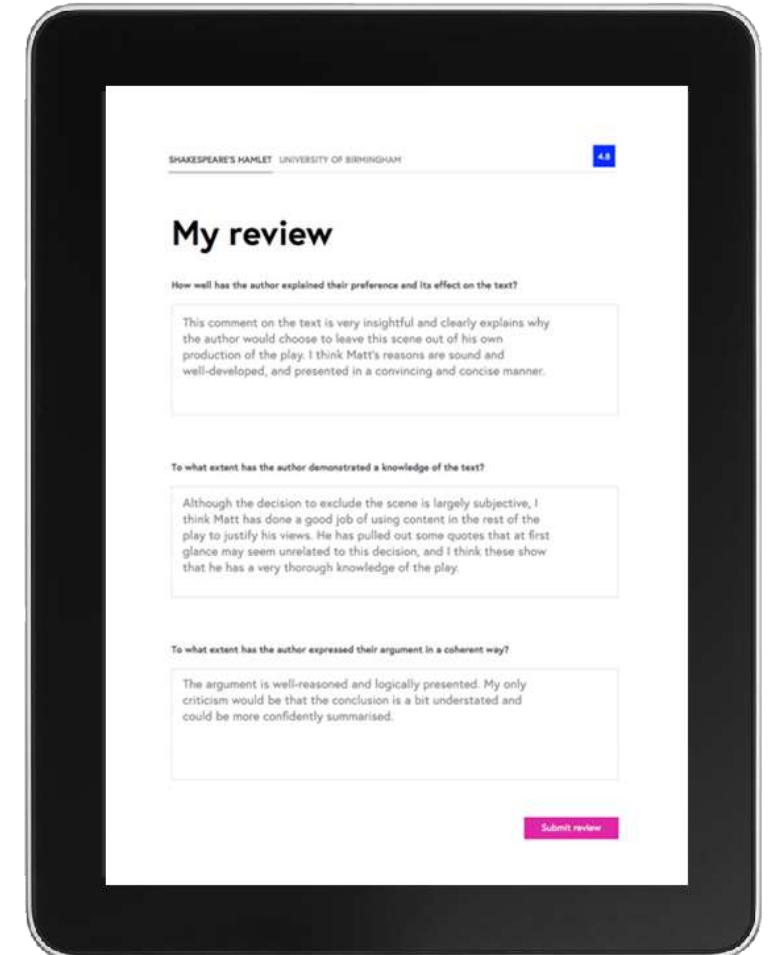
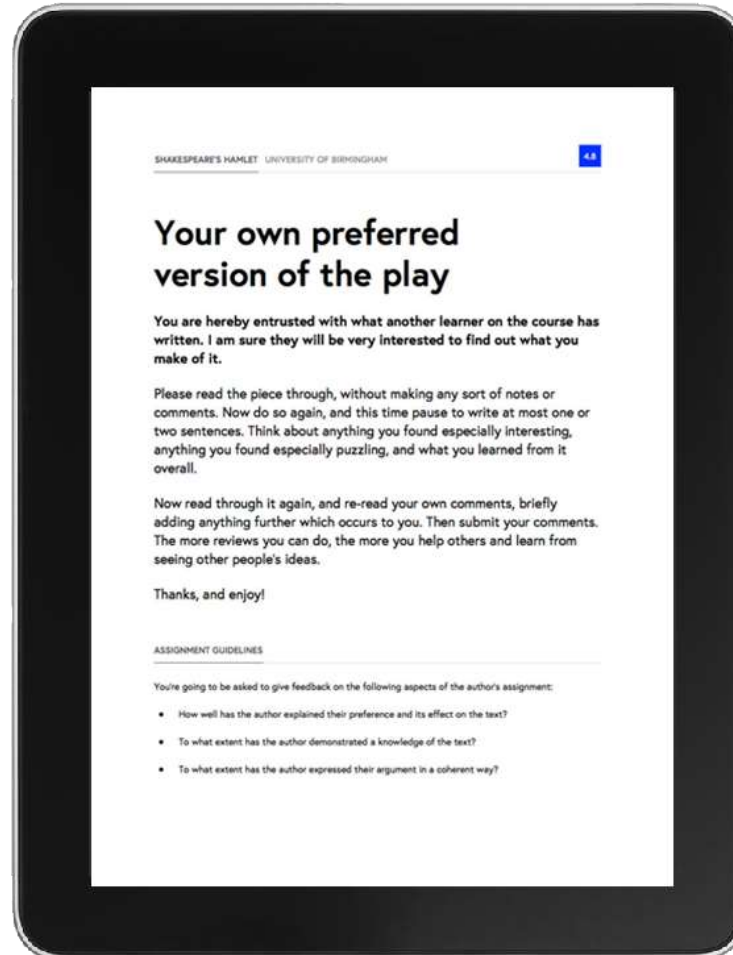
...peer review, not assessment...

