A Framework of Hybrid MOOC-based pedagogies

Hybrid ED WS, EC-TEL 2015, Toledo, Spain

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MOOCs as an opportunity to connect to with world and break social divisions
“For the traditional campus-based higher education institution, the breakthrough came when online learning was no longer regarded as a substitute but as an integral and valued component to address the need for a new pedagogy”

How could we measure the impact of the different hybrid MOOC based-pedagogies at the school?
1. Introduction
Measuring Impact of MOOCs

Few literature on hybrid formats with MOOCs

- Impact of learning on campus with similar measures than in previous studies (Griffiths R. et al, 2014; Zhang, Y. (2013))
- Different forms of integration of MOOCs into the institution: Digital prelude, Canned and different types of tutoring (Delgado Kloos et al., 2015)
2. MOOC-based hybrid pedagogies Framework
Systematically organizing and analyzing the impact of hybrid pedagogies
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Systematically organizing and analyzing the impact of hybrid pedagogies

- No support mechanisms for students, a part from those provided by the MOOC
- Students can ask and interact with institutional staff
- F2f tutoring sessions to help students’ progress

Hybridity of the MOOC with a traditional f2f course

Support providing to the learners

Low | Medium | High
2. MOOC-based hybrid pedagogies Framework
Systematically organizing and analyzing the impact of hybrid pedagogies

- **Remedial**: Courses for people entering the university
- **Complementary**: MOOCs used as a book in a course
- **Blended**: Courses organized around a particular MOOC
3. Applying the framework

2 indicators

- **Adoption**
  - Students’ participation in the MOOC
  - Activity patterns with the content

- **Learning benefits**
  - Learning gains from the students in the course, to be defined depending on the type of pedagogy
3. Applying the framework

Results: Adoption & Learning benefits

- Experiment
  - Remedial course in pre-calculus for freshmen
  - 19th until 30th January 2015
  - Registrations >4000
  - Students that had to take the course: 232
3. Applying the framework
Results: Adoption & Learning benefits

- Adoption
  - 86 active and 146 non active
  - Differences on their previous knowledge: active had better marks

- Learning benefits
  - Active statistically significant higher marks

We need to work on the adoption!
3. Applying the framework
2 indicators

- Adoption
  - Students’ participation in the MOOC
  - Activity patterns with the content

- Learning benefits
  - Learning gains from the students in the course, to be defined depending on the type of pedagogy
5. Conclusions and Discussion

**Conclusions**
- A framework to organize and analyze MOOC-based hybrid pedagogies
- Three types of pedagogies: remedial, complementary and blended/flipped
- Indicators to be defined for each type of pedagogy

**Discussion**
- A framework for MOOCs (not SPOCs) – More examples & metrics
- Using the framework to classify and analyze initiatives from other universities
A framework for making sense of MOOC-based hybrid-pedagogies

BUT CAREFUL! THIS IS ONLY A PROPOSAL, THIS MIGHT CHANGE IN THE FUTURE 😊

(Proposals by David Pritchard (MIT): 1) Change the name of Remedial; and 2) Why don’t we add a new axis about the support provided by the students?)


Thank you!

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Systematically organizing and analyzing the impact of hybrid pedagogies

- The course and activities in class are organized around the MOOC
- The MOOC is used by the teacher as a complement for a course in the curriculum
- MOOC unlinked to a course in the curriculum but always available

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