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Issue

This document reviews the project to develop and deliver a pilot online course, to provide digital literacies training for students at UEA, initially in their learning but also on placement and in the work place after they leave. It outlines the approach taken in the design and development and delivery. It includes data on the pilot cohort and makes recommendations for further iterations.

Recommendation

None is required. Comments are invited on direction and approach.

Equality and Diversity

Library services are subject to Equality Impact Assessments and new teaching support such as this will be subject to Equality Impact Assessments when they are implemented.

Project evaluation: Digital Voyager

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Executive summary:

Aim of project: was to develop a unit of digital literacies training for all students at UEA - helping them make informed use of digital tools, resources, behaviours and practices in various contexts, initially in their learning but also on placement and in the work place after they leave.

Objectives: the full project objectives outlined in the project plan are detailed at appendix A. However, the key ones were:

- design the programme
- ensure that it was suitable for inclusion in the UEA Award
- to run a pilot to test the sustainability of the delivery platform for student engagement and pedagogical impact
- assess resource scalability and
- assess the resources needed to design & develop it
- and to run the 4 week programme

Success criteria:

1. In partnership with colleagues develop a 4 unit course delivered via VLE.

- 1.1 The development was undertaken in partnership with careers, learning enhancement, academics and educational technologists.
- 1.2 MOOCs were an inspiration during the development phase. This required careful design, consultation and preparation, so that the project principle “medium is the message” was able to result in activities which provided the opportunity for deep and authentic learning.
- 1.3 VLE was successful platform due to the functionality in key areas, such as the embedding of videos and enhanced options in assessments such as tests, etc. This was supported by the Learning Technology team, resolving technical issues and providing advice in house.
- 1.4 Delivery of course needed to be self-supporting as far as possible. Learning from MOOCs, the course delivery was over a defined period and made use of peer support and learning. This reduced the resource required of the lead educator – making the delivery sustainable.

2. The course meets UEA Award criteria

- 2.1 Working in partnership with careers on development of content – particular for unit 3.
- 2.2 Agreement that the course was sufficiently rigorous to be eligible for 5 credits in the campus and personal theme of the UEA Award.
- 2.3 In order to complete the course, students had to complete significant reflective tasks each week and in the final week create a summative reflective digital object. We were able to agree that requiring them to undertake a further reflective task, when applying for the UEA Award, would not bring any additional learning.
- 2.4 Therefore, Careers agreed to waive standard application process for students who had been judged by Library lead educator to have completed the course. Thus streamlining and removing barriers in the application process for students.

3. Recruit 1st cohort of students and achieve a good level of completion

- 3.1 A total of 160 participants enrolled on the Digital Voyager pilot course. Of this number, 145 were students and 15 were members of staff from various academic and academic support

departments. Participants were recruited by means of flyers and posters, digital signage and banner as well as through active promotion by Careers Advisors at workshops.

3.1 Online courses show a very high level of attrition, and most MOOCs can expect fewer than 10% of their participants to complete the course. Using this figure as a benchmark, we defined 'a good level of completion' as 10% of participants completing the course. In fact 25% of the total cohort completed it (40 out of 160).

4. The content meets the learning objectives

4.1 The overall aim of the course was to cultivate participants' awareness of choice and digital identity. The overall level of engagement, the reflective quality of the participants' contributions, and unsolicited feedback in participant emails, all strongly suggest that participants did achieve an increased awareness of digital literacy and identity issues.

4.2 The overall aim was broken down into a set of learning objectives which were aligned with the course content. These learning outcomes were defined as the following:

Participants will

- Consider how they use digital tools, apps and media at the moment
- Investigate their digital footprint
- Learn what lecturers are looking for in students' use of the digital
- Create a digital diary of the tools, apps and software used in their studies
- Consider the ethical aspects of using information created by other people, including crowdsourced knowledge
- Adopt an employer perspective to online identities
- Learn ways to create and manage a personal brand
- Consider any potential conflict between personal and professional online identities
- Learn about and consider the impact of 'filter bubbles'
- Create a reflective digital artefact and consider how to license it for reuse

Key recommendations:

5.1 Future projects for development of further online support for students should use a similar model of partnership working, ensuring sustainable delivery and assessment for Library.

5.2 In future iterations continue to use "discipline lens" for personal reflection, collated in personal online journals.

5.3 In future iterations continue to use peer learning and support for sharing of reflections. Need to explore the options for use of peer assessment. This could make delivering the course for larger cohorts sustainable, with the resources available to the Library.

5.4 Future iterations continue to use Blackboard but explore options for increasing the automation of recording students' progress and assessment in order to make the delivery more sustainable for larger cohorts. Explore the use of Blackboard "groups" to facilitate peer assessment.

5.6 For future iterations use similar recruitment/promotion channels and retain partnership with Careers and UEA Award.

5.7 Continue to use a wide set of success criteria (numbers of sign –ups; creation of digital artefacts etc.), as well as maintaining similar levels of completion (25%).

5.8 In future iterations continue with the principle “medium is the message” and provide rationale for the use of video as the final reflective digital artefact, but also offer alternatives.

5.9 That the levels of satisfaction strongly suggests that the Digital Voyager course was a success with students and should be run again.

5.10 That ISD use this model of developing, designing and delivering wholly online courses to provide additional support for students.

Section 1: In partnership with colleagues develop a 4 unit course delivered via VLE.

1.1 Working with partners/stakeholders

1.1.1 Careers: James Goodwin, Joint Head of Careers Service was a member of our project board, which fostered close working with careers, particularly on the employability unit. Dr Rebecca Ellis, the UEA Award Officer, provided significant help with the UEA award and also, importantly, young people and their digital lives. Having outlined the course vision, Wendy Woolery, Careers Adviser, was able to develop content having similar structure and vision to the rest of the course, slotting seamlessly into the Library developed content. The join up with UEA Award has been particular beneficial, providing an incentive and marketing/promotional hook for students.

1.1.2 Academic colleagues: Helena Gillespie, Academic Director for Learning and Teaching Enhancement, was a member of the project board and provided invaluable support on how to develop wholly online learning course, something similar to a MOOC. Academics, more widely, were consulted both through a workshop at the Learning and Teaching day, run by CSED in May 2015, and with a group of “critical friends”. This helped with checking of assumptions and provided guidance on direction of our development and design.

1.1.3 Students: Project concepts were shared with UUEAS, who were supportive. A focus group with 6th form students from a local school was run. This was an opportunity to find out about young people's preferences for digital tools and was a useful touch stone for checking our assumptions about how UEA students may use them.