STIMULATE INNOVATION

The new approach to online learning is building support for teaching innovation

"It is a pleasure to be teaching on this course. It is by far and away one of the most lively, stimulating and refreshing experiences of my teaching career."

EDUCATOR, CORPUS LINGUISTICS





© filadendron (via iStockphoto.com)

Record your talk +

Record your talk so that you can submit it, ready to receive feedback from other learners.

When you're ready, remind yourself of the procedure you followed for [recording your introduction in Week 2](#), including preparatory sound checks. Then record your presentation, before uploading it to YouTube or a similar site as before.

© The Open University

+ 161 comments

☰ Mark as complete

[* PREVIOUS](#)

[NEXT >](#)

ASSIGNMENT GUIDELINES

The reviewers will be asked to give you feedback on the following aspects of your assignment, so you should consider these when writing:

- In what ways does the speaker capture the listeners' attention?
- How well does the speaker signpost and convey the main messages?
- Does the speaker use a range of dynamics (speed, volume, emphasis) to keep it interesting?

Your assignment

Type your assignment here

Please check your assignment carefully before submission as it cannot be edited afterwards.

[Submit assignment](#)

[PREVIOUS](#)

[NEXT >](#)

...progress, not pass marks...

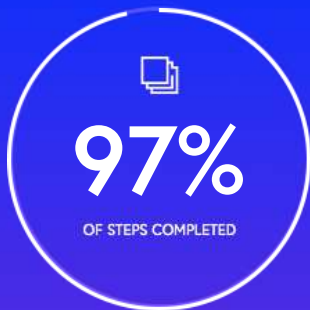



To do


Activity


Replies


Progress



4.16 WEEK 4 ASSESSMENT

95%

 | SCORED 40/42

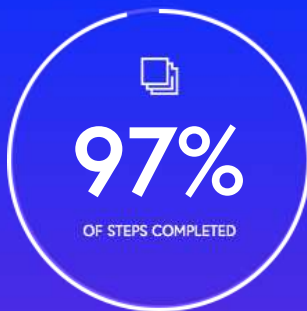



To do


Activity


Replies


Progress



Would you like a certificate?

FutureLearn offers you several ways of celebrating your learning. On this course, you can prove that you've taken part by buying a beautiful Statement of Participation.

[Find out more](#)

...participation, not completion.

REVENUE MODELS

We are piloting the new Statement of Participation



Statement of Participation

Susanna Rodriguez

has completed* the majority of the course including all mandatory tests for:

TITLE OF COURSE

NAME OF UNIVERSITY

A brief description of the course; how many weeks it was, how many hours per week were required to take part, and an overview of the subject area and what was involved.

Issued: Day, Month, Year

	
Name of lead educator	Name of lead educator
Lead educator's official title	Lead educator's official title
Name of University	Name of University


PARTNER UNIVERSITY

*This statement confirms that at least 50% of the steps in this course were marked as complete by the student and all mandatory tests were attempted. This statement does not imply the award of credit points nor the conferment of a University qualification.

- Statements are awarded for participation (completion of majority of steps in the course including all tests)
- Introductory price of £29 (excl. P&P)

**We do want to meet a wider range
of learner motivations**

REVENUE MODELS

And piloting the Statements of Attainment



- Statements are awarded for performance in invigilated exams held at test centres worldwide
- Introductory price of £119

NEW REVENUE MODELS

We've brought in Pearson Vue to help partners run exams simply and securely



The Pearson logo, consisting of the word "PEARSON" in white, uppercase, sans-serif letters centered within a solid blue rectangular box.

