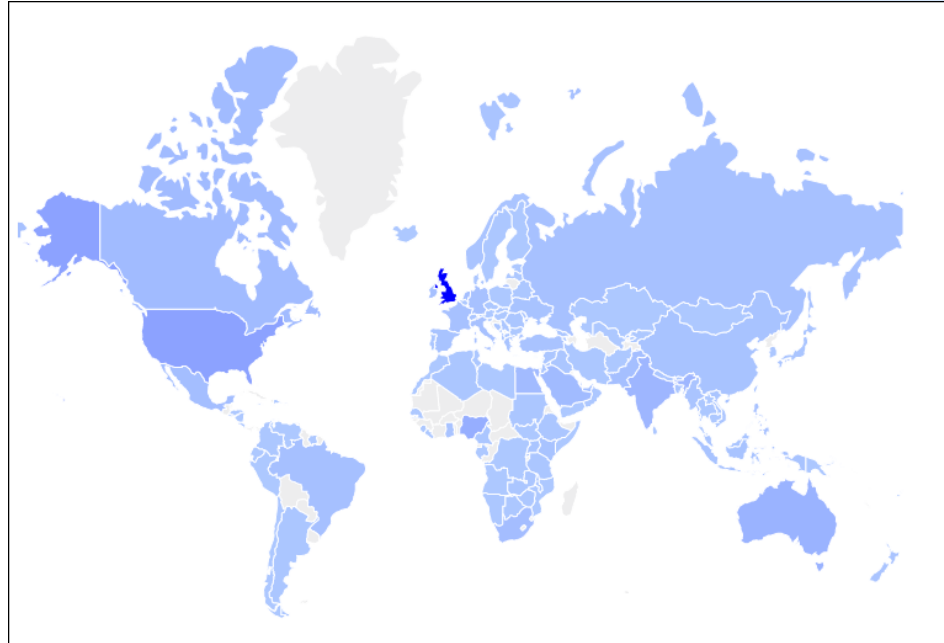


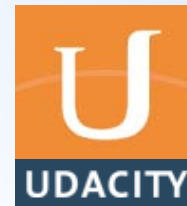
# Moving into MOOCs: what does this mean for health education?



Luke Woodham,  
St George's, University of London

# MOOCs: A High Quality ‘Disruption’?

- Massive Open (free) Online Courses (>100,000 users)
- Multiple online platforms
  - Partnered with elite institutions
- Courses constructed of a variety of eLearning tools
- Can reach large audiences of diverse users – potential to widen participation in education



PARTNER CONTENT DR. JEFF BORDEN, PEARSON

# MOOCS ARE DEAD – LONG LIVE THE M

## University

Issue 00437

25 November 2016

Global Edition / News / World Round-up / Features  
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GLOBAL

## High MOOC completion in developing countries

15 April 2016 Issue No:409

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Screenshot from <http://www.universityworldnews.com/article.php?story=20160414211>

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## NEWS

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## Oxford University to launch first online 'MooC' course

