

HIGHER EDUCATION KNOWLEDGE FOR A PLURAL WORLD

Realising the potential of MOOCs as a decentred process for collaborative professional development

Eileen Kennedy and Diana Laurillard
UCL Knowledge Lab

www.researchcghe.org



- We need more porous boundaries between university and professional communities to be able to adapt quickly to changing needs (SDG4)
- How might we decentre the process for collaborative professional development?
- We are testing CoMOOCs – codesigned, collaborative MOOCs - to enable learners to become part of the knowledge development process as they learn and work
- We have developed a Theory of Change based on studies of CoMOOCs for TPD
- And a process and support for the collaborative development of teaching knowledge articulated as learning designs

"We need to break down [institutional and national] boundaries, borrow and learn from each other in a collaborative and equal manner" Adam Habib

A 'Co-design' Theory of Change

Teaching PD	
Engage	Collaboration with teachers to demonstrate new digital methods
Develop	Collaboration with teachers to develop MOOC on blended learning
Extend	Teachers and alumni recruited to act as mentors and contributors
Embed	Activities designed to support participants creating their own local workshops and projects
Sustain	Collaboration with sector actors to take responsibility for maintaining and updating the course

MSIN6001 The Ansoff Matrix

Now you've seen how the matrix works, create your own, choosing either Kraft or Heinz. You can employ whichever method you find most effective e.g. hand-drawn, MS Word, but please upload your finished matrix as either an image file or a pdf.

Upload your Ansoff Matrix here: [File Week 3 Submission Inbox](#)

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View transcript

Download video: standard

Blended learning for practical work

152 comments

Learning through practice is particularly challenging when circumstances mean that students are unable to attend f2f classes and workshops.

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course is further supported by Mentors who are alumni of previous runs, returning to share their experiences of how they used the course. The Mentors will join in discussions for different parts of the course:

Fatma Fattoumi, Lecturer, Higher Institute of Information and Communication Technologies, University of Carthage, Tunisia

Kamin Sunardi Hutapea, Head of Curriculum Division, Islamic Village School, Jakarta, Indonesia

Anna Raneri, Secondary school teacher of English /English Literature , teacher trainer and assessment expert Turin, Italy

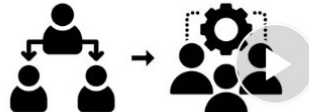
Maryam Salaudeen, Lecturer in Pharmacology, Department of Pharmacology and Therapeutics, Ahmadu Bello University Zaria, Nigeria

Arsalan San-Ahmed, Teaching Assistant, Teaching Personnel Ltd, UK

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Vertical slice implementation team



Stakeholders throughout the organisation:

- Senior leader
- Middle leader
- Experienced classroom teacher
- Early career classroom teacher
- Cross-section of key stages (primary) or subjects (secondary)
- Special Educational Needs and Disabilities Coordinator (SENDCo)
- Teaching / Learning Support Assistant
- Parents and carers (?)
- Students (?)

Images: Noun project

Download video: [standard](#)


Implementing online learning across your institution


45 comments

In the video, James Mannion, from UCL Institute of Education, Learning and Leadership, introduces the 'implementation science' approach to any kind of institutional change.

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 Esther G. Verified learner 10/05/22




It is a truly great and useful course.

This course is a true eyeopener. It helps us understand the true nature of online and blended learning, an absolute necessity now in the world of education. Where once we only wobbled intuitively, without a secure compass, now we navigate with certainty: online and blended learning and teaching have their rules and recommendations to maximize the ...[Read More](#)