1.1.4 Educational technologist: This team's support was key for the success of this project. If ISD are to adopt this model for future online learning projects, is vital that there is continued support from the Educational technologist team. The close development partnership described above is essential for “alternative academic” teaching (library, learning enhancement), as much as those engaged in direct teaching.

1.1.5 Humanities Postgraduates: The project team was approached by the Humanities Postgraduate Research training programme lecturer, as they felt that this course could benefit their students. The project team were delighted for the course to be available via the HUM PPD programme. Agreed to award 1 PPD credit for completion (the equivalent of attending a one-day face-to-face course). This engagement added an unexpected but valuable component to the cohort and demonstrated that the content can be applicable to a research as well as taught students.

1.2 Development and design process

1.2.1 Process used for design

The process of building the Digital Voyager course was very similar to the building of UEA's FutureLearn courses. The first stages involved a series of meeting between the lead educators of the course, and members of the Learning Technology team, to try and establish the aims of the course and how attainable they would be based on the functionality of Blackboard. Once these were solidified, the process moved onto creating a ‘skeleton’ course, with key concepts and ideas formulated and assigned to various weeks of the course. This created a framework of the course, which could be developed further, allowing development of the individual down to each learning

objects. It also assisted the Digital Learning Designer and academic team to work the same plan and on track.

1.2.2 Development of the content

The team used the maxim "the medium is the message" when designing the content and the formative assessment activities. It was decided to develop generic content to reduce the development time and resources required. However, in order to ensure that students were able to assess their digital practices, they would be required to reflect through the framework "lens" of their discipline.

Similar to the best MOOCs, the content needed to be engaging and creative. In order to avoid overreliance on text, a variety of mediums were used, particularly video, to make the content stimulating and immediate. Where possible open educational resources (OERs) were used, to reduce the development time and resource required. Inevitably, the availability of OERs shaped the structure of the course somewhat. There were some challenges when trying to communicate with owners of the OERs, where the content required re-purposing, which perseverance from project team resolved. This aspect of re-purposing of OERs would need to be planned for, if they were to be used in other projects.

The design concept "the medium is the message" meant that students needed to actively engage with their learning. Activities were designed so that their completion would be the "learning". For example, using online note taking or mind mapping tools to keep a diary of the participants' online learning and reflect on it. An added benefit of this approach is that the course will have element of self renewal, that as students shared their experiences, new tools would be identified, which could be referred to in future iterations of the course.

1.3 Choice of platform

1.3.1 Why Blackboard?

In terms of the technicalities of course building, Blackboard proved a viable option. This is due to the functionality in key areas, such as the embedding of videos and enhanced options in assessments such as tests, etc. There is also a dedicated Learning Technology team at the university, which means any technical issues can be dealt with and advice offered from the resident Learning Technologists and Digital Learning Designers. Due to the close proximity of the Learning Technology team, the administration of Blackboard courses is also easy to undertake, and allows full accessibility without relying on external parties.

1.4 Delivery of content

1.4.1 MOOC-like delivery

The team were inspired by MOOCs, where the course is delivered over a defined period and participants make use of peer support and learning. Advantages of this model is that as students engage with peer learning & support, it reduces the resource required of the lead educator - a key requirement for the sustainability of this offering. However, the course content needs careful design and preparation so that the activities and learning provide opportunities for deep and authentic learning.

The team were also mindful, that as the course would be taken in addition to the student's regular timetabled work, it would need to be short enough to be achievable but have space to explore the content. The project team worked with Careers in the development of some of the content, because Careers were looking for an employability "digital literacy" offering for the UEA Award.

To meet these requirements, a 4 unit programme over 4 weeks was selected, during November 2015, with a further 2 weeks to allow for submission of final reflective digital artefact. This defined period enabled the participants to share their experiences and learning in "real time" with their cohort. The defined, but short period, also allowed the lead educator to manage the time spent on supporting the course as it ran. Further iterations of the course could potentially run during other periods of the year.

1.4.2 Resource implications of delivery and thoughts on sustainability

The requirement for the project was that this course would be able to provide students with authentic and meaningful learning, whilst being sustainable. The resource needed for the whole project was frontloaded in the design phase. However, this investment has been beneficial because it allowed the careful consideration of how to meet the learning requirements, by focusing on the content and structure of the course. There have been few queries about the course content, technical issues or pedagogical aspects – which for a wholly online course is quite remarkable. It would be recommended that further Library projects for wholly online learning use this "front loaded" design and development model.

Blackboard provided a good delivery platform, where the key design principles above (sections 1.2.2 and 1.4.1) reflection through the "discipline lens" using blackboard's personal journals, and peer support and learning using blackboards "discussion boards", could be supported. However, Blackboard's automated assessment tools, such as: multiple answer questions; Likert scale; and matching questions, were not suited to the type of "assessment" used. Completion of the 350-500 weekly reflective task was mandatory, if the student wanted to complete the course and be eligible for the UEA award.

As Blackboard's automated assessment tools were not suitable to use, data on student's engagement and progression through the course were recorded manually. The lead educator was able to use Blackboard admin to see how/when students used on the online tools (journals etc.) and review the content. We also used 3rd party sharing tool (Padlet wall) for the publishing of the summative videos. All student's journal entries were read by the lead educator in order to check for original content and adequate engagement with the week's themes. All reflective videos were viewed as they were the culmination of the assessment tasks. All of the information regarding progression and the final assessment were recorded manually in a separate spreadsheet. Information regarding students who had completed the course and were eligible for UEA Award, was also provided to Careers manually.

The course duration was for a period of 4 weeks (plus two for receiving late submissions) allowing the lead educator to focus her resource on reviewing and recording student progression for a cohort of 160 (95 of whom were active and 40 completers). As this was a pilot, and the cohort was manageable, this did not present a significant requirement for additional resource, above that of the lead educator during the delivery period. However, if the course were run with larger cohorts, this would not be sustainable.

As indicated above, area which required the most intervention during delivery of the course, was the assessment process. If this course were to run with larger cohorts, and to remain sustainable within existing Library resources, the assessment would need to be reviewed.

One solution might be the use of peer assessment. Given that the standard of engagement with self-reflection activities were very high, there is potential to consider using peer assessment to review these, rather than them all being reviewed by the lead educator. A sample check for quality assurance, would be required. However, there are risks and technical and administrative hurdles.