By Sean Coughlan  
Education correspondent

15 November 2016 | Education & Family

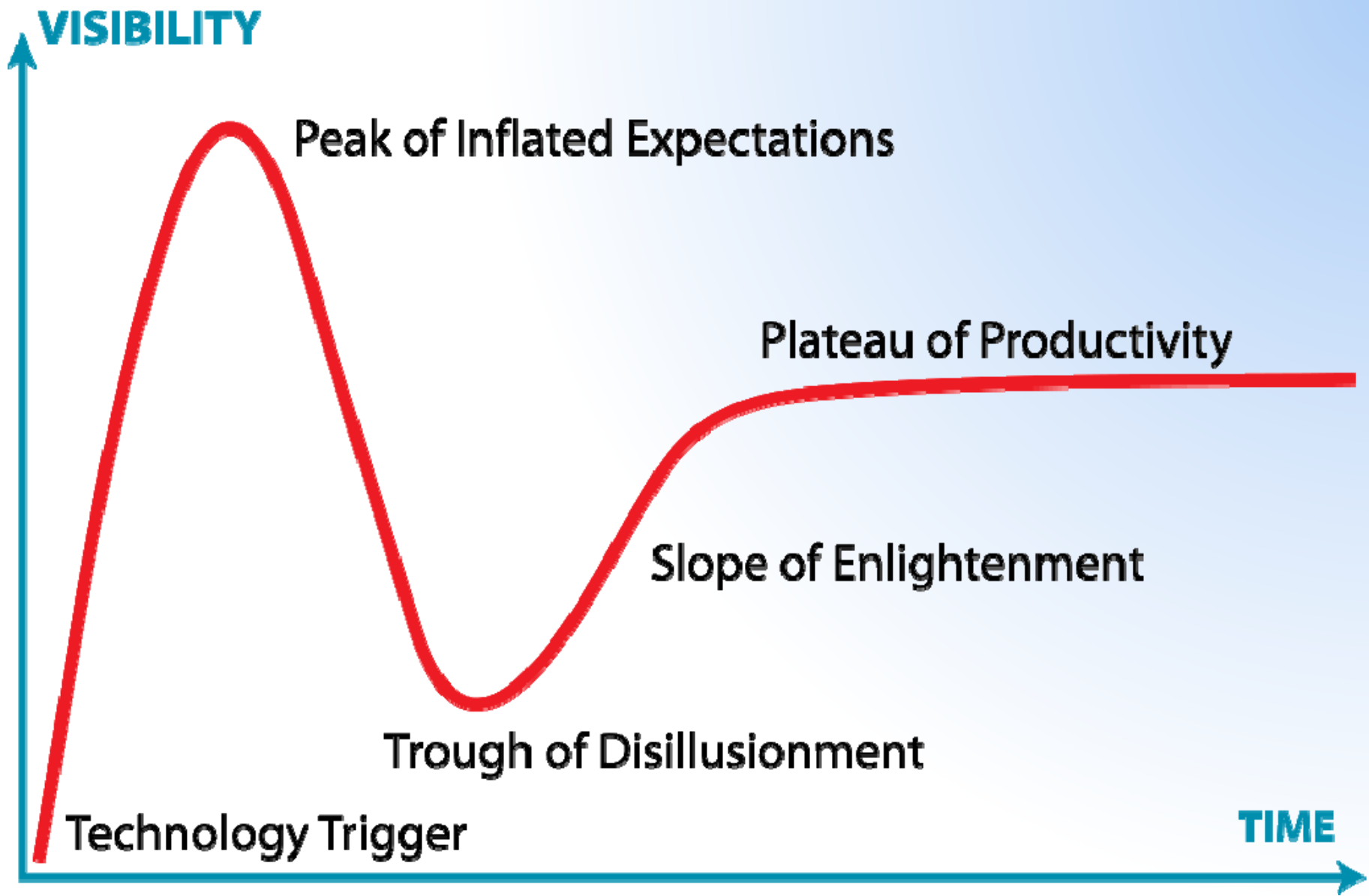
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Screenshot from <http://www.bbc.co.uk/news/education-37975359>



...com/news/biggest-ever-



# MOOCS @ SGUL

- 5 MOOC courses created so far
  - The Genomics Era (20,000 joiners over 5 runs)
  - ECG Assessment (28,000 joiners over 4 runs)
  - Preparing for an International Health Elective (with Kings College London – 1400 joiners on first run)
  - Genomic Technologies in Clinical Diagnostics: Molecular Techniques (6,300 joiners on first run)
  - Genomic Technologies in Clinical Diagnostics: Next Generation Sequencing (launches Jan 2017)
- Targeting healthcare professionals and trainees