VUE - Authorized
Test Center

**New contract with Pearson VUE
4,000 test centres around the world**

Why set FutureLearn exams?

- Professional development
- Help recruitment to Masters or PhD
- Calibrating applications from 6th formers to degree level
- Validating learners ability to learn

NEW REVENUE MODELS

We are exploring professional recognition and accreditation through professional bodies



ACCA



ICAEW
CHARTERED
ACCOUNTANTS



Evolving our approach

'Certificate'

Something that is recognised by an organisation that the learner cares about



High-stake assessments

One or more assessments - physical/online exams, projects etc. – that are set by the recognising body



Course(s)

Courses created to help learners gain knowledge that will be tested in assessment

INTRODUCTION TO
CYBER SECURITY

13 OCTOBER

[Find out more](#)



University of Exeter logo

**MEDICINES
ADHERENCE**

SUPPORTING PATIENTS WITH THEIR TREATMENT

25 AUGUST

[Find out more](#)



King's College London logo

INNOVATION

THE KEY TO BUSINESS SUCCESS

**BUSINESS
CHANGE
PEOPLE
INNOVATION**

15 SEPTEMBER

[Find out more](#)



University of Leeds logo

**DISCOVERING
BUSINESS**

IN SOCIETY

8 SEPTEMBER

[Find out more](#)



University of Exeter logo



**We are trying to help our
partners embrace broader
digital opportunities**

FutureLearn is a catalyst and enabler for digital transformation

Build a global brand

Transform teaching and learning – on and off campus

New research forms and greater impact

International, cross-industry partnerships

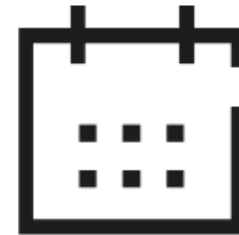
Student recruitment onto existing and new courses