 Share | Was this review helpful?  0  0

 Pippa S. Verified learner 21/04/22



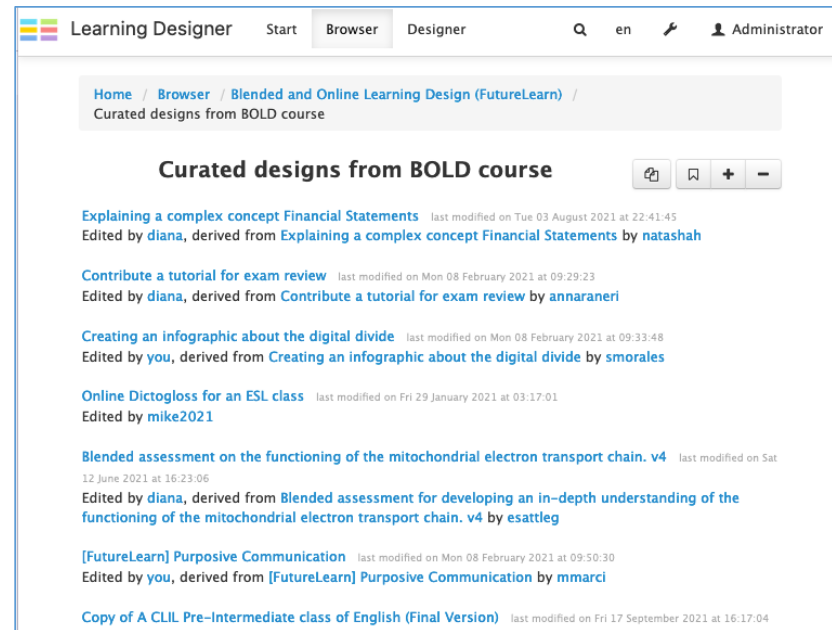
Useful and extremely well designed

This course has an excellent blend of input and practice, and has been incredibly useful to me in creating online course sessions.

The collaborative development of knowledge articulated as learning designs

- Each learning design **is derived from an existing design** published on the website
- The teacher **adapts and tests their own version** of the design
- Each learning design is **peer reviewed** within the course to a common rubric
- Reviewers **recommend good designs** to the Educator team
- Educators review designs against a **more challenging rubric** and request modifications
- Contributors modify and submit the final version for **publication on the website**

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The screenshot shows the Learning Designer interface. The top navigation bar includes 'Learning Designer', 'Start', 'Browser', 'Designer', a search icon, 'en', a pencil icon, and 'Administrator'. The main content area displays a breadcrumb trail: 'Home / Browser / Blended and Online Learning Design (FutureLearn) / Curated designs from BOLD course'. Below this, the heading 'Curated designs from BOLD course' is followed by a list of design entries, each with a title, a 'last modified' timestamp, and the editor's name. The entries are: 'Explaining a complex concept Financial Statements' (Tue 03 August 2021 at 22:41:45, edited by diana, derived from Explaining a complex concept Financial Statements by natashah); 'Contribute a tutorial for exam review' (Mon 08 February 2021 at 09:29:23, edited by diana, derived from Contribute a tutorial for exam review by annarneri); 'Creating an infographic about the digital divide' (Mon 08 February 2021 at 09:33:48, edited by you, derived from Creating an infographic about the digital divide by smorales); 'Online Dictogloss for an ESL class' (Fri 29 January 2021 at 03:17:01, edited by mike2021); 'Blended assessment on the functioning of the mitochondrial electron transport chain. v4' (Sat 12 June 2021 at 16:23:06, edited by diana, derived from Blended assessment for developing an in-depth understanding of the functioning of the mitochondrial electron transport chain. v4 by esattleg); '[FutureLearn] Purposive Communication' (Mon 08 February 2021 at 09:50:30, edited by you, derived from [FutureLearn] Purposive Communication by mmarci); and 'Copy of A CLIL Pre-Intermediate class of English (Final Version)' (Fri 17 September 2021 at 16:17:04).

A 'Co-design' Theory of Change

Community Based Research PD	
Engage	Collaboration with NGOs to demonstrate CBR practices
Develop	Collaboration with NGOs to develop MOOC on CBR practices
Extend	Opened the MOOC activities to researchers across the world
Embed	NGOs and participants created their hybrid workshops and projects
Sustain	NGOs now setting up training centre in CBR practice

Online Courses / Politics & Society



Community Based Research: Getting Started

★★★★★ 4.8 (15 reviews)

Learn the skills you need to carry out research in your own community using the 'citizen science' approach of UCL's RELIEF Centre.

[Go to course](#)

3,018 enrolled on this course



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Diane R. Verified learner


★★★★★

25/02/21

Community based research

This course examines and advises on research in parts of the world that experience real hardships. As such it demonstrates practical as well as innovative ways of carrying out research in demanding circumstances. Highly recommended for anyone commencing research.