FREE ONLINE COURSE

## Preparing for an International Health Elective: Training in Global Health, Ethics and Safety

Prepare for undertaking an International Health Elective, in this course developed in collaboration with King's College London

[Go to course – starts 6 Jun](#)

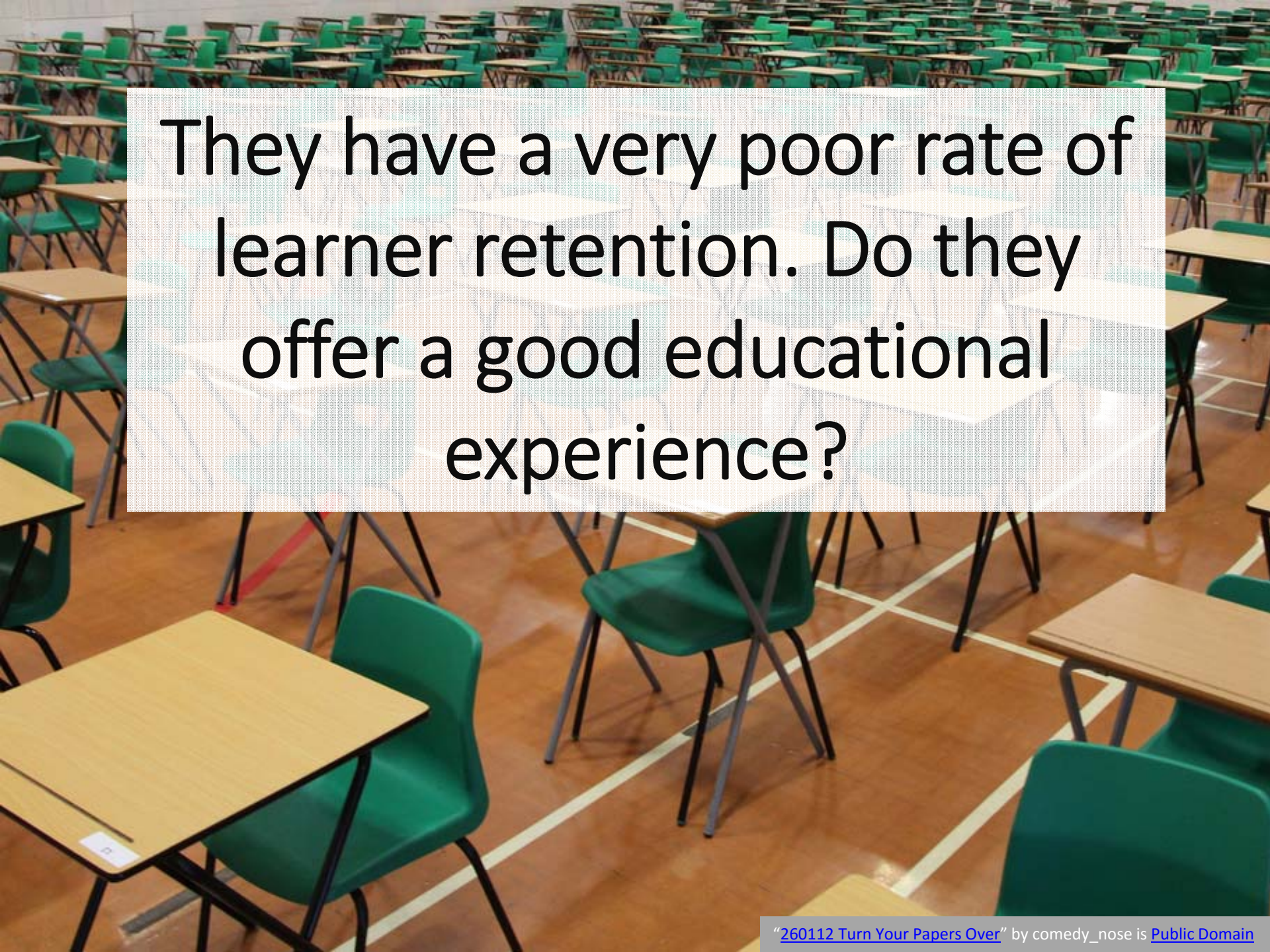
George's  
London

The poster features a background image of a globe and a microscope. The text is overlaid on a dark, semi-transparent rectangular area.

