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# A first look at ILOOC*

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Responding to Change

*Funded by Institute of Learning and Teaching, University of Northampton

# ILOOC

## International Law

## Open Online Course

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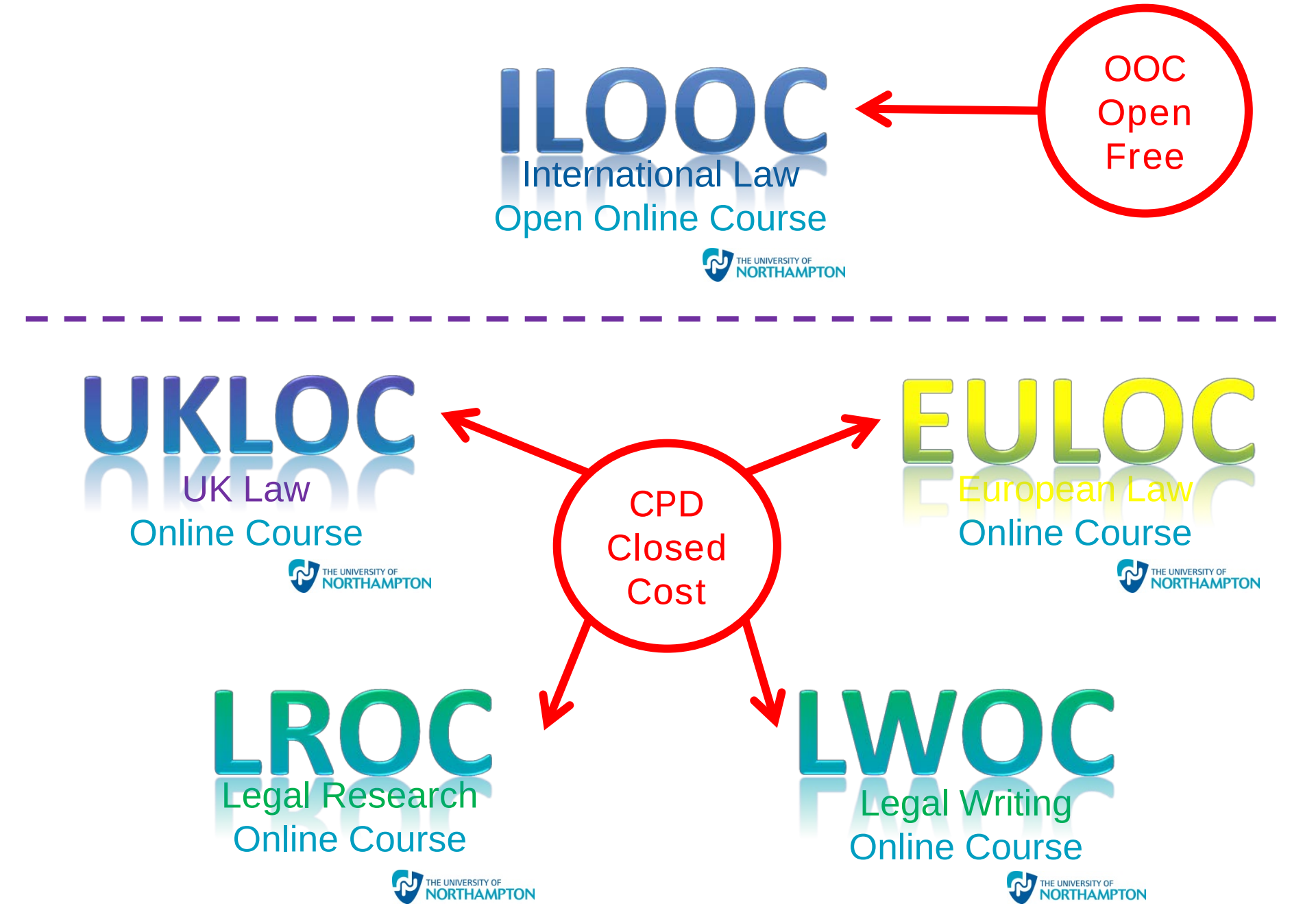
ILOOC
International Law
Open Online Course
THE UNIVERSITY OF NORTHAMPTON
OOC
Open
Free
UKLOC
UK Law
Online Course
THE UNIVERSITY OF NORTHAMPTON
CPD
Closed
Cost
EULOC
European Law
Online Course
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LROC
Legal Research
Online Course
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LWOC
Legal Writing
Online Course
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Non-Law Graduate

