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USING Bb LEARN TO CREATE AN OPEN ONLINE COURSE

KATE LITTLEMORE

Head of the Centre for Achievement & Performance

ROBERT FARMER

Learning Technologist

The University of Northampton

Blackboard
Teaching & Learning
Conference

DUBLIN 2014 | 29 APRIL - 2 MAY | UNIVERSITY COLLEGE DUBLIN

ABOUT US



KATE LITTLEMORE

Head of the Centre for Achievement and Performance

kate.littlemore@northampton.ac.uk

ROBERT FARMER

Learning Technologist

robert.farmer@northampton.ac.uk

We have used Blackboard at the University of Northampton for **12** years.

ABOUT MY INSTITUTION

THE UNIVERSITY OF **NORTHAMPTON**

2 Campuses, 6 Schools, 14,000 students

1261: The first University of Northampton

1924: Northampton Technical College (Avenue Campus)

1937: School of Art (Avenue Campus)

1972: Teacher Training College (Park Campus)

1975: Nene College of Higher Education (Avenue & Park Campus)

1993: Incorporation of St. Andrew's School of Occupational Therapy

1994: Incorporation of Leathersellers College

1997: Incorporation of Sir Gordon Roberts College of Nursing & Midwifery

1999: University College Northampton

2005: The University of Northampton

2018: Move to the new Waterside Campus

ABOUT MY INSTITUTION



CENTRE FOR **ACHIEVEMENT AND PERFORMANCE**

- Pre-booked and drop-in tutorials | Online tutorials | Study Skills courses | Online study skills materials | Maths GCSE.
- Head of CfAP | CfAP Operations Manager | 1 Academic Practice (Maths) Tutor | 6 Academic Practice Tutors | Learning Support Assistant.

LEARNING **TECHNOLOGY TEAM**

- Blackboard | Edublogs | Kaltura | Panopto | Pebble+ | Turnitin
WiziQ | Xerte.
- Head of Learning Technology | 7 Learning Technologists
1 VLE Administrator.

WHAT WE ARE GOING TO LEARN TODAY

By the end of the session participants will:

One: understand more about our process of designing and delivering a SPOC/MOOC.

Two: know more about the use of OERs and CC licensed material to create e-tivities and reduce course development time.

Three: have viewed and taken part in our SPOC/MOOC.

IF YOU'RE ONLINE NOW



FEEL FREE TO EXPLORE & INTERACT

Enrol on the Bb T&L conference version of the **Study Skills for Academic Success** MOOC at:

<http://rjfarme.coursesites.com>

OUR CHALLENGE



OUR CHALLENGE was to take a 100% face-to-face course and turn it into a 100% online course.

WHY?

- To meet **increasing demand**.
- To create a **sustainable, scalable** course.
- To meet the needs of learners wanting more **flexible study arrangements**.
- To build the **IT competence/confidence** of learners.
- To engage **applicants and prospective students**.

