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Using MOOCs as a research approach and as contributors to local knowledge

Juan Carlos Lazo Galán
Ruth Contreras Espinosa

Interactive Digital Communications Ph.D. Program. Universitat de Vic Universitat Central de Catalunya

Project abstract

This project shows the results of a research focused on instructional design of a MOOC course to be used as a tool to increase knowledge in a local environment.

The objective is to generate knowledge based on the distributed shared. It was designed through a Delphi study.

Students were requested to submit a final project related to the local area. The material received feed a repository that serves to expand and spread research and knowledge.

Objectives

- To show the potential of MOOCs as tools to generate shared knowledge based on distributed knowledge.

- To analyze the ability of users of a MOOC become generators of content and knowledge.

- To analyze students response in relation to the found contents.

- The research question is: Can MOOC help expand knowledge of local issues and improve the appreciation of these topics?
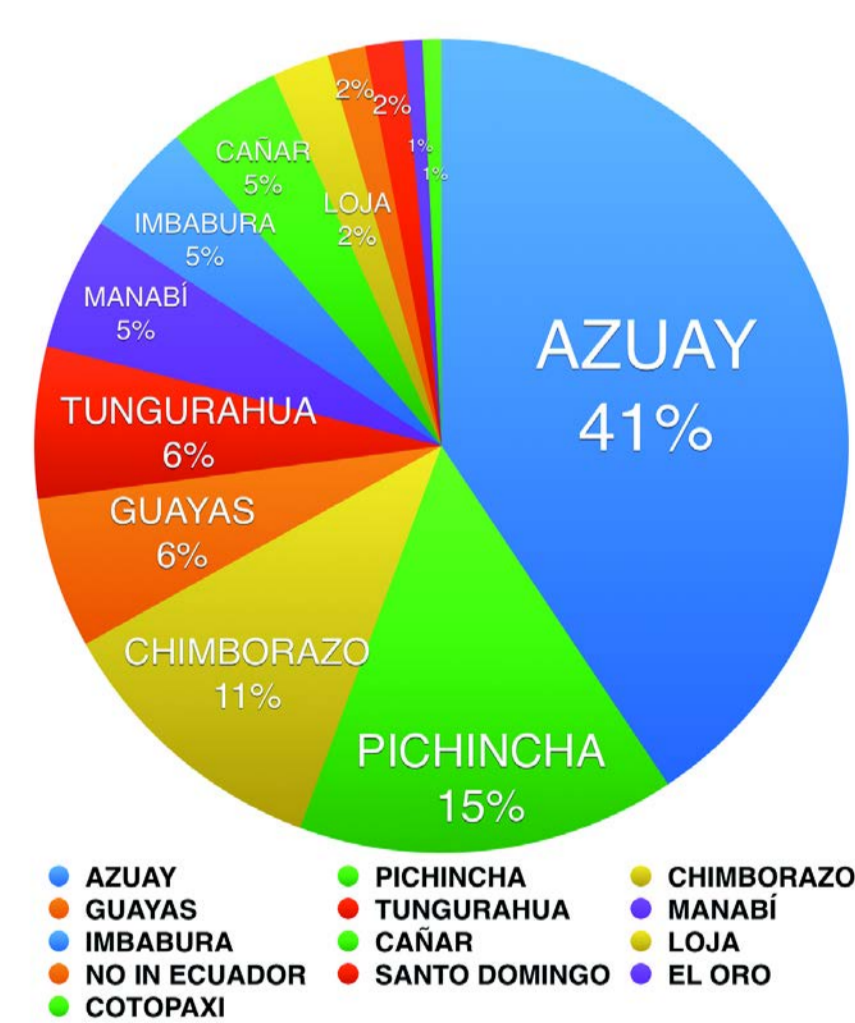
Methodology / Materials