New audiences, markets, products, revenues

**Including a focus on learners
of all types – not just
students**



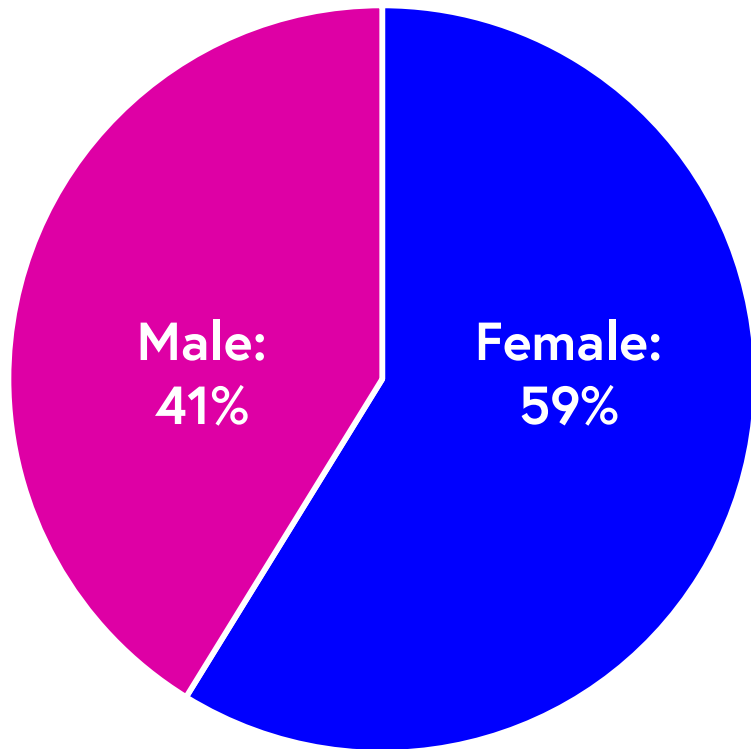
Nearly
1,000,000
FutureLearn sign-ups



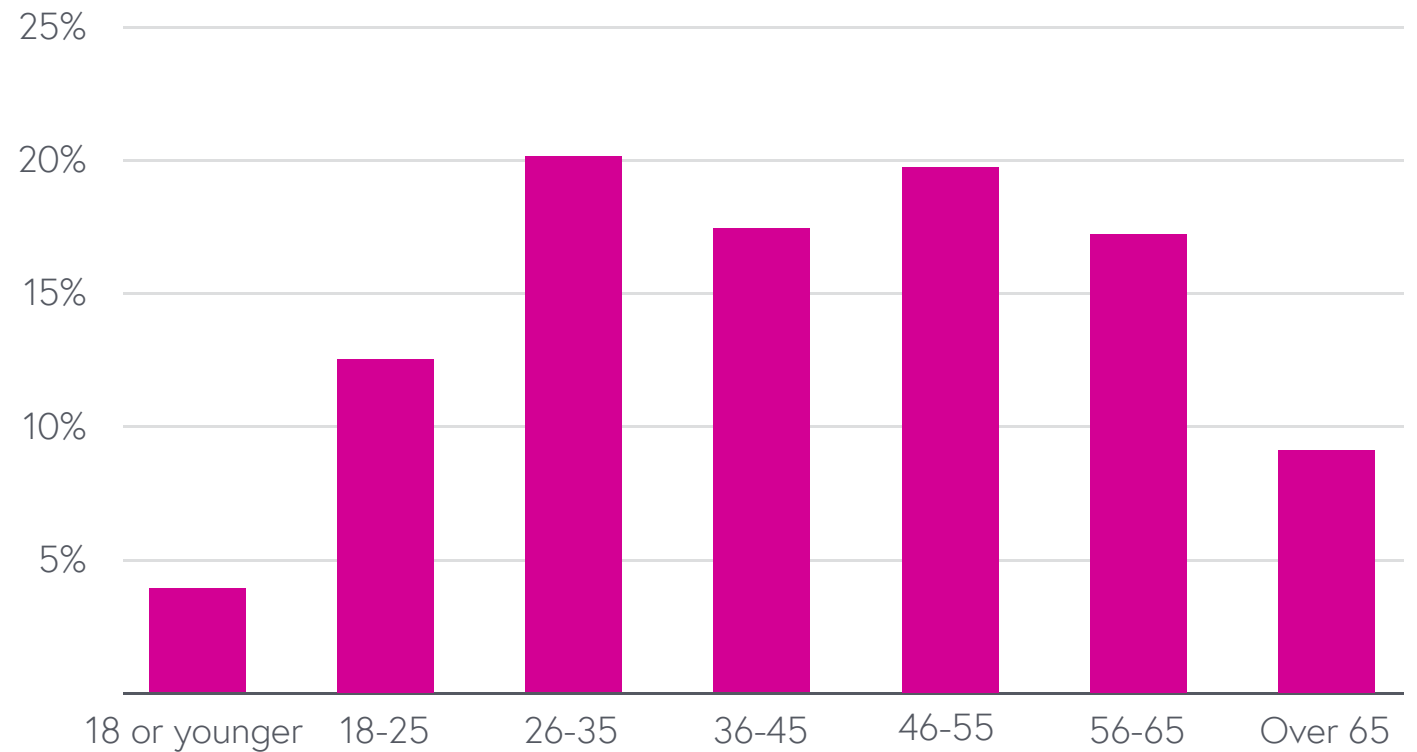
Over
2,000,000
course sign-ups

DEMOGRAPHICS: NEARLY 60% FEMALE BIAS AND A BALANCE OF AGES

FutureLearn is particularly appealing to women and people outside traditional student age groups