LLB Graduate

LLM International Criminal Law & Security

LLM International Commercial Law

# ILOOC

## International Law

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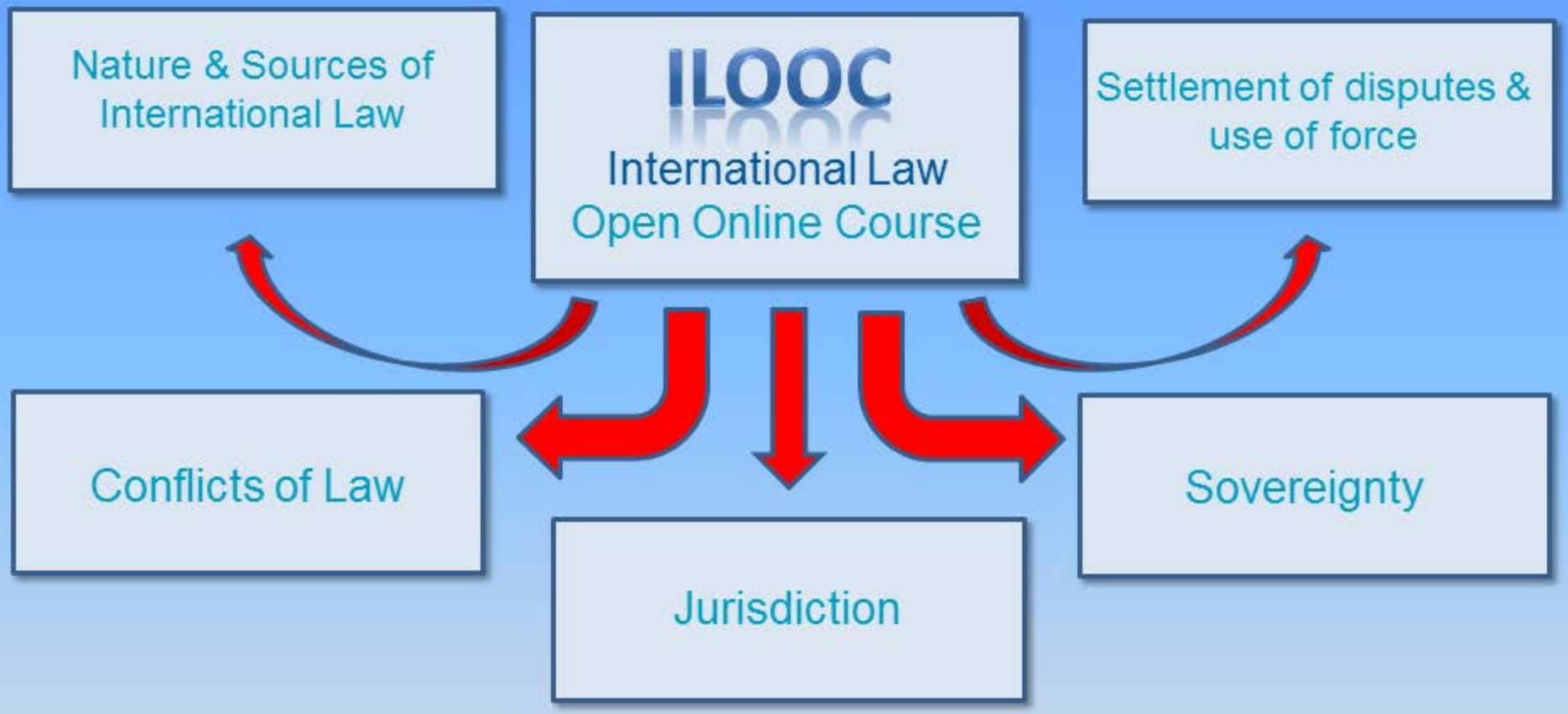


**Choose a subject to start**

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ILOOC was designed from scratch to be much more than a simple online resource, or “xMOOC” – the “glorified correspondence course”

The rationale behind the design of ILOOC was the facilitation of P2P discourse, thus encouraging the creation of a network of learners so that learners become actively engaged with each other and the content

In other words, it is a “cMOOC”

Non-linear course, no set order for subjects, though completion of some does unlock new areas

# xMOOC

Stephen Downes says that the ‘x’ in xMOOC stands for “eXtended”:

> The origin of the ‘x’ is the use of ‘x’ in things like ‘TEDx’ or ‘MITx’ to indicate programs that aren’t part of the core offering, but which are in some way extensions.
>
> I noticed this use of ‘x’ in the U.S. MOOCs, for example, ‘EdX’. So I started calling any of the MOOCs from Coursera, Udacity and EdX ‘xMOOCs’. It was only later on that I started calling the others ‘cMOOCs’.
>
> It should be clear here that the ‘xMOOC’ sense is not of “eXtended MOOC” but rather “MOOC as eXtension of something else”

# cMOOC

George Siemens wrote in 2011 that “content is easily duplicated and has no value”

What is valuable then is the creation of a community of learners, and that is why the activities on ILOOC have been developed the way they have – using various online platforms

# What Next?

ILOOC will be launched next month

Monitoring:

- Learner engagement – analytics
- Learner satisfaction – questionnaires and in-course feedback

Learners who choose to progress onto CPD course will be encouraged to keep a reflective diary during their time on the OOC and the course, it is expected that they will make important comparative notes on the different models of delivery.

# What Next?

Learners who successfully complete CPD course and elect to progress onto LLM course will be further monitored, both by questionnaire, and invitations to discuss the impact of the OOC on their LLM studies

# Want to develop an OOC?

1. Have a clear idea of what your end goal is
2. Allocate time to create / amend content
3. Double the time you allocated
4. Actually, add a little more as well, just to be safe
5. Get Learning Technologist support
6. Do some filming
7. Redo the filming having seen how wooden it looks
8. Beta-test it (get outsider(s) to do this)
9. Monitor
10. Evaluate
11. Return to step 2 [repeat]