The self-reflection entries were candid and honest. There is a risk that students could feel inhibited, if they knew that their reflections were being assessed by other participants. Or, conversely, they could learn from reviewing and considering more directly others reflections. Students already review each other's comments regarding other activities, via the discussion boards. The use of peer assessment does fit well with the constructivist ethos of the course.

Technically, we would need to explore further with the Educational Technologist team, how Blackboard could support this, within the framework of our existing course structure. There are options around "groups" and "group assignments". However, as individuals join the course voluntarily, throughout the 4 week period, we do not have stable cohort on day 1 which to allocate into groups/pairs.

Using peer assessment, may also increase the number of pedagogical, behavioural and technical queries, which the Library has little resource to support or resolve. There is also a risk that changing the assessment method, may also impact on the high level of engagement and completion.

Additionally, as UEA award system develops, further automation of the current submission process should reduce manual interventions between the Library and Careers.

Section 2: Course meets the needs of UEA Award

2.1 Working in partnership with careers

At the time of the project planning the project team had been aware that Careers were launching the UEA Award and were looking for an initiative which could help students to develop their digital literacies. Working in partnership on the development of this course was a great opportunity for both Library and Careers to develop an offering which could meet our both our needs. James Goodwin, Head of Careers and Dr Rebecca Ellis, the UEA Award Officer, outlined the vision for the UEA award and the teams worked together to weave employability into the overall course. Rebecca Ellis, also provided significant advice and theoretical background on young people and their digital lives, as well as practical help with how the offering could work with UEA Award. We also worked together on the design of the focus group of 6th form students and she provided facilitation on the day. Wendy Woolery, recently joining Careers from Open University, was able to bring her experience of working on wholly online courses to the development of Unit 3: digital professionalism.

2.2 Course eligibility for UEA Award

By working closely together on the principles and some of the content, we were able to reach agreement that the course was sufficiently rigorous to be eligible for 5 credits in the campus and personal theme of the UEA Award. This allowed Library and Careers to market the course using the brand of UEA Award. Whilst the Library used our normal marketing channels, Careers also promoted it via their advisers and at the 2015 Recruitment and Opportunities Fair. This increased the visibility and credibility of the course.

2.3 Completion of the course

In order to complete the course, students had to complete significant reflective tasks each week and in the final week create a summative reflective digital artefact. In order to reduce the workload on the students, we agreed that requiring them to undertake a further reflective task when applying for the UEA Award would be repetitive and not bring additional learning.

2.4 Submission for UEA Award

Careers agreed to waive standard application process for students who had been judged by Library Lead Educator to have completed the course, thus streamlining and removing barriers in the application process for students. Currently, this is a manual process, but there is potential, with future development of the UEA Award platform, for this to be streamlined.

Section 3: Recruit 1st cohort of students and achieve a good level of completion

3.1. Enrolment and engagement

3.1.1 Participants who enrolled on the course

A total of **160 participants** enrolled on Digital Voyager between 26 October and 30 November. Of this number, **145 were students** and 15 were members of staff from various academic and academic support departments. The following tables and charts show the breakdown of the student section of the cohort by School and by year.

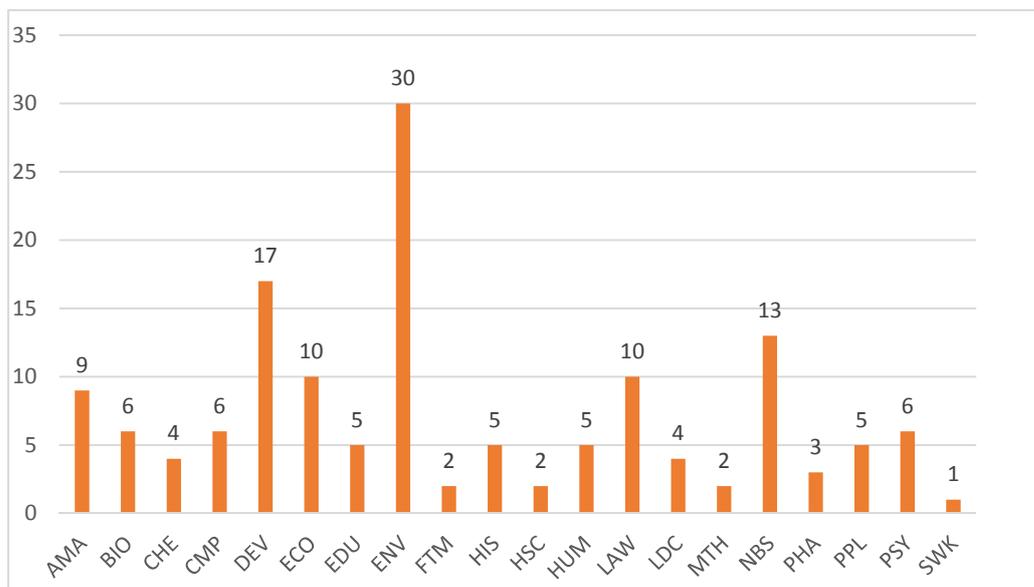


Chart 1. Student enrolment by School

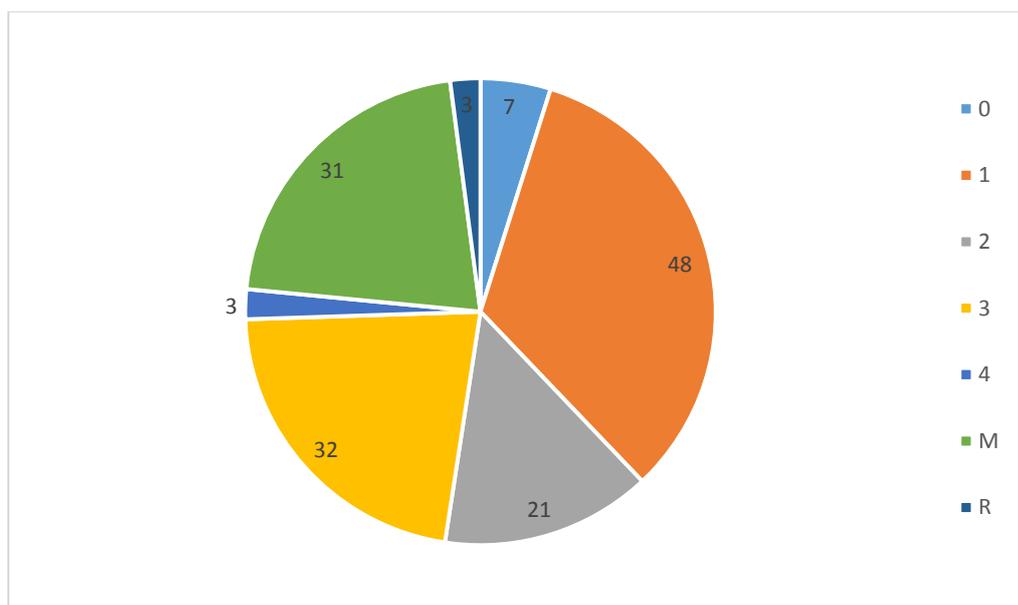


Chart 2. Student enrolment by year

3.1.2 Extent of engagement with the course

Most online courses show a sharp diminution from enrolment rate through participation to completion rate. Loosely speaking, most MOOCs can expect under 10% of their participants to complete the course. Many who enrol will not engage with the course at all, while others drop out before the end (see statistics on MOOC engagement and completion, Appendix).