# MOOCs – Are they all style, no substance?

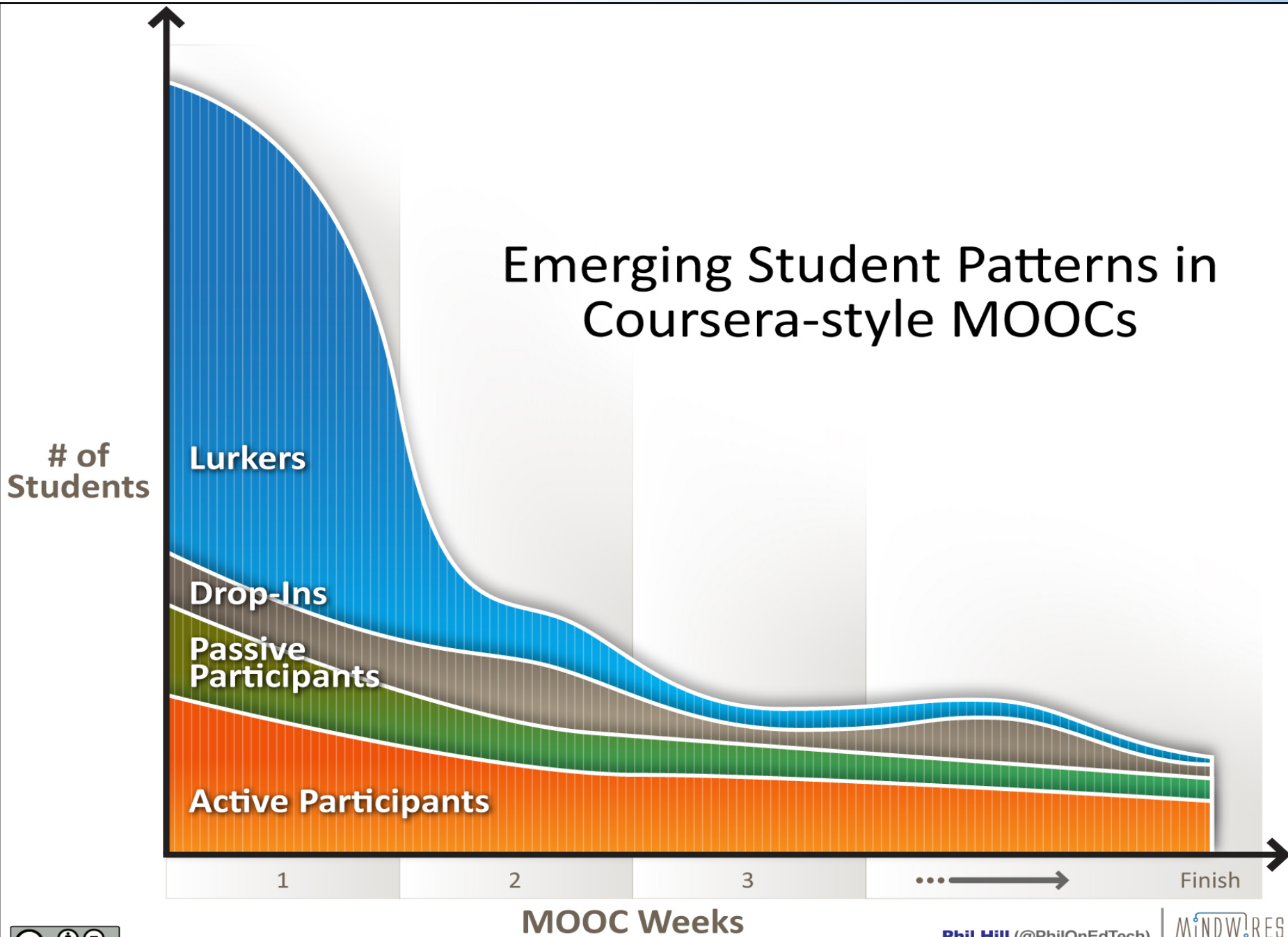
There are many criticisms of MOOCs, including:

- They have a very poor rate of learner retention. Do they offer a good educational experience?
- They lack direct social interaction
- They are expensive to create, and bring little value to institutions
- They have limited assessment models and carry no qualifications



They have a very poor rate of learner retention. Do they offer a good educational experience?

# Emerging Student Patterns in Coursera-style MOOCs





# Do they offer a good educational experience?

- They utilise a wide variety of pedagogically proven tools
  - Text, Images, Video, Quizzes, Discussions
- But, like any teaching, the learning experience depends upon how effectively you use these tools

# Storytelling



# Sharing Stories

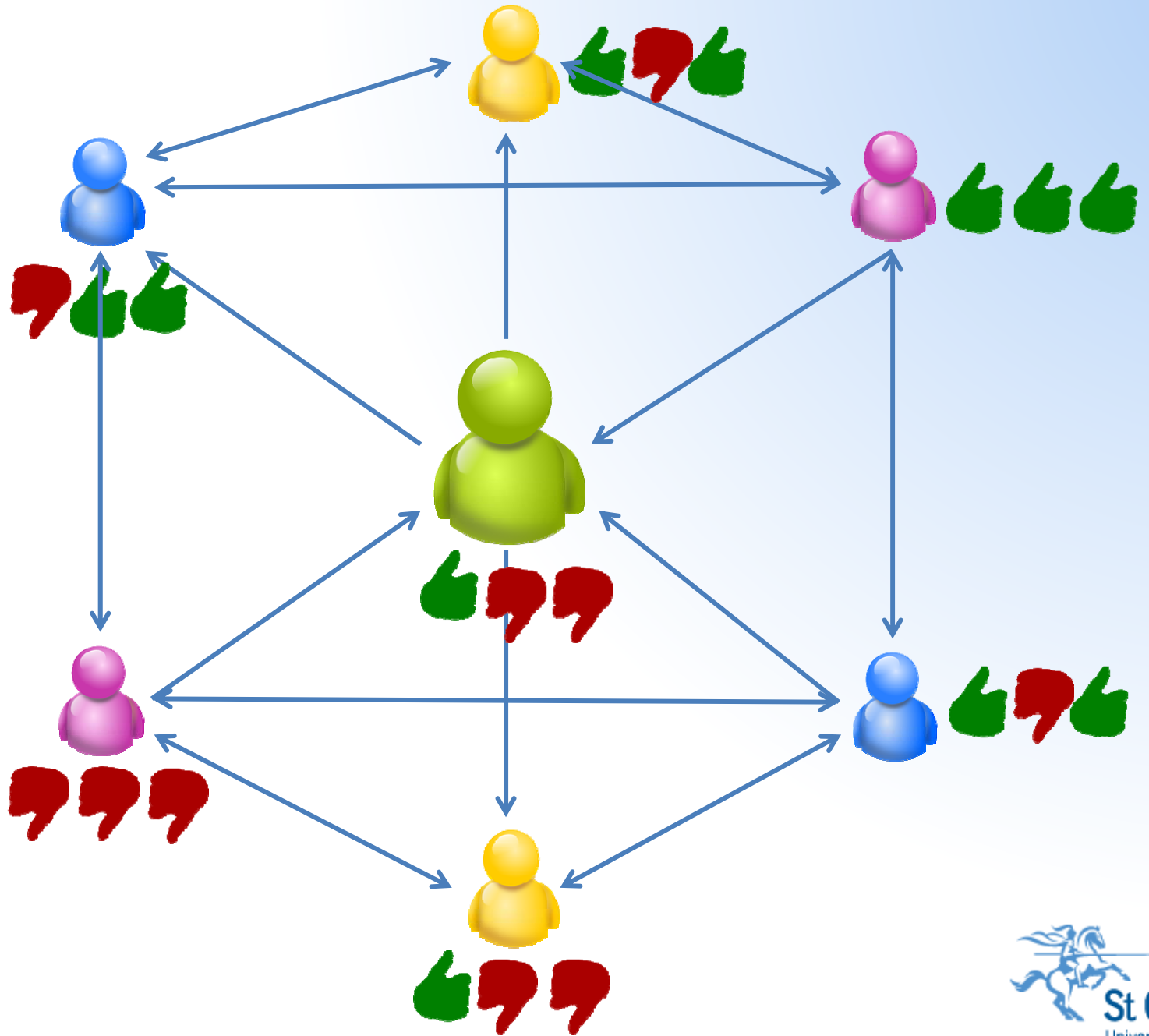


They lack direct  
social interaction

# FutureLearn

- FutureLearn – Founded by the Open University ([www.futurelearn.com](http://www.futurelearn.com))
- 5,100,000 distinct learners
- Places a strong emphasis on social learning
  - Comments on every page
  - Dedicated discussion pages
- Introduction of study groups allows for small group working

The screenshot shows the FutureLearn course interface. At the top, there are navigation tabs: 'To do', 'Activity', 'Replies', and 'Progress'. Below this, there are two blue boxes representing 'WEEK 1' (11 Apr) and 'WEEK 2' (18 Apr). The current week is 'WEEK 2: TROUBLESHOOTING AND INTRODUCTION TO ECG INTERPRETATION', which started '18 weeks ago'. A 'Welcome' section features a video thumbnail and text: 'Welcome. In these first few steps, you will gain an overview of the learning objectives and content to be covered in week two.' Below this is a list of activities: '2.1 WELCOME TO WEEK 2 VIDEO (01:04)', '2.2 REFLECTING ON CHALLENGES DISCUSSION', '2.3 BARRIERS TO OBTAINING A HIGH QUALITY ECG RECORDING VIDEO (04:36)', and '2.4 TROUBLESHOOTING QUIZ'. A 'Troubleshooting' section includes an ECG waveform image and text: 'In this activity you will explore some of the challenges you may face in obtaining a high quality ECG and how to resolve these.'