OUR SOLUTION

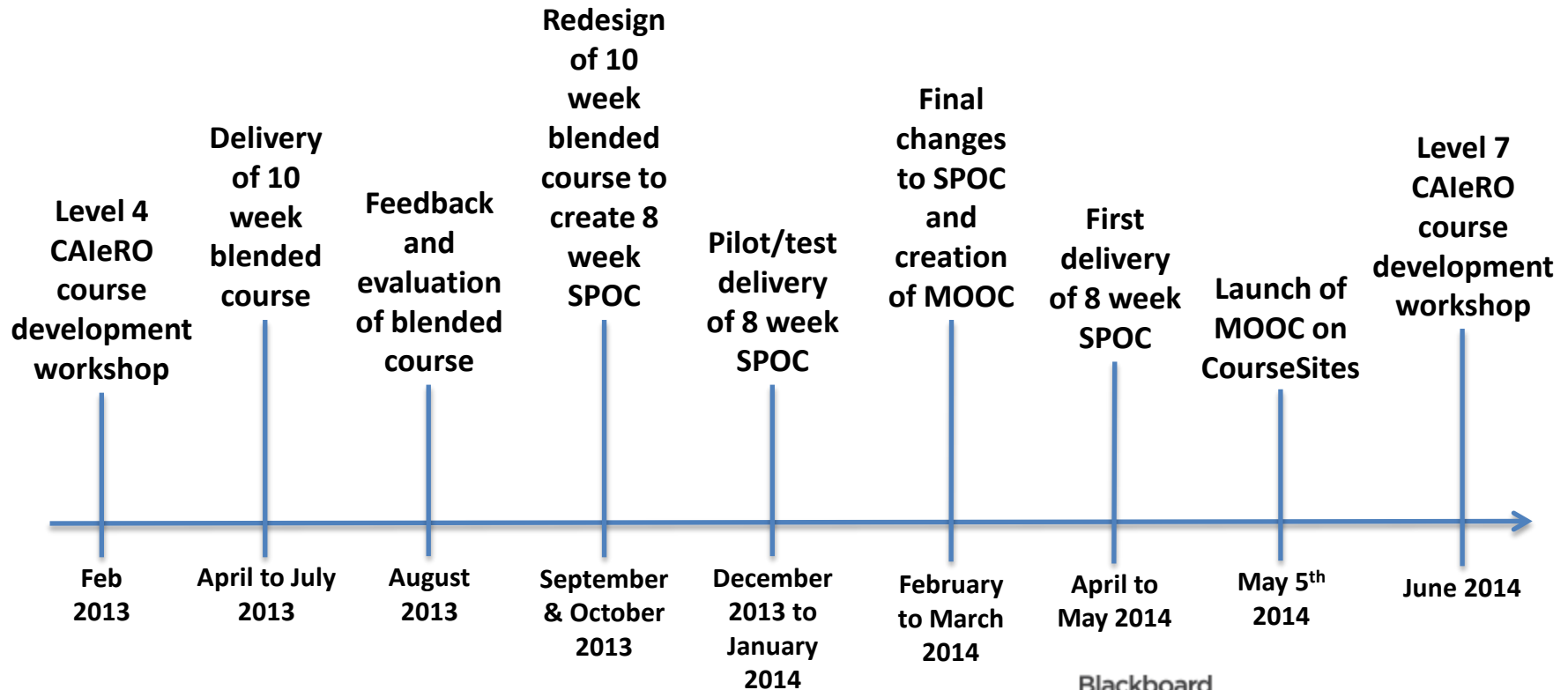


THE COURSE RE-DESIGN PROCESS

- **CAleRO** (Carpe Diem) workshop.
- **Re-use** rather than creation of learning materials.
- Focus on **task, not content**.
- **Constructive alignments**.
- Design with **openness** in mind.
- Create **e-tivities**.

OUR SOLUTION

TIMELINE



HERE'S HOW WE USED BLACKBOARD

<http://rjfarme.coursesites.com>

OUR RESULTS



RESULTS FROM THE **BLENDED COURSE**

- Findings from the blended course showed that students enjoyed the course and found it to be very beneficial.
- However, it also showed that students found the face-to-face elements very useful.

STUDENT FEEDBACK



Positives:

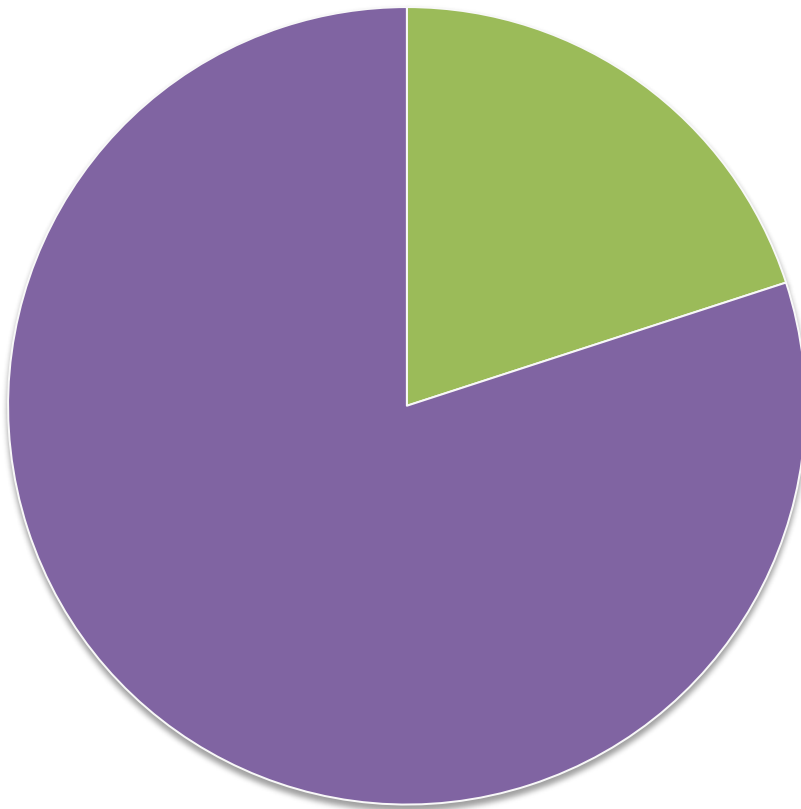
“... it helped me learn about how to reference properly, and what I need to do in order to improve on any piece of academic work”.