Share |
Was this review helpful? 👍 1 👎 0



Amos O. Verified learner

★★★★★

23/02/21

Amos Oluwatoye Review

Studies in Community Based Research was impactful and instrumental to my short and long-term goal in working with a team of people to Foster community development. This experience has honed my ability for strategic and practical community based research that I would leverage on when working with local and international organizations.

Share |
Was this review helpful? 👍 1 👎 0

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1.7

You've completed 0 steps in Week 1



[View transcript](#)

[Download video: standard or HD](#)

Perspectives in the community

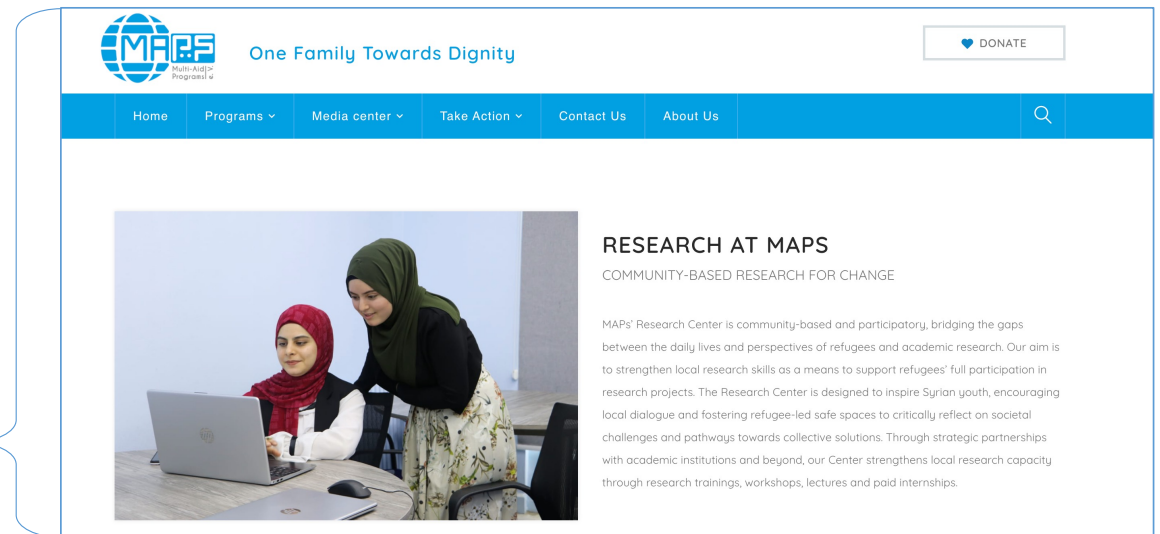
[2 comments](#)

The video shows the different perspectives on a neighbourhood development initiative to improve a street in Beirut. The video

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**Brain Drain or Brain Gain:
A Growing Trend of Chinese International Students
Returning Home for Development**

Ka Ho MOK, Youliang ZHANG, Wei BAO

Lingnan University / Beijing University of Technology/Peking University

May 2022

Introduction: Reverse Tide of Staying Abroad to Returning Home for Development

■ Sending students abroad since 1978

■ Attract high-level talents abroad

➤ Cheung Kong Scholars(1998-)

➤ Thousand Talents Program(2008-)

➤ Beijing Overseas Talent Aggregation Project(2009-)

➤ Shanghai Pujiang Talent Program (2005-)

➤ Shenzhen Peacock Plan(2010-)