For the realization of the MOOC, we started from the characteristics described by Downes (2013). To do the course design, a Delphi study with 22 experts from Ecuadorian universities was conducted. They were asked 16 questions related to design in all its forms; what design is, design in Ecuador, Ecuadorian design references, the Ecuadorian design to the future.
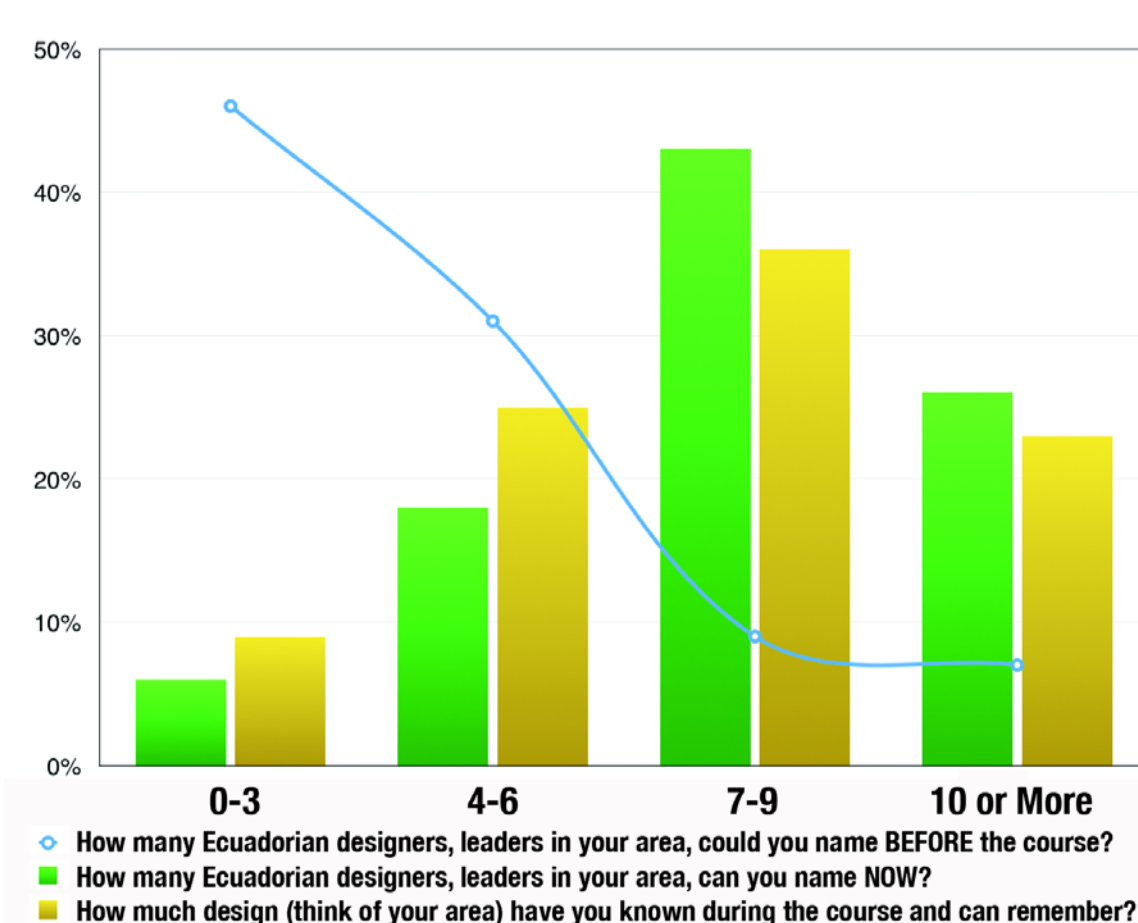
Questions and their answers were recorded and edited on video. They structured the course content that was kept in Instructure Canvas platform. The course took place from May 26th to June 23rd, 2015. The final assignment of each student was evaluated, filtered and is being published in the content repository created for the purpose. The dropout rate was 95% in relation to the enrolled students, and 77% compared to those who started the course.
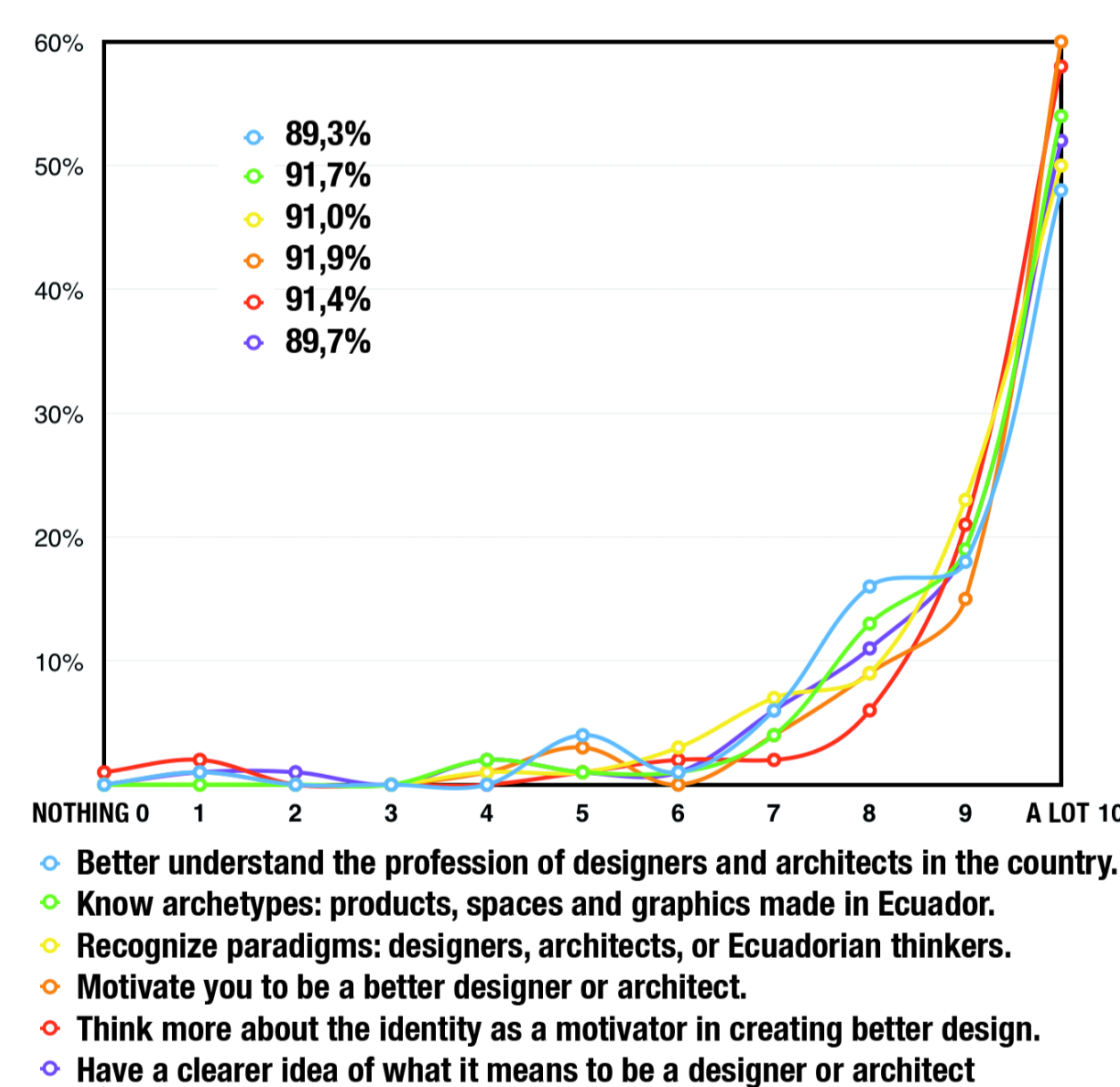
Findings / Research update