“Very flexible approach which was great. Face to face sessions were very well delivered ...”

“I felt well supported, there was always help when needed!”

STUDENT FEEDBACK

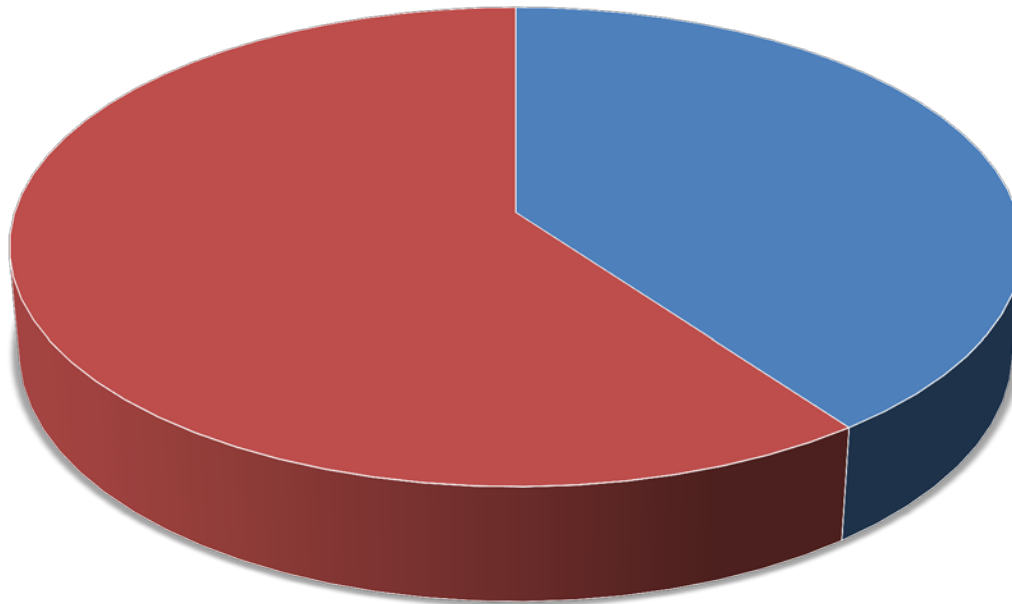
What was your prior experience of online learning?



- I am a regular online learner.
- I have taken one or two online courses before.
- I've taken a few online courses before
- I've never taken an online course before

STUDENT FEEDBACK

What do you think about this type of blended course?



- I thought that the mix between online activities and face-to-face sessions was just right.
- I would have preferred fewer online activities and more face-to-face sessions.
- I would have preferred it if the course was entirely online.

STUDENT FEEDBACK

If there were no face-to-face sessions, what do you think your experience would have been?



- I did enjoy the face-to-face sessions, but it would have been more convenient for me if the course was all online.
- I would probably have completed the course, but it wouldn't have been as enjoyable.
- The face-to-face sessions kept me going, and I don't think that I would have completed the course without them.

STUDENT FEEDBACK

100% of students agreed that:

“Online learning is good because it means that I can fit in my learning around my work and/or family commitments.”

and

“Online learning is bad because I can't easily ask questions when I'm stuck.”