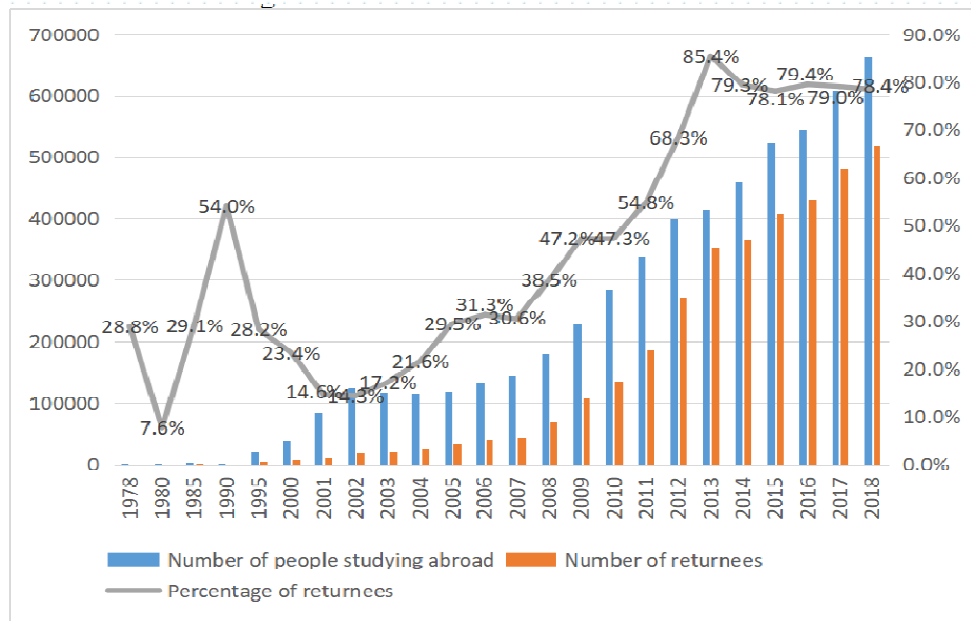


Figure 1 Increasing number of returnees, 1978–2018

Source: National Bureau of Statistics (<http://www.stats.gov.cn/tjsj/ndsj/2020/indexch.htm>)

The Future Education Management Research Center of Peking University and Gui Guo Quan jointly conducted a questionnaire survey in November 2019.

A total of 3,258 valid samples are adopted. As the present research targets those Chinese high-level talents abroad, the samples in Hong Kong and Macau are hence excluded. The final effective sample is 2,661.

海外高层次人才回国意向调查

尊敬的各位海外同胞：

为全面了解海外人才回国意向，为高校及科研院所等部门完善服务体系提供科学支撑，北京大学未来教育管理研究中心联合归国圈共同组织本次问卷调查。您填写的信息仅供研究之用，课题组将严格保密，不会以任何形式公开您的个人信息。所有问题的回答都无所谓对错，请把答案填写在相应的横线上或在选项前面的“□”中画“√”。