They are expensive to create, and  
bring little value to institutions

*Interesting*  
**VALUE**

*For*

**MONEY**

# The Genomics Era

- Collaboration with Health Education England, providing a large library of Genomics resources

from 'Health Education England'.  
Your MOOC is a game-changer!

I'll keep this brief, your Futurelearn course is brilliant, it's engaging and really high quality. You wouldn't believe the excitement that we are getting by just reading the comments from week 1. So many interesting people from so many walks of life ..... Thank you for letting us be part of this.

The screenshot shows the course page for 'The Genomics Era: the Future of Genetics in Medicine' on Futurelearn. The page features a navigation bar with 'Courses', 'About', and 'Partners' links, and a user profile icon. The main header includes 'FREE ONLINE COURSE' and the course title. Below the title is a description: 'Learn about the growing role of genomics in healthcare, for patient diagnoses and treatment, with this free online course'. A prominent pink button reads 'Go to course – started 9 Nov'. The page is divided into two columns. The left column contains a video player showing a woman in a white lab coat sitting at a desk in a lecture hall, with a play button overlay. The right column features the St George's University of London logo and a list of course details: 'FREE online course', 'Duration: 5 weeks', '2 hours pw', and 'Certificates available'. At the bottom, there are links for 'ABOUT THE COURSE' and 'SHARE', along with a help icon.

