Online masterclass
Welten-instituut
Open online onderwijs: disruptieve innovatie of oude wijn in nieuwe zakken?
Motivation

Clow (2013): funnel of participation caused by open and online nature of MOOCs

Drop out?
Intentions learners differs
Specific learning needs
Permissiveness MOOC

Enrollments
Completion
Engagement in MOOCs

Shortcomings, currents, definitions.
Engagement in MOOCs

- Time investment
- Amount of activities
- Activities outside MOOC
- Depth of study activities
Hypotheses

• More complex
• Personal factors
• Design MOOC
• Proces MOOC
• Content MOOC

Engagement in MOOC
Onderwijs- en Leerwetenschappen
Massive Open Online Course: E-learning

Massive open online course
Welten-instituut
Blended learning ontwikkelen
<table>
<thead>
<tr>
<th>MOOC e-learning</th>
<th>MOOC blended learning</th>
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<tbody>
<tr>
<td><strong>Turn around time</strong></td>
<td>17 weeks</td>
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<tr>
<td><strong>Workload</strong></td>
<td>Max. 120 hours</td>
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<tr>
<td><strong>Group assignments</strong></td>
<td>No</td>
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<tr>
<td>Set up</td>
<td>MOOC e-learning</td>
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<td>----------------------------------------</td>
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<td></td>
<td>Masterclasses, study tasks, progress</td>
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<tr>
<td></td>
<td>sessions, resources</td>
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<tr>
<td>Certification</td>
<td>Via learning track, €285</td>
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<td></td>
<td>MOOC e-learning</td>
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<tr>
<td><strong>Number of participants</strong></td>
<td>890</td>
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<tr>
<td><strong>Learners active in interaction</strong></td>
<td>17% 1-50 posts and replies</td>
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<tr>
<td><strong>Post per learner</strong></td>
<td>0.94</td>
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<td><strong>Post and replies per learner</strong></td>
<td>1.61</td>
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Number participants group and members MOOC quite stable
334 participants posted 1 or 2 posts, 28 participants posted >21 posts in group assignments
Discussion and impact

- MOOC ≠ regular course (permissiveness, objects differ)
- Motivation learners MOOC differ from learners regular course
- Different preferences learners
- Engagement can be influenced by design
- Compared with CSCL: larger groups needed
Contactgegevens

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