For the graph below, 'engagement' was taken to mean participating in any of the activities in the course: creating reflective journal entries, sharing a digital artefact, or contributing to a discussion board. (See section 2 for further analysis of types of engagement shown by participants).

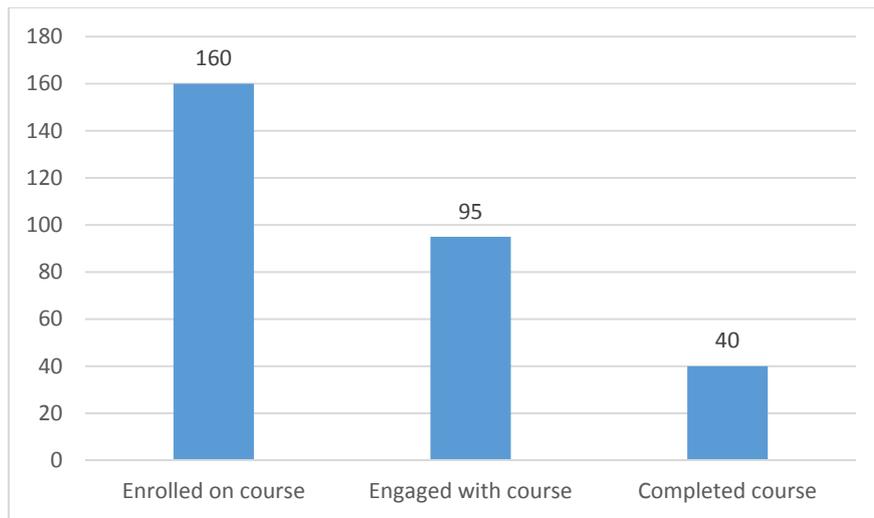


Chart 3. Enrolment, participation and completion rates for Digital Voyager

Benchmarking against the known MOOC figures, our aim for Digital Voyager was to see 10% of participants complete the course. In fact **25% of the total cohort completed it (40 out of 160)**.

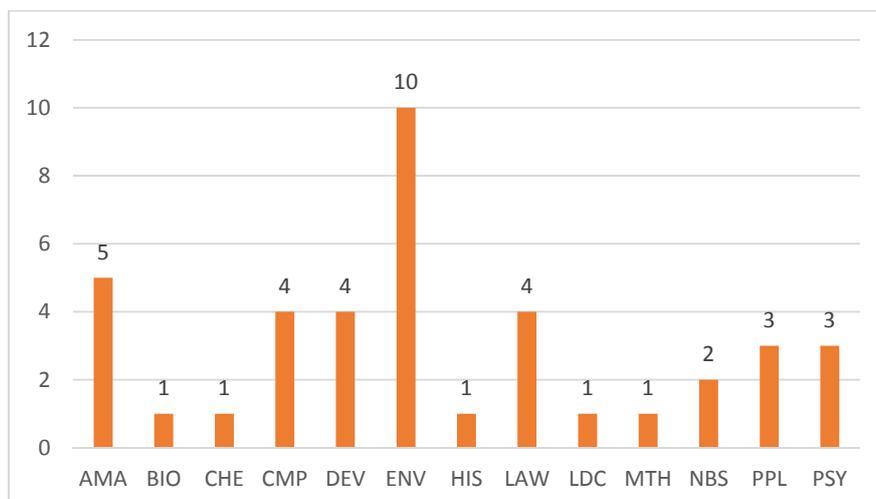


Chart 4. Completers by School

The course evaluation questionnaire asked non-completing participants to say why they didn't finish the course. Only 7 participants answered this question, two of whom were staff members.

If you took part in some of the course but didn't finish it, please tell us why.

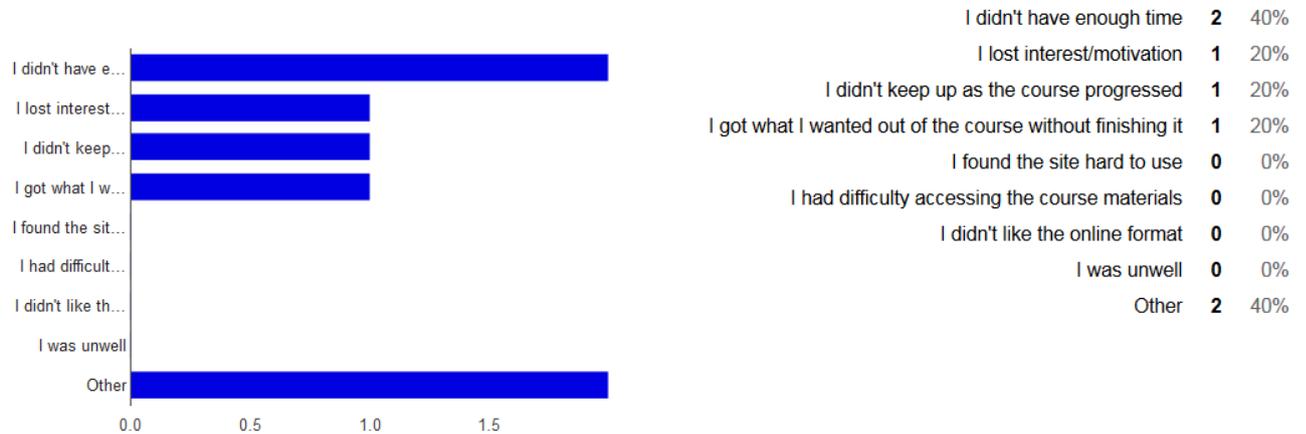


Chart 5. Reasons selected by questionnaire respondents for not completing Digital Voyager

3.2. Range of participant engagement

3.2.1 Discussion boards

There were eight separate discussion threads associated with the course, and participants were prompted to contribute to seven of these as part of the course. The eighth thread, entitled 'General discussion and questions' was designated as a place for participants to seek help, both from the lead educators and from peers, and/or raise any issues relating the course or to digital literacies that were not covered elsewhere in the material.