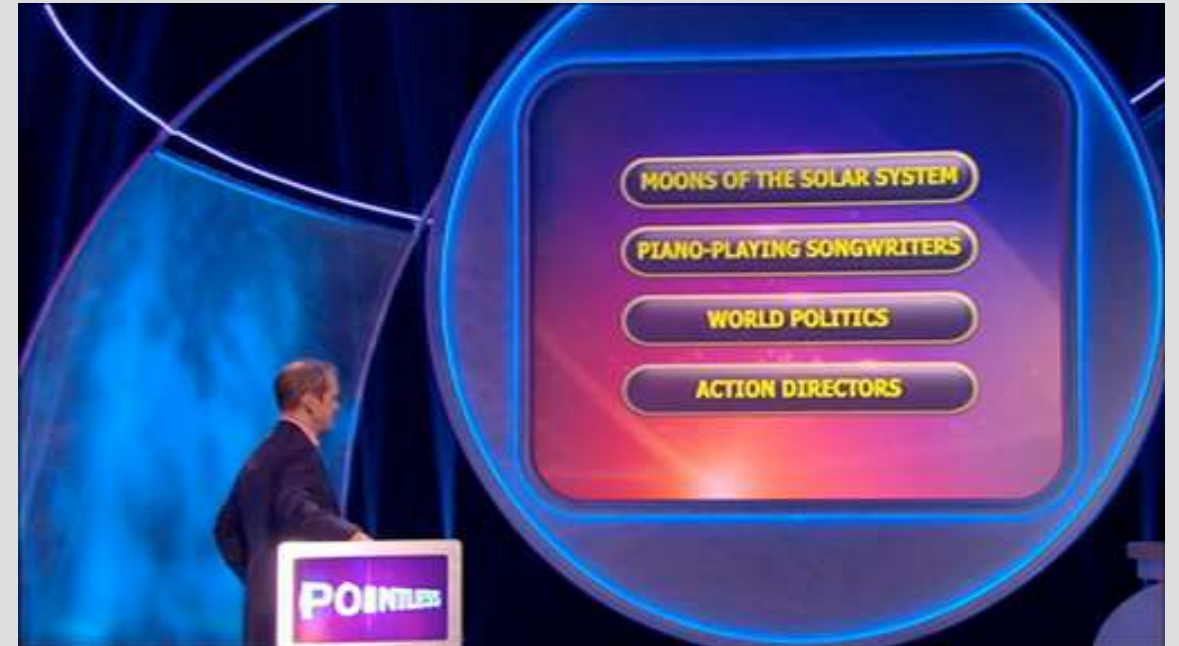
Gender



Age in Years

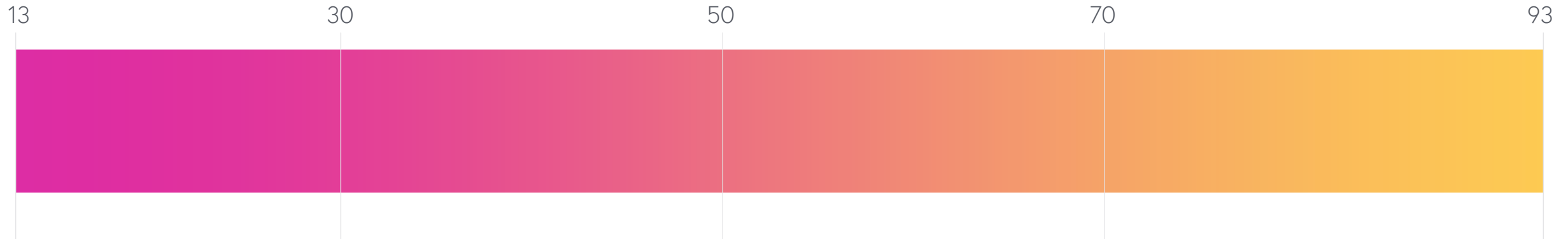
POINTLESS MOONS KNOWLEDGE

The OU's course on Moons helped one learner go for the Pointless jackpot on BBC One!



