

Polarities and Paradoxes in Net That Job: How to Write a CV Online

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The Short 'Story' of MOOCs

- The MOOC is born (2008) University of Manitoba 2,200 students v 24 faculty based
- The MOOC explodes (2012) The year of the MOOC Kesim and Altinpulluk (2015), Christensen et al., 2013
- Characterised by polarisation: traditional v digital. Revolution according to Waldrop (2013)
- The social equaliser. Daradoumis, et al. (2013)
- The industry. Big business. Christensen et al., 2013
- Scale. (Sonwalker, 2013, 22).
- Brand. Kesim & Altinpulluk, 2015, Bali, 2014
- Schismatic architectures: x =behaviourist (controlled learning), c= connectivist/constructivist (learner freedom). Who is winning?
- The hybrid. Purpose placed first
- Massive. 100,000 is achievable
- Open. Global reach
- Structured. Ross et al. (2014)
- Attrition and feedback. Kesim & Altinpulluk, 2015, 18; Rivard, 2013)
- Changes. (Papathoma *et al.*, 2015)
- Conversion to SPOC and COOC

Architecture

- Three week course
 - Three/four 'activities' each week
 - Six steps in each activity
 - Eight hours per week for the student
 - Asynchronous
 - No synchronous activity
 - Cohort. Global with over 35,000 on the first run.
- The largest course ever run at Glasgow University

Our Little MOOC ‘Story’

- Three design architects/‘educators’: me, Viktoria Nikolova (UG), and Rille Raaper (then PhD student)
- Three issues: content creation, presentation, working within the medium
- Futurelean platform used. Others include, Coursera, edX, Udacity, Udemy, Khan Academy, and Venture Lab
- Me: overall design and content construction
- Viktoria: coding, writing content under guidance, and uploading
- Rille: content writing and underpinning research to inform the design

Methodology

The methodology deployed was a reflective, multi-perspective, qualitative study using the written vignettes of the MOOC design team applied to Braun and Clarke's (2006) method of inductive thematic analysis whose broad stages are detailed below:

- Data familiarisation
- Generating themes
- Sorting themes
- Relating themes
- Written mode

Themes

Tutor 1	Tutor 2	Tutor 3
Bureaucracy	Pedagogy v business	Technical limitations
Unexpected tales	Numbers	End vision
Time	Technical expertise	Formatting/coding

Feedback

- Excellent
- Outstanding
- Brilliant
- I'd never have thought of that
- QR Code. You're kidding!
- This course just keeps getting better

My favourite

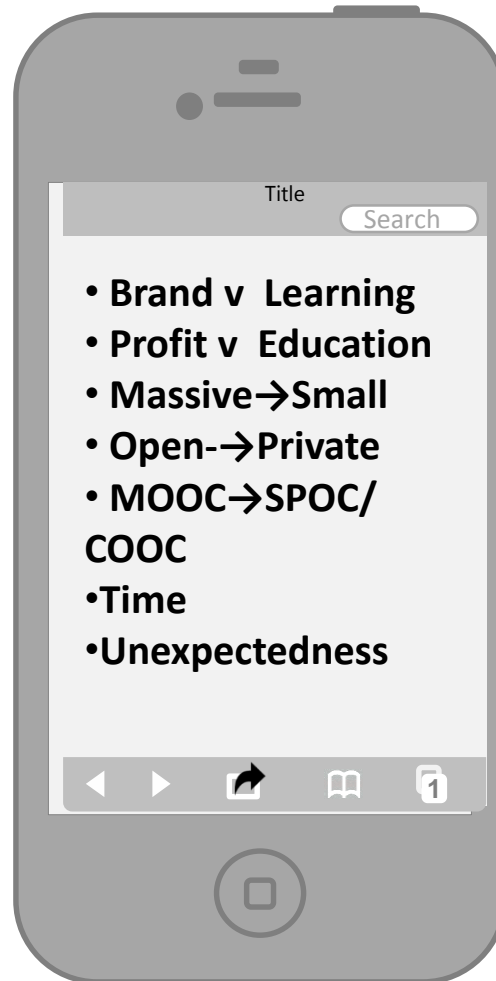
•My ambition is to be a doctor and I really think that this course will help me to achieve that goal. Thank you Viktoria and Willie.

(13 year old boy from Somalia)

Polarities



Paradoxes





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