98 participants contributed to the discussion forum (this figure includes the three educators), making a total of 397 posts.

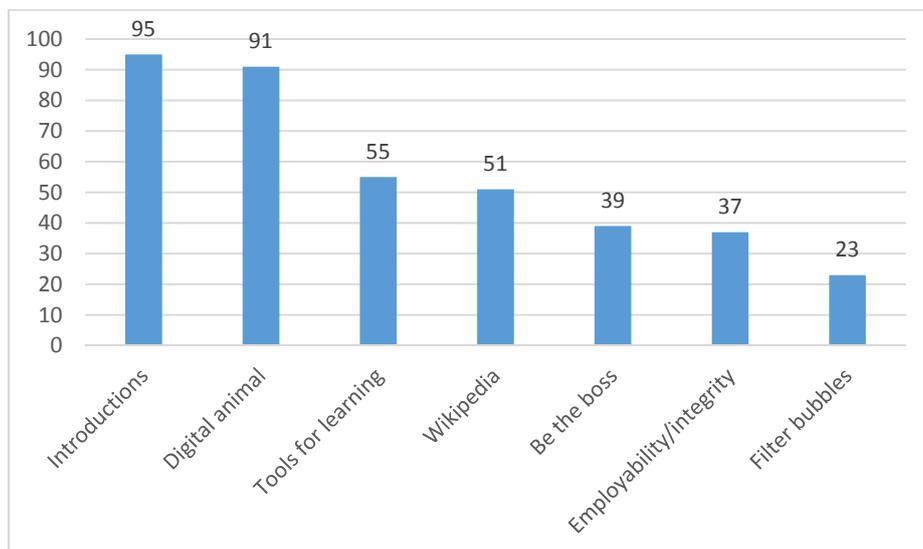


Chart 6. Volume of posts to discussion forum (threads are shown in chronological order)

“I really did enjoy the Digital Voyager course - it really opened my eyes about people's online identity and how we use the Internet, that I really hadn't considered before.”

An aspect of discussion forums that can require careful management in MOOCs and MOOC-style courses is participant behaviour, for example conflict of opinion or disrespectful language. However, **there were no behavioural issues at all during the six weeks that Digital Voyager was open.**

The course designers had planned to analyse the types of question submitted to the ‘General discussion and questions’ forum as a way of checking where students were having any problems - for example, we intended to compare the number of technical (Blackboard, navigational, app or resource-related) questions against the number relating to course content. In the event, however, **no questions at all were submitted to the general forum**, suggesting that the content was sufficiently clear and accessible and that the participants did not experience technical difficulties.

The course evaluation questionnaire asked participants to rate the importance of the social element of the course, with a wide spread of results:

How important was the group element of the course - e.g. the discussions and interaction with other participants

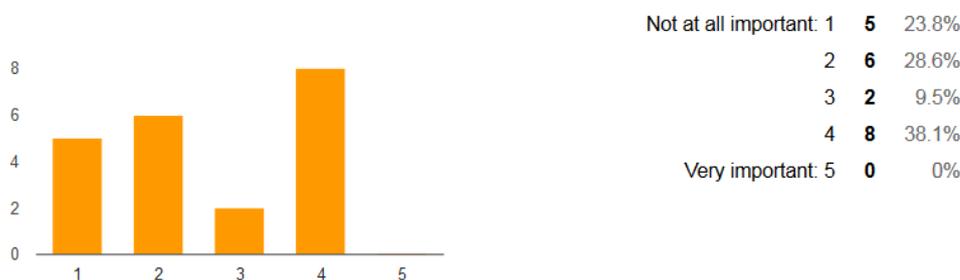
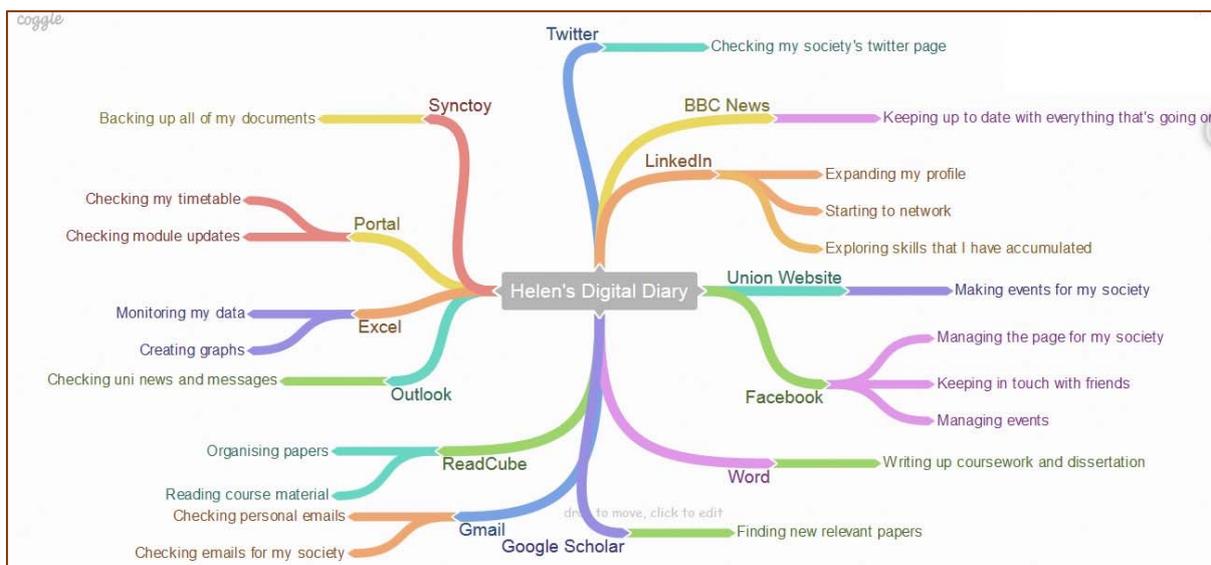


Chart 7. Rating by questionnaire respondents of importance of discussion boards

3.2.2 Digital artefact creation

Participants were invited to create two formative digital artefacts during the course, using a choice of software. Some examples are given in Appendix 1.