LEARNING THROUGH LIFE

FutureLearn offers something for every age group

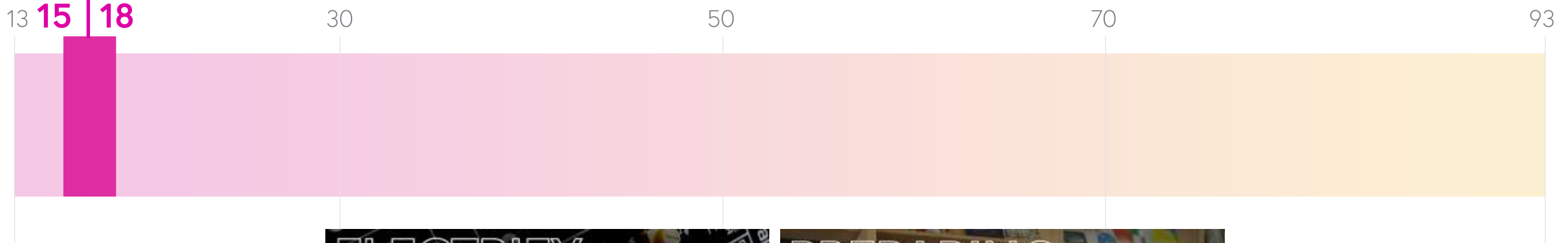


LEARNING THROUGH LIFE

FutureLearn offers something for every age group

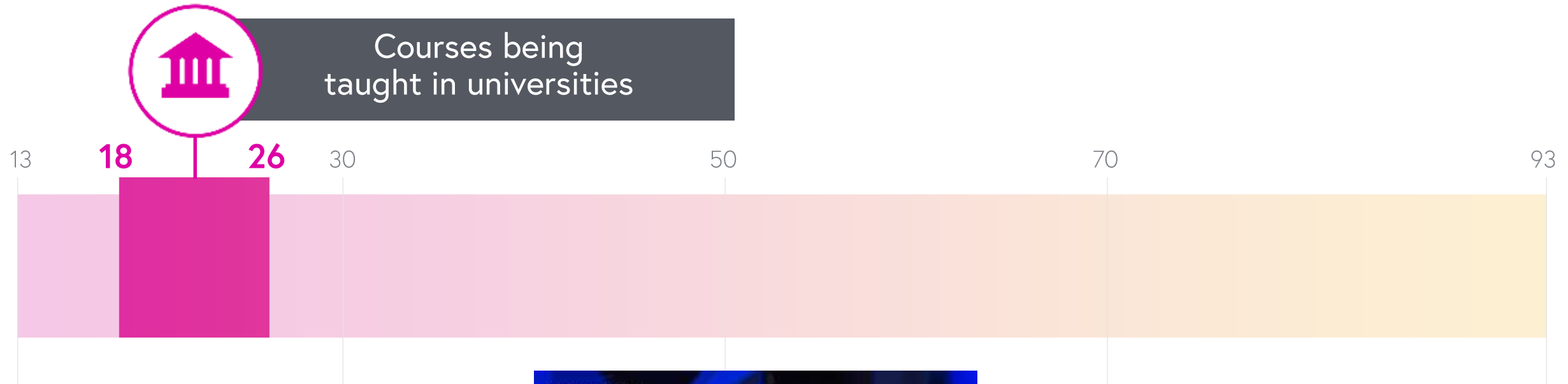


Courses for school leavers

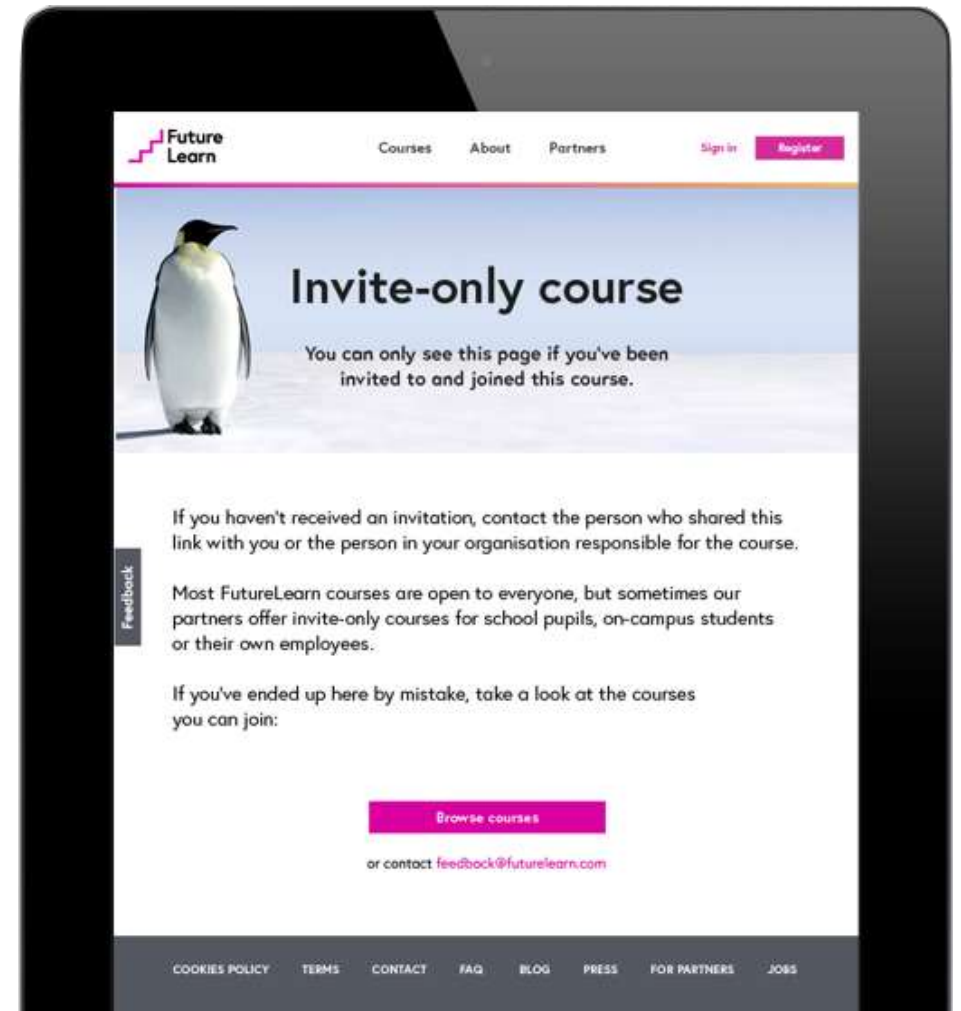


LEARNING THROUGH LIFE

FutureLearn offers something for every age group



You can now use invite-only runs of courses "on campus" or as part of online study programmes:

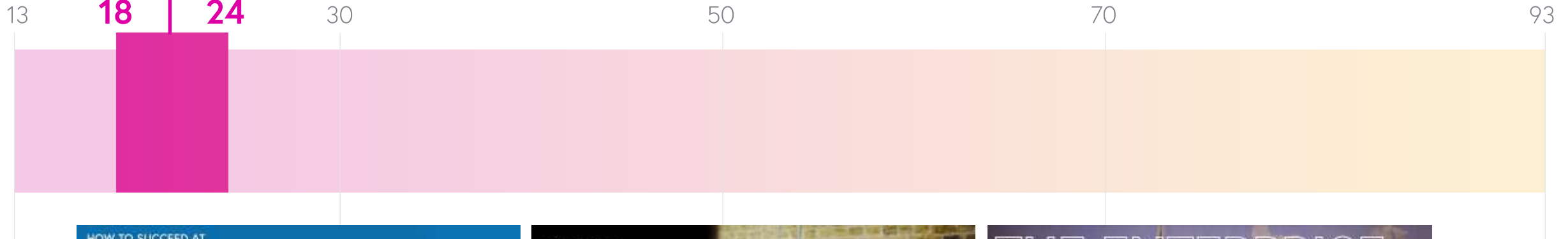


LEARNING THROUGH LIFE

FutureLearn offers something for every age group



Courses for university leavers



HOW TO SUCCEED AT
WRITING APPLICATIONS
6 OCTOBER
[Find out more](#)

HOW TO READ
YOUR BOSS
27 OCTOBER
[Find out more](#)

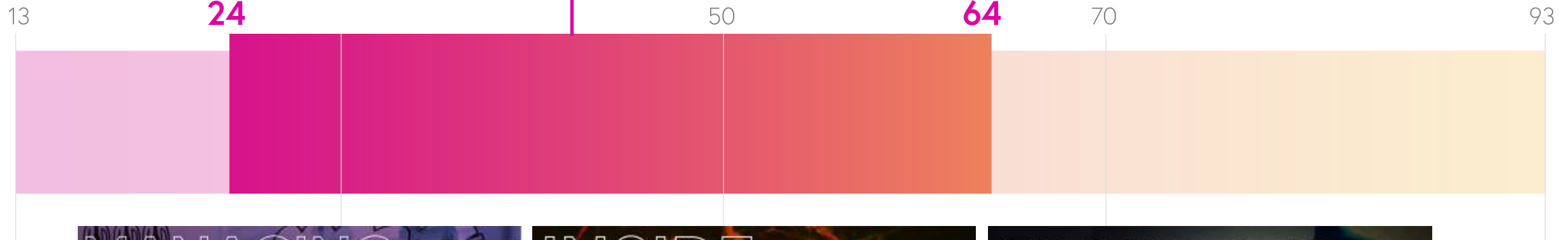
THE ENTERPRISE SHED
MAKING IDEAS HAPPEN
30 MARCH
[Find out more](#)