Courses About Partners

FREE ONLINE COURSE

## The Genomics Era: the Future of Genetics in Medicine

Learn about the growing role of genomics in healthcare, for patient diagnoses and treatment, with this free online course

Go to course – started 9 Nov

St George's University of London

FREE online course

Duration: 5 weeks

2 hours pw

Certificates available

ABOUT THE COURSE

SHARE





They have limited  
assessment models and  
carry no qualifications

# New approaches to Assessment

- Introduction of “Programs”
  - Suites of thematically linked MOOC courses, similarly to “micro-degrees” (Udacity)
- Different assessment models
  - In-person assessment centres
  - Tutor-marked assessments
- Certificates of Achievement – require a higher level of participation and performance

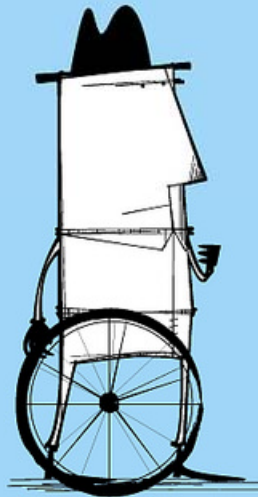
# Accreditation

- The Genomics Era was first course on FutureLearn to receive accreditation from a UK Royal College
- Course is accredited for 10 points/10 hours from:
  - Royal College of Paediatric and Child Health
  - Royal College of General Practitioners
  - Royal College of Physicians
- Other institutions beginning to provide formal academic credits for completed MOOCs

# Has accreditation had an effect?

	Run 1 (without CPD)	Run 2 (with CPD)	Run 3	Run 4	Run 5
Joiners	6018	4653	3768	2723	5791
Learners	2790 (46.4% of joiners)	2102 (45.2%)	1657 (44.0%)	1193 (43.8%)	2016 (34.8%)
Fully participating Learners	724 (25.9% of learners)	557 (26.5%)	402 (24.3%)	222 (18.6%)	470 (23.3%)
Statements	78 (10.8% of learners)	95 (16.5%)	54 (12.3%)	3	10
Certificates				19	32