These activities were designed to introduce new digital tools in a fun way and to feed into the mandatory reflective tasks. In all, **40 participants created 70 artefacts.**



Digital diary by Helen Lawrence, using Coggle

“Trello was a fantastic digital tool that I am glad to say I have made use of extensively since discovering it through the digital voyager course”

3.2.3 Reflective journal entries

Participants were required to write three 350-500 word reflective journal entries responding to the theme of each unit as part of the requirements for completing the course successfully. The reflective entries were composed in Blackboard’s Journal tool. In all, **81 participants created a total of 186 journal entries.**

Every journal entry was read by the lead educator in order to check for original content and adequate engagement with the week’s themes. Without exception all of the entries met these criteria: they were original, thoughtful responses to the prompt questions, and demonstrated genuine reflection about the participants’ actions, choices and behaviours online.

“The part I found quite interesting this week was the ethical aspects of using other people’s material as I never really knew much about it. I found the differences between copyright and creative commons and the way they are used quite interesting.”

3.2.4 Video element

The reflective entry for the final week, which was also mandatory for completing the course, took the form of creating a visual presentation - either a video, a Prezi, or a screencast. A guiding principle from the outset of the project was to avoid simply reproducing analogue activities in the digital

arena, and it was therefore held to be crucial that in addition to using the Blackboard journal tool participants should create a digital artefact as part of the mandatory component of the course.

80% of the participants who were on course for completion in week 3 (40 out of 50) achieved the task. However, there was a degree of reluctance among some other participants to undertake it. Two questionnaire participants stated that it was their least favourite part of the course and that they would prefer the assessment to take a different form such as a poster or blog post, while 10 of the 50 participants on course to finish did not make the video.

The principle of “the medium is the message” is integral to Digital Voyager, so the course is very likely to continue to include this element. Therefore, future iterations should flag up the video requirement to participants early on, to prepare them for this element, and explain the thinking behind it. Some examples of previous participants’ artefacts could be provided as examples, or alternative formats, such as screencast with audio or poster could be suggested.

A selection of the video reflections can be found at <http://padlet.com/LibGoddess/DigitalVoyager> (reproduced by permission of the creators).

Section 4. The content meets the learning objectives

4. 1 Aim and learning outcomes

The overall aim of Digital Voyager was to **cultivate awareness of choice and digital identity**. This aim was broken down into a set of learning objectives which were aligned with the content of each weekly unit as follows:

Learning outcome: participants will ...	Achieved through
Consider how they use digital tools, apps and media at the moment	'Digital animal' quiz and discussion thread (week 1) 'Digital diary' activity (week 2) Reflective task (week 2)
Investigate their digital footprint	Content about online identities 'Who does Google think you are?' activity and discussion thread (week 1) Reflective task (weeks 1 and 3)
Learn what lecturers are looking for in students' use of the digital	Video on academic digital literacy (week 2) Content and downloadable handout on being critical and analytical (week 2) Discussion thread on potential bias in sources (week 4)
Create a digital diary of the tools, apps and software used in their studies	'Digital diary' activity using new software (week 2)
Consider the ethical aspects of using information created by other people, including crowdsourced knowledge	Video on using other people's material (week 2) Content on academic attribution (week 2) Creative Commons licensing (weeks 2 and 4)
Adopt an employer perspective to online identities	Activity and discussion thread on examining employee profiles from the perspective of an employer (week 3) Quiz on knowledge of digital issues in the workplace (week 3)
Learn ways to create and manage a personal brand	Video on digital skills for employability (week 3) Activity: create a digital artefact telling your story (week 3)
Consider any potential conflict between personal and professional online identities	Content on digital professionalism and positive/negative online identities (week 3) Discussion thread on employability vs. integrity (week 3) Reflective task (week 3)

Learn about and consider the impact of 'filter bubbles'	Video and discussion thread on filter bubbles and impact of search tailoring (week 4)
Create a reflective digital artefact and consider how to license it for reuse	Video reflection activity using Prezi, eStream, or screencasting software, or the participant's own device (week 4) Creative Commons licensing (weeks 2 and 4)

The discussion threads, reflective journal entries and digital artefacts show a high degree of engagement with the course themes and demonstrate that participants did achieve an increased awareness of digital literacy and identity issues.

"I really enjoyed the course, although I was sceptical at first, it drew my attention to some aspects of my online presence that I didn't realise before."

4.2 Satisfaction levels

The completion rate of 25% is a strong testament to participants' level of satisfaction with Digital Voyager. The course evaluation questionnaire responses suggest that the duration and format of the course were appropriate (the one participant who felt it took too much time was a member of staff).

How did you feel about the amount of time the course took?

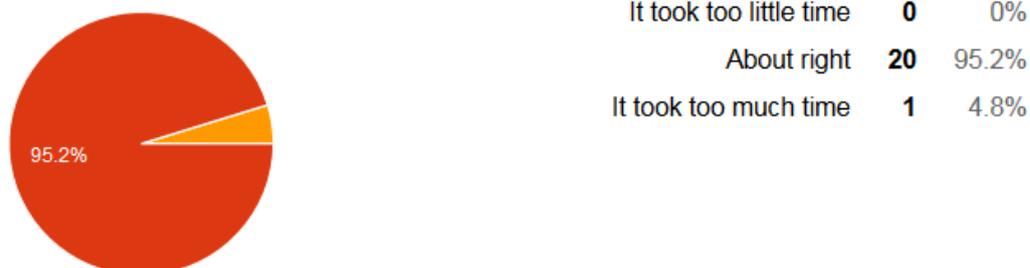


Chart 8. Questionnaire respondents' views on the duration of the course

Many of the successful participants responded to the email confirming their completion with positive unsolicited feedback:

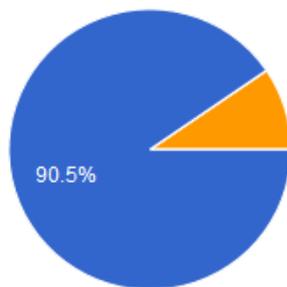
"It was a pleasure to take part in the Digital Voyager course. I learned a lot about my own digital identity and actions and how they can be used and improved in the future. ... Thanks to all of you for doing a great job organising the course and all the best for the success of future library courses."

"The course was really helpful, I will make sure to gather all the useful tools before it is all over and we cannot access it anymore."

“Thank you for the course, it was helpful and introduced me to a number of great new tools. Coggle is so helpful for revision!”