STUDENT FEEDBACK



0% of students agreed that:

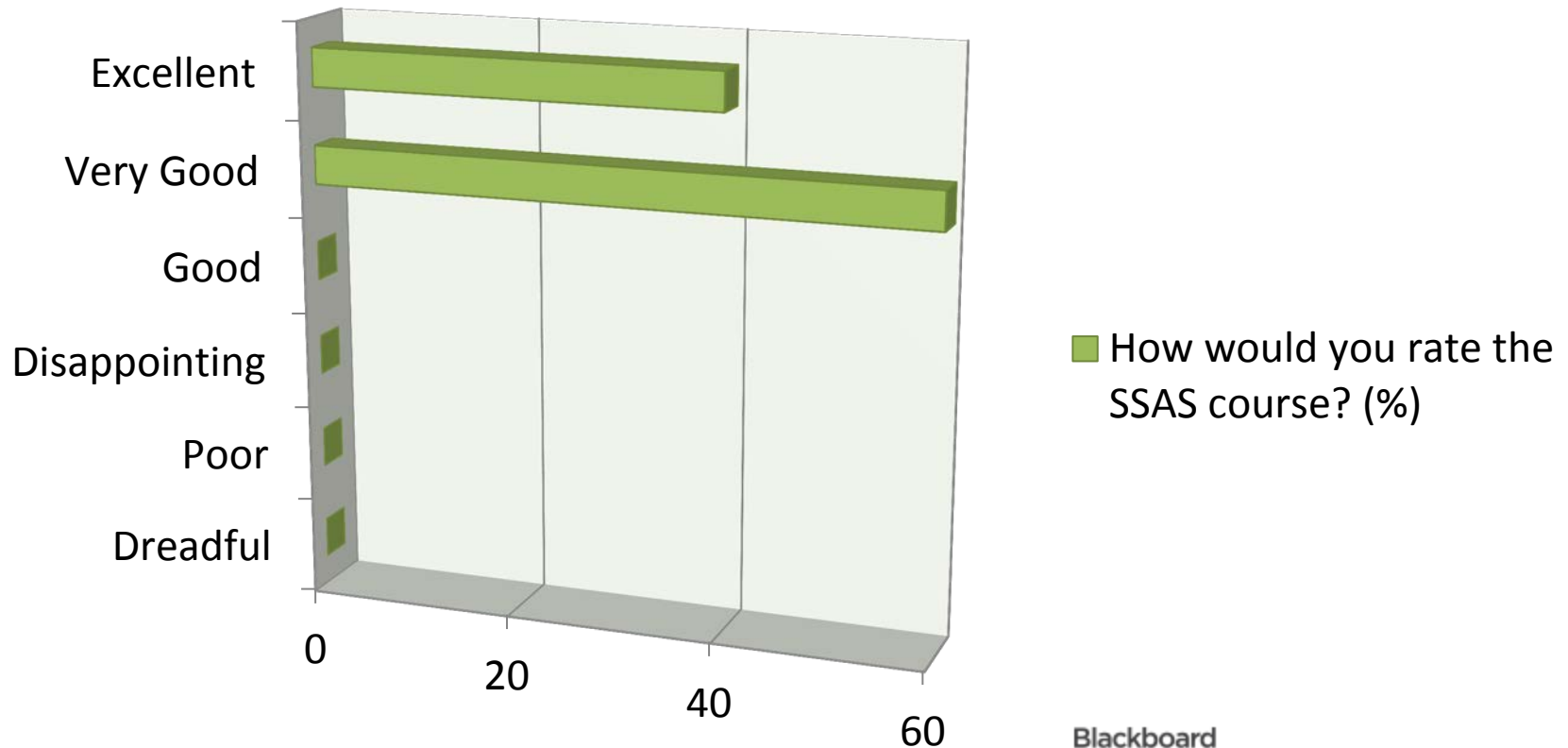
“Online learning is good because it means that I don't have to attend lectures.”

and

“Online learning is bad because it means that I have to spend too much time sitting in front of a computer.”