**ERRR...**



**CAN'T STOP.  
TOO BUSY!!**



# Future Improvements

# WAVES (Widening Access to Virtual Educational Scenarios)



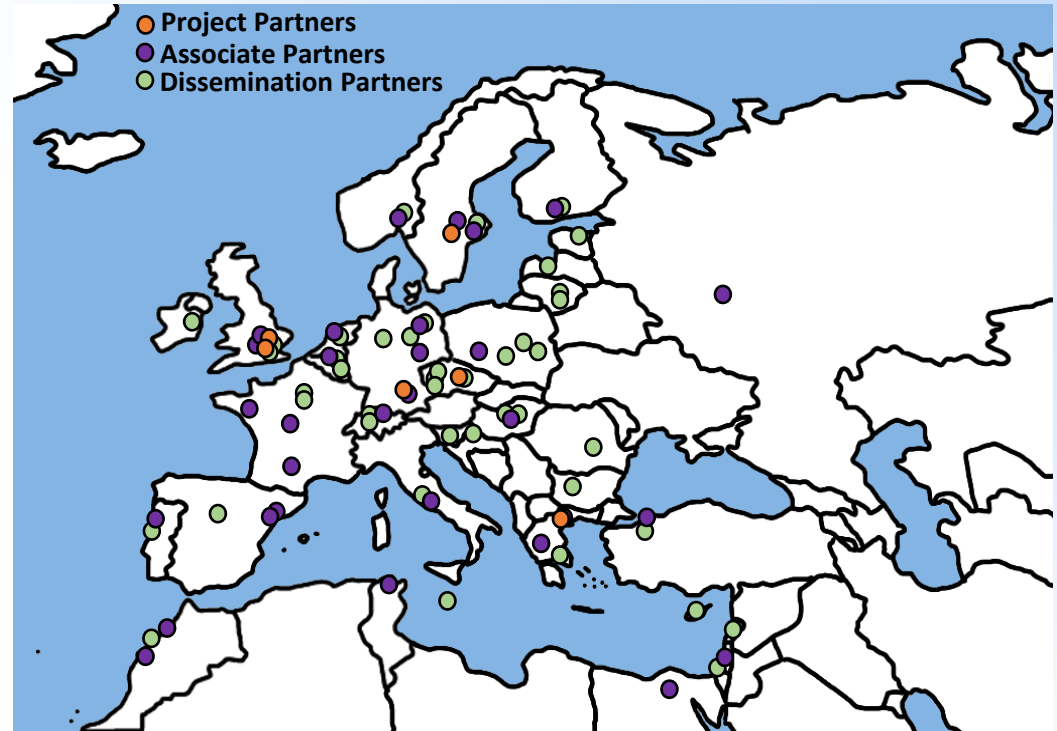
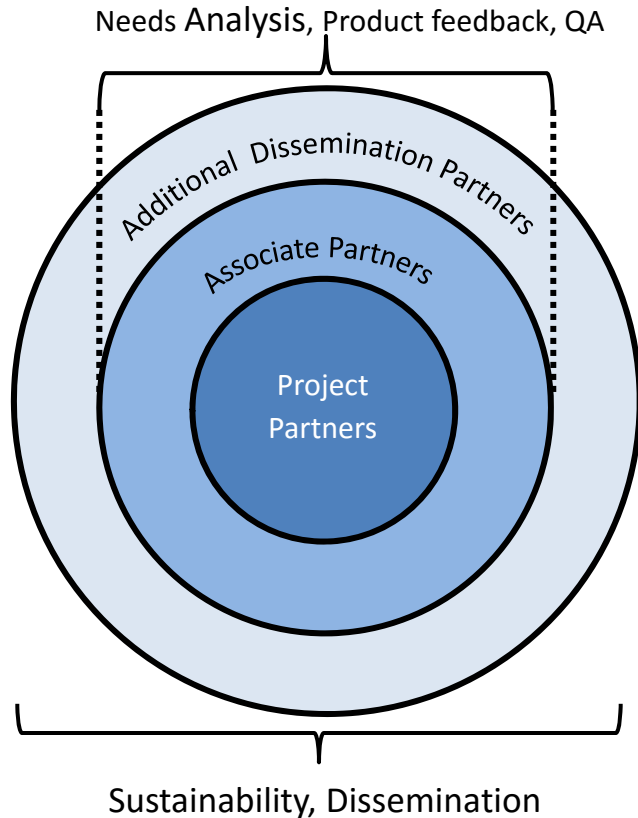
## Issue:

- Interactive virtual patients (VPs) are recognised as effective tools for developing reasoning skills, and for safe training in workplace competency.
- Fitting these sophisticated applications into conventional platforms is not easy, pedagogically or technically.

## Objectives:

- Take 'Scenario-Based learning' (SBL) 'out-of-the-box', combining skill sets of both academic and enterprise partners to make SBL more accessible
- Embed SBL/VP activities directly into learning platforms and Massive Open Online Courses (MOOCs).

# WAVES Partners and Network



# www.wavesnetwork.eu


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WIDENING ACCESS TO VIRTUAL EDUCATIONAL SCENARIOS

 ERASMUS+ programme

 01/01/2016 - 31/12/2018

 6 Partners





# Summary

- The value proposition of MOOCs in medical education is still uncertain
- Changes and developments are still required
- However, the belief remains that these resources can be a compelling proposition in the future, with improved recognition and functionality to support that



[www.wavesnetwork.eu](http://www.wavesnetwork.eu)



<https://www.futurelearn.com/partners/sgul>

[lwoodham@sgul.ac.uk](mailto:lwoodham@sgul.ac.uk)