Although the return rate for the course evaluation questionnaire was low (21 respondents out of a potential 160, or 13%), it is nevertheless promising that **all 21 respondents would consider enrolling in another online course from the Library**. In conjunction with the overall completion rate, this response strongly suggests that the Digital Voyager format is one that the Library should pursue for future teaching and learning initiatives.

Would you consider enrolling in another online course from UEA Library?



Yes	19	90.5%
No	0	0%
Maybe	2	9.5%

Chart 9. Willingness of questionnaire respondents to enrol on another Library online course

“I have really enjoyed the course and think it would be great if there was a sequel next term.”

Section 5: Conclusions and recommendations

5.1 Key to the development of this as a successful teaching intervention was the design and development stages of the project. Working in partnership with educational technologists, academic colleagues, employability and digital professionalism champions from Careers, was vital to the development of a wholly online course which provided students with authentic and engaging learning and which was sustainable for the Library to deliver and assess.

5.2 We know that students like their learning to be discipline specific but we did not have the resource or discipline specific knowledge to design diverse strands for different disciplines. Instead, we used the device of personal reflection, with the participant applying their own “discipline lens” when considering their learning. We assert that this model worked well. In all, 81 participants created a total of 186 journal entries. The journal entries, when reviewed, fulfilled the criteria for originality, and demonstrated genuine reflection about the participants’ actions, choices and behaviours online.

5.3 We linked the personal reflection to peer learning and support via sharing of observations about the reflection process on the discussion boards. 95 students contributed to the discussion forum with 397 posts. We believe that the model of self-reflection and sharing with the cohort provided good quality learning for the participants, whilst being sustainable to design and deliver. However, the manual review of assessments would not be sustainable for larger cohorts.

Peer assessment of the self-reflection journals would fit well with the constructivist ethos of the course, but there are risks that this might inhibit students when writing their own entries. However, the benefits of reviewing other participants’ detailed self-reflections could outweigh this risk. A sample check for quality assurance, would be required. It would be recommended that the final reflective video/digital artefact continue to be assessed by the lead educator. This would provide a review of level of engagement and provide quality assurance for UEA Award submission.

5.4 Blackboard provided a good delivery platform, where the two key design principles above, reflection through the “discipline lens” using blackboard’s personal journals, and peer learning using blackboards “discussion boards”, could be supported. Designing the course was also facilitated by the in-house educational technology team with their knowledge of Blackboard. Students were also familiar with the platform and its’ tools.

In order to ensure future sustainability, further Blackboard functions need to be explored. We need to work with educational technologist team to see how Blackboard’s “groups” and “group assignments”, could work for the course. There are issues around how student enrolled on the course, which might be problematic to use with groups.

The course generated few queries - increasing the complexity of the assessment mechanism, may risk an increase in queries (technical, pedagogical) which the Library would have little resource to respond to.

5.6 We were delighted with the recruitment of 145 students from across the schools, because it would ensure that our pilot course was undertaken by a representative sample of UEA students and therefore any conclusions which we would draw from it would be reliable. It was also important, because the course was not mandatory, that it had to slot into the student’s mainstream academic journey. It also had to be engaging and fun, whilst being significantly challenging for the students to engage in authentic and deep learning. We acknowledge that the partnership with Careers and the UEA Award provided a great opportunity for promotion and a very good incentive for engagement.

5.7 When benchmarked against other online the known MOOC figures, our aim for Digital Voyager was to see 10% of participants complete the course. In fact 25% of the total cohort completed it (40 out of 160). Whilst the completion of the course was not the only success criteria, others are engagement via creation of digital artefacts; contribution to discussion boards etc., we believe that this high level of completion is testament to the way in which the content was designed and delivered.

5.8 The principle of “the medium is the message” is integral to Digital Voyager. We believe that the active learning which happens when creating the artefacts, added to the engagement and authentic learning experienced by the participants. In all, 40 participants created 70 artefacts. Following feedback by a small number of students, future iterations will include better signposting of upcoming assessment activities and offer alternatives to video.

5.9 The 25% completion rate is a strong testament to the satisfaction levels with the course. When asked, participants felt that course format and duration was suitable and importantly and all those who provided feedback would consider enrolling in another online course from the Library.

5.10 This project is exploring innovative teaching models which we believe would not have be explored with standard online teaching. The team have learnt considerable amount during the development and design of this online course. Whilst, it took time for the development, we assert that the model works well because of this intensive planning and development phase. The anticipated problems of a wholly online course did not occur. We believe that this is because of the design of the content and because it was delivered it using a familiar platform in the VLE.

Appendix A: objectives from project plan

Objectives

1. Devise a blended digital literacies orientation programme for a cohort of self-selected undergraduate students and taught postgraduate taught students, ensuring that this programme is suitable for the inclusion in the UEA Skills Award.
2. Use this project as pilot, to test content and act as a delivery mechanism for student engagement, pedagogical impact and resource scalability, with a view to development of a programme for all 2/3 & final year undergraduates and postgraduate students in the medium term (1-2 years).
3. Ensure that online content can be re-used for the development of a UEA Digital Literacy NOOC (Niche Open Online Course), available to all UEA students in the medium term (2-3 years). Review of assessment and support will need to be completed.
4. Content for the programme would cover core digital literacies elements. Whilst the course would be “generic”, it would be designed to engage the student in a contextual manner, being constructively aligned with the practices and conventions of the relevant academic discipline. This would focus on “student” attributes, behaviours and values and helping the student consider what their “graduate” attributes, behaviour and values would need to be (see appendix A).
5. Delivered using a blended method which provides opportunity for the participants to engage actively with digital tools, and which is evidenced by their participation in it e.g. writing a blog posting, creating a linked-in profile, designing an infographic to explain data.
6. Deeper learning would come from reflection exercises on the use of these digital tools in the development of student and graduate attributes.
7. Where possible make use of Open Educational Resources (OERs) and other existing materials already available on the web, subject to appropriate licenses being available. When not possible, develop in-house learning objects.
8. Work with UEA Careers to develop the module for submission to the UEA Skills award, first step of which is to complete the UEA module outline submission proposal.
9. Ensure units include formative assessments and provide the student with the correct learning outcomes/evidence to be able to fulfil the requirements the UEA skills award.
10. Incentivise the formative assessments by creating exercises with tangible or visibly inherent usefulness.