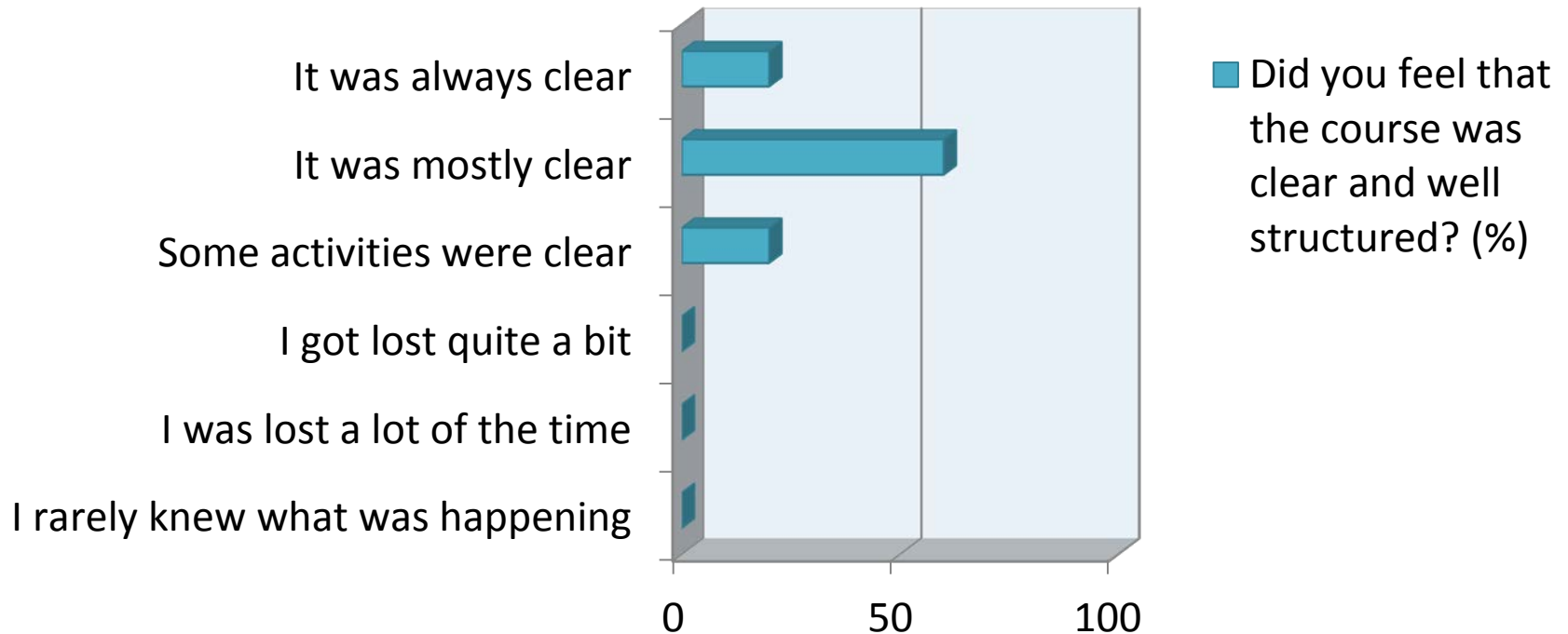
STUDENT FEEDBACK

How would you rate the SSAS course? (%)



STUDENT FEEDBACK

Did you feel that the course was clear and well structured? (%)



OUR RESULTS

RESULTS FROM THE PILOT SPOC

- Feedback from the pilot version of the SPOC showed that in condensing the course from 10 to 8 weeks, we also needed to reduce the overall number of e-tivities.
- However, students did not seem to be concerned about the loss of the face-to-face sessions.

FEEDBACK VIDEO

- [Jeni](#)

OUR RESULTS



FUTURE RESULTS

- Research findings from the **April-May SPOC** will be disseminated at ALT-C 2014.
- To date, over 150 students from Australia, Canada, Denmark, Germany, Greece, Japan, the Netherlands, UAE, UK, USA, Russia & Singapore have enrolled on the **May-June CourseSites MOOC**.



DO THIS NEXT

THE MOOC WILL BEGIN ON MONDAY 5TH MAY 2014

To take part in our first **Study Skills for Academic Success** MOOC, please enrol at:

<http://northampton.coursesites.com>

THANK YOU!



KATE LITTLEMORE

Head of the Centre for Achievement and Performance

kate.littlemore@northampton.ac.uk

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