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# PHYSIOLOGY FOR ALL - REFLECTIONS ON THE DESIGN AND DELIVERY OF A MOOC TO ENHANCE SUBJECT KNOWLEDGE OF 16-19 YEAR-OLD PHYSIOLOGY STUDENTS

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Massive Open Online Courses (MOOCs) have been used by an increasing number of universities in recent years as a viable method of disseminating knowledge at scale, and at minimal cost (Gore, 2014; Hyman, 2012; Langen & Bosch 2013; Sinclair, Boyatt, Rocks, et al. 2015). As such, there has been much written with regards to their 'disruptive' potential on the higher education sector and the opportunities they afford (Bayne & Ross 2014; Yuan & Powell 2013; Daniel 2012). However, whilst MOOCs typically attract learners who have already graduated from university, there is a growing trend to develop courses that target other audiences – specifically the 16-19 year-old demographic, many of whom often feel underprepared for university study (Gourlay, 2009; SecEd 2015).

Here, the authors present the evaluation and reflections of the delivery of a 3-week MOOC aimed at enhancing the subject knowledge of 16-19 year-old students studying Physiology, which has run three times since 2017. We will present the context of the MOOC (and our collaborative partnership with The Physiological Society), quantitative and qualitative data garnered from the course delivery, our own reflections of the process adopted for development and delivery, and subsequent thoughts for what we do next. This presentation will be of interest to those considering alternative methods to support and enhance 'traditional' course delivery, supporting the student transition to university study, and the challenges faced when developing wholly online courses to be delivered on an international stage.

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