Appendix B: Typical MOOC completion rates

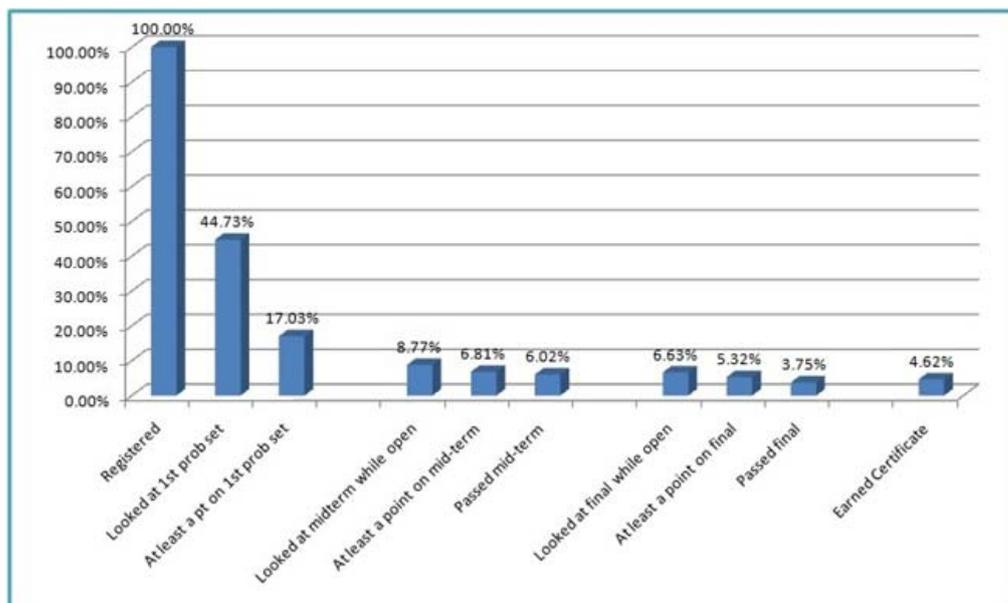
The following tables show data taken from a range of sources using a variety of analytic approaches.

1. Larry Press (CSUDH) From <http://cis471.blogspot.co.uk/2013/04/the-high-cost-of-education-has-been-one.html> (using data from Katy Jordan based on 26 MOOCs).

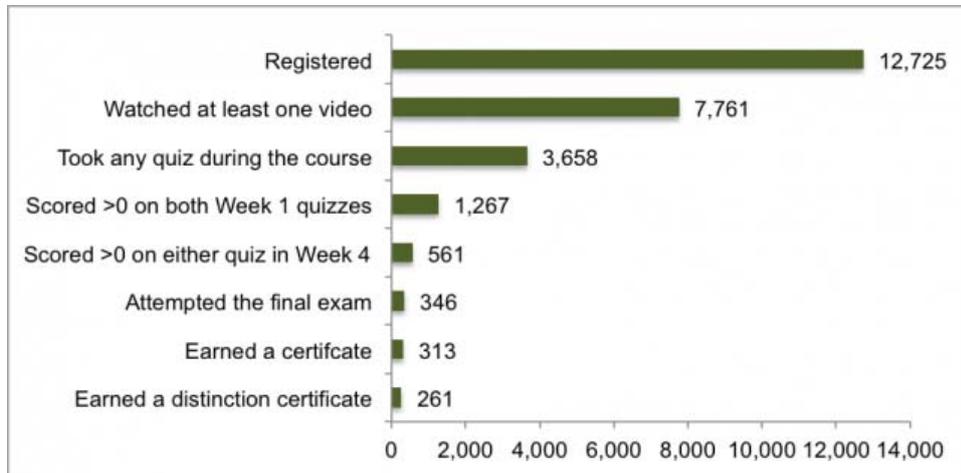
	Min	Max	Mean	Median
Number enrolled	12,000	180,000	64,926	52,052
Number completed	313	22,000	4,457	2,777
Percent completed	0.7	19.2	6.6	5.3

2. Dhanush Hegde, Quora.com <https://www.quora.com/What-percentage-of-MOOC-students-have-completed-more-than-1-course>. Data from MIT's 6.002x Circuits and Electronics course.

6.002x had **154,763** registrants; **7,157** people earned the first certificate awarded by MITx, proving that they successfully completed 6.002x - a dropout rate of 95.38%.



3. Dayna Catropa, <https://www.insidehighered.com/blogs/stratedgy/big-mooc-data>. Data from Duke University's Bioelectricity course, Fall 2012



Appendix C: Participants' favourite and least favourite parts of Digital Voyager (responses from course evaluation questionnaire)

What was your favourite part of the course, and why?

I enjoyed learning about the new digital tools I could use as part of my academic work
The LinkedIn profile reviews, as it was very eye-opening to take on the role of a potential employer and pointing out shortcomings in candidate's profiles. It has caused me to reevaluate my own LinkedIn profile.
Finding new tools to use to support study - now using RefMe and Coggle regularly
Finding out about the digital employment
Finding 'Coggle' something I will no doubt use in the future. Also knowing what information is/could be out there about me.
It helped me learn about new software such as prezi and told me about aspects of the internet I wasn't familiar with.
Probably the discussion boards.
Using new technology - eg Trello, Prezi
The wikipedia part since it gave me an insight into why i shouldn't use it.
It gave me the opportunity to think about things I would not have otherwise thought about.
I liked using the new applications that were recommended, and will definitely incorporate some of these into my work / personal life in the future.

What was your least favourite part of the course, and why?

Searching for myself on Google. There was nothing particularly wrong with it, but I didn't find much to say about it in the weekly summary.
None really, perhaps time to do last task - but helped me to pull it all together. Worst thing is timing clashing with end of semester coursework deadlines.
why can you not complete the course without doing the video? I really enjoyed doing the course and I want it to count towards my UEA Award but I have no time to make a video and I don't want to create one. Can you provide alternatives such as a blog post?
making my work public would have been a better fit in the reflective journal
I just thought there was too much to take in for an Owl. And was more time consuming than expected.
The video because I am not familiar with software and it didn't seem that relevant. I would have rather done another report or produce a poster or something.
The journal entries - time consuming and repetitive information in them
Week 3, I thought it was a repetition of week 1
To participate in some aspects of the course I had to enable flash on my computer and as I don't know much about computers, I had to consult my friend who does who had previously turned it off for me. He told me it was best to avoid flash to protect myself against computer viruses.
I know it is difficult to prepare a course but from my point of view, although the topic was interesting, some of the contents made me lose interest and I did not like the format. Maybe a more modern and attractive format would make it easier to follow