问卷填写需大约 10 分钟。问卷填写完毕后，会提供给您 10-15 元的红包作为答谢。

衷心感谢您的支持和合作！

海外高层次人才回国意向调查课题组

Finding 1: Willingness of high-level talents to return home to work

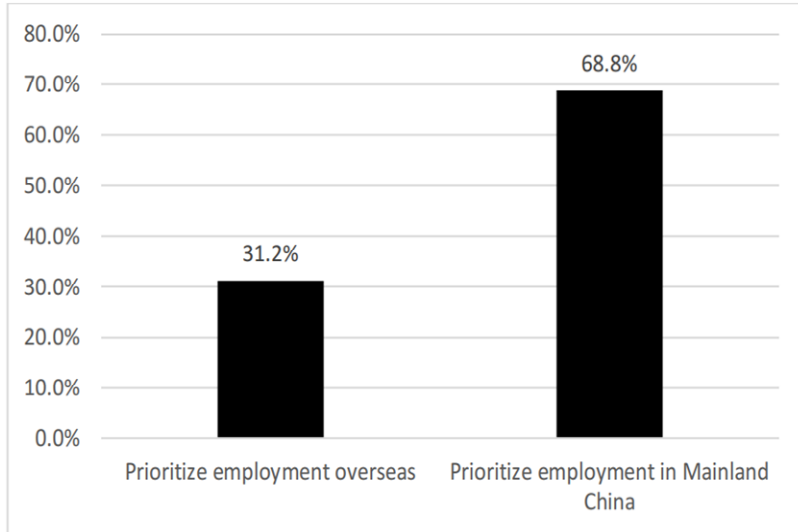


Figure 3 Preferred country or region for employment

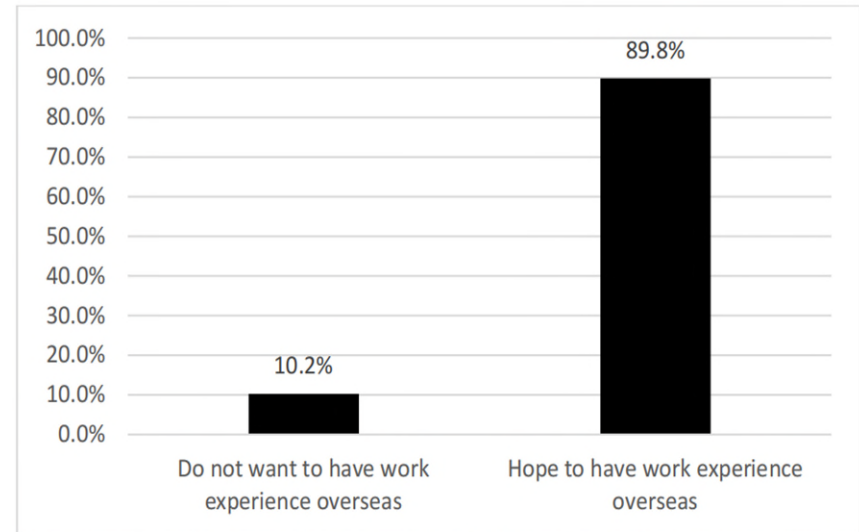


Figure 4 Whether to consider returning to Mainland China after having overseas work experience