From the 2,125 students enrolled, the test sample was made up with 610 participants, who set up the N research. 139 articles were received from 12 Ecuadorian provinces, and 106 of them are being published in the repository.
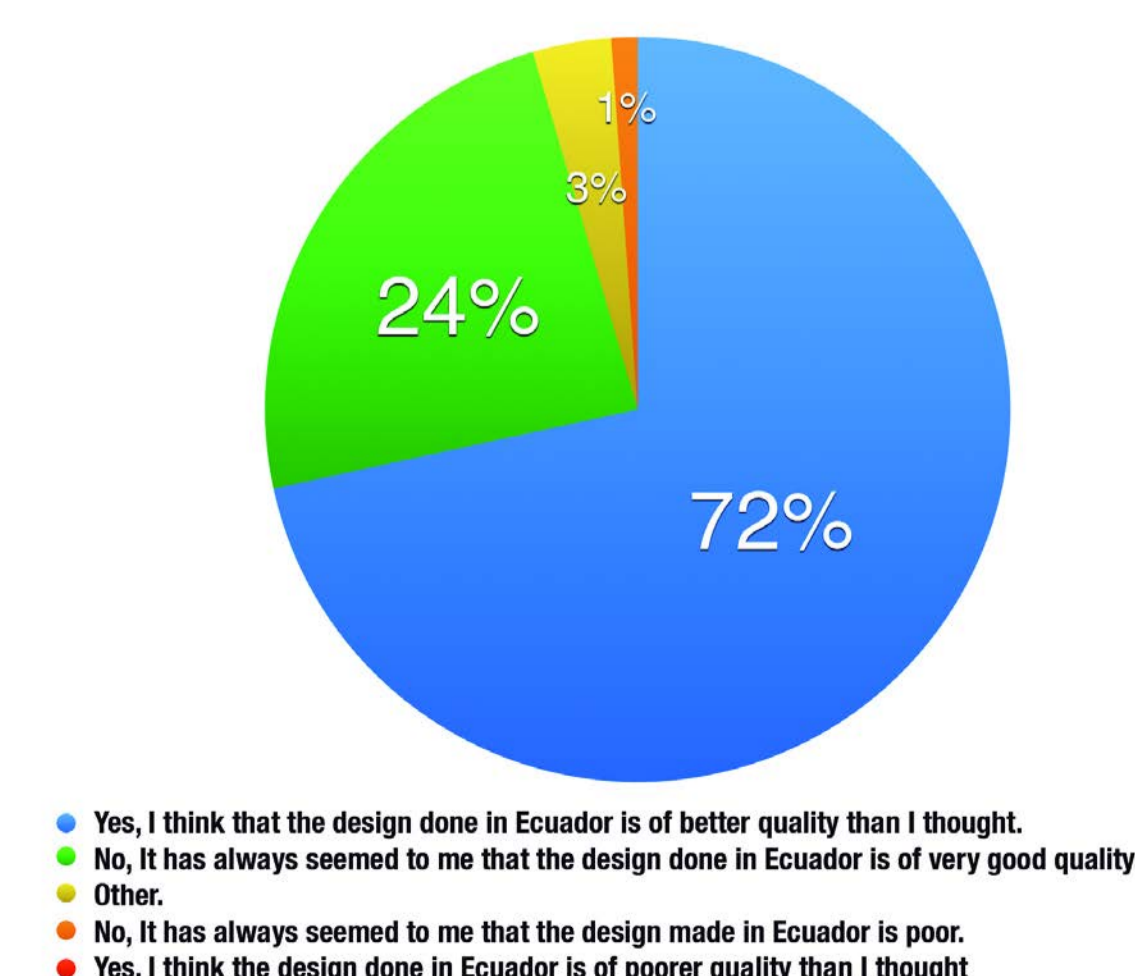
AZUAY 41%
PICHINCHA 15%
CHIMBORAZO 11%
GUAYAS 6%
TUNGURAHUA 6%
MANABI 5%
IMBABURA 5%
CAÑAR 5%
LOJA