LEARNING THROUGH LIFE

FutureLearn offers something for every age group



Courses for professional learners



LEARNING THROUGH LIFE

FutureLearn offers something for every age group



Courses for personal development

13

30

50

70

93



HADRIAN'S WALL
LIFE ON THE ROMAN FRONTIER
22 SEPTEMBER
[Find out more](#)
Newcastle University



SHAKESPEARE AND HIS WORLD
03 MARCH
[Find out more](#)
THE UNIVERSITY OF WARWICK



START WRITING FICTION
27 OCTOBER
[Find out more](#)
The University of Warwick

NEW REVENUE STREAMS

Souvenirs – course posters



LEARNING THROUGH LIFE

FutureLearn offers something for every age group



Courses for everyone

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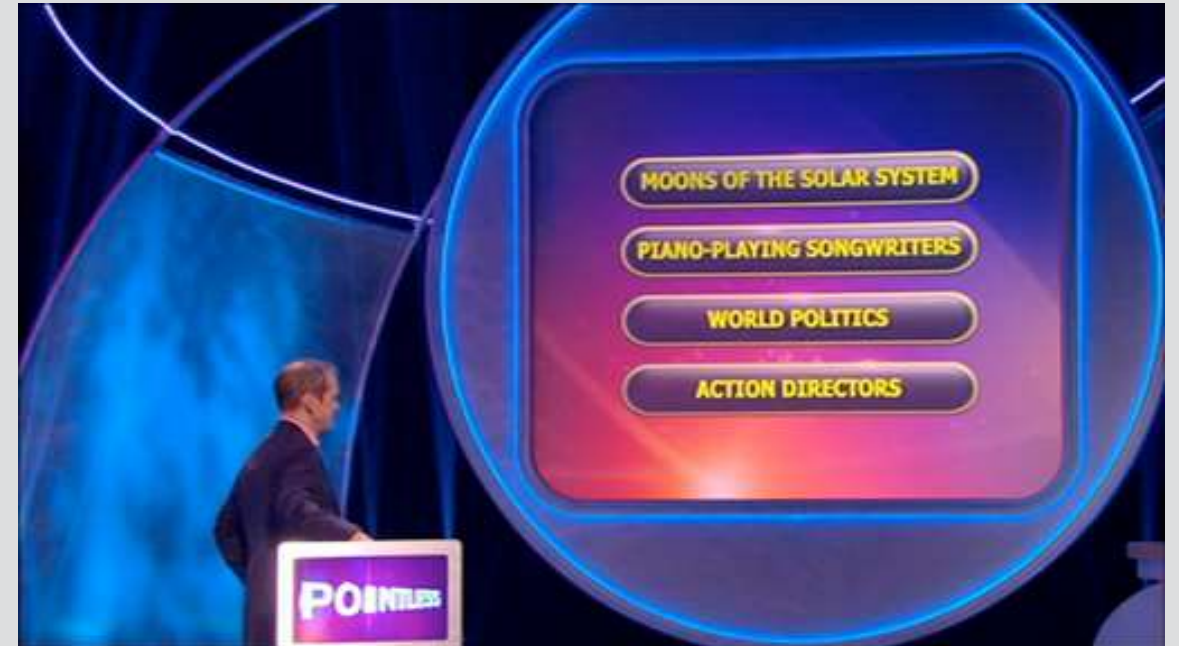
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POINTLESS MOONS KNOWLEDGE

The OU's course on Moons helped one learner go for the Pointless jackpot on BBC One!



Learning for life