Finding 2: High-level talents' expectations of employment options

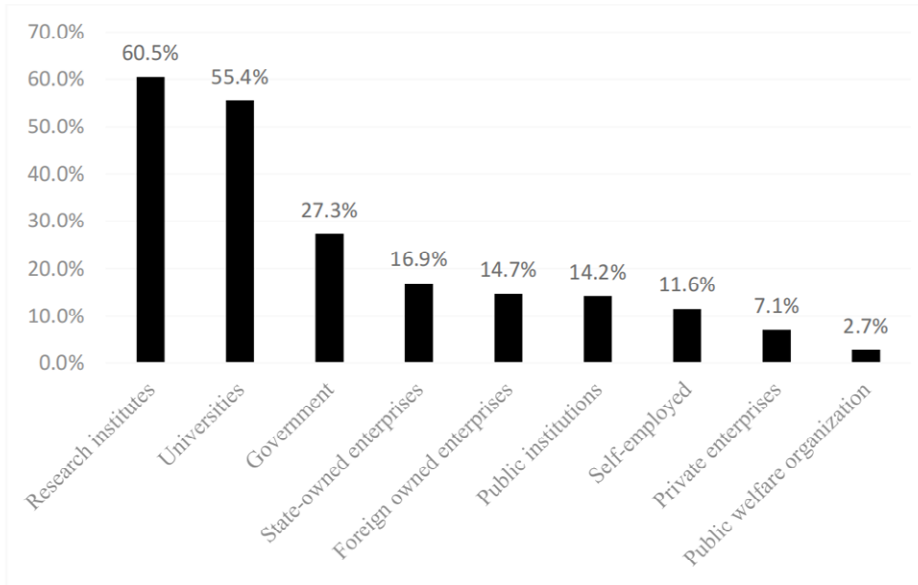


Figure 5 Departments that want to work after returning to China

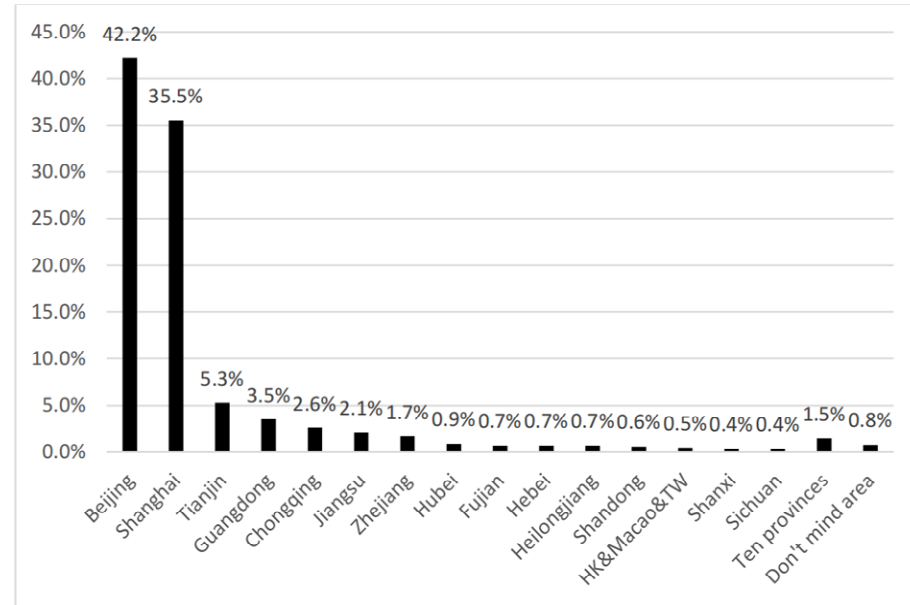


Figure 6 Preferred province or region for employment

Finding 3: High-level talents' perception of domestic and foreign conditions

Table 3 High-level talents' perception of domestic conditions

Domestic Conditions	Percentage
Good prospects for domestic economic development	88.7%
The government's policy of introducing returnees is attractive	87.9%
The domestic political environment is relatively stable	86.0%
The society lacks a sense of rules and needs human relations to handle things	87.1%
Domestic environmental pollution and food safety are worrying	83.2%

Table 4 High-level talents' perception of foreign conditions

Foreign Conditions	Percentage
The local life is convenient and the quality of life is high	86.4%
Local medical, education and welfare resources are of high quality and sufficient	86.3%
The local government has tightened the employment visa policy for foreigners	82.6%
Difficulty in integrating into local culture/community, lack of sense of belonging	77.9%
Misunderstanding, hostility and rejection are often encountered locally	72.8%
Obtaining a work visa or permanent residency locally is difficult	78.4%
Competition for local jobs is fierce, with fewer job opportunities	76.7%
Local public security is unstable and personal safety cannot be guaranteed	74.7%
Barriers to language communication make work and life inconvenient	69.9%

Finding 4: High-level talents' perception of domestic/foreign universities/research institutions

Table 5 Comparison of domestic and foreign universities and research institutions

Different dimensions of universities and research institutions	Foreign	Domestic
Sufficient research funding in the field of study	87.8%	85.5%
The professional field of study is in an international leading position	87.5%	83.5%
Advanced scientific research equipment in the field of study	87.3%	86.1%
The quality of students in the field of study is good	86.1%	85.4%
Faculty' salary and benefits are higher	85.3%	81.4%
Have a benign peer academic exchange and a culture of mutual assistance	81.6%	78.5%
Academic freedom is guaranteed, and academic research is not restricted	81.6%	78.5%
Fierce competition/personnel system reform makes it difficult to obtain tenure	82.7%	84.1%
The mechanisms and platforms for the transformation of scientific and technological achievements of local universities are better than China	86.1%	——
Personnel evaluation is objective and fair, and the system is transparent	83.8%	——
It's fair for applying for rewards and research projects	——	80.8%
Management is too administrative to guarantee academic autonomy	——	83.7%
Utilitarian personnel evaluation is not conducive to academic exploration	——	84.9%
Career development needs more support from relationships/social networks	——	86.5%
Young faculty lack the quota and freedom to recruit doctoral students	——	86.7%
Provide better development platforms and resources for overseas students	——	87.2%

■ *Implications for GBA Development*

Drawing reference from recent research regarding young people's evaluation of development opportunities in the GBA, young people have taken social ties and emotional attachment to the cities where they plan to venture for job and residence very seriously.

■ Riding over the COVID-19 Crisis: Brain Bridge Building and Brain Circulation

Chinese government should introduce policies not only to attract global talents to stay to serve the country but also to serve the global or regional community. Developing more transnational bridges attached with talents across different parts of the country and beyond to fostering intercultural diversity would bring positive effects on various academic and social outcomes contributing to the productive development of the country and regional developments.