● AZUAY ● PICHINCHA ● CHIMBORAZO
● GUAYAS ● TUNGURAHUA ● CAÑAR
● IMBABURA ● SANTO DOMINGO ● MANABÍ ● EL ORO
● NO IN ECUADOR
● COTOPAXI

When assessing their learning, students say the following:

0-3   4-6   7-9   10 or More

● How many Ecuadorian designers, leaders in your area, could you name BEFORE the course?
● How many Ecuadorian designers, leaders in your area, can you name NOW?
● How much design (think of your area) have you known during the course and can remember?

The satisfaction expressed by the students about what they have learned shows that the course helped them to:

89,3%
91,7%
91,0%
91,9%
91,4%
89,7%

NOTHING 0 1 2 3 4 5 6 7 8 9 A LOT 10

● Better understand the profession of designers and architects in the country.
● Know archetypes: products, spaces and graphics made in Ecuador.
● Recognize paradigms: designers, architects, or Ecuadorian thinkers.
● Motivate you to be a better designer or architect.
● Think more about the identity as a motivator in creating better design.
● Have a clearer idea of what it means to be a designer or architect

Ecuadorian design assessment increased significantly among students who completed the course:

72%
24%
3%
1%

● Yes, I think that the design done in Ecuador is of better quality than I thought.
● No, it has always seemed to me that the design done in Ecuador is of very good quality.
● Other.
● No, it has always seemed to me that the design made in Ecuador is poor.
● Yes, I think the design done in Ecuador is of poorer quality than I thought

Conclusions

The MOOC, from which this research begins, showed effects that can be considered very valuable in several ways.

Apparently the premise of creating a repository of shared knowledge, based on distributed knowledge has been achieved, in part because of MOOC students, in part to the interviews with experts and partly to the visitors of the blog.

Polls show a significant improvement in the knowledge of what is being done in Ecuador among those who followed the course.

The surveys also show a significant improvement in the appreciation of Ecuador's design after the course, "you love what you know" applies in this case.

Currently, the blog has 177 articles, and it has maintained an average of 4,000 page views monthly with a total of 74,716 to date. A third part of the visitors are connecting from other countries and nearly two-thirds of them are younger than 35 years old.

Bibliography

Downes, S. (2013, May 30). MOOC - The Resurgence of Community in Online Learning. *Half an Hour*.

Blog and event information are on: www.haremoshistoria.net