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**Université
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Teaching political science with a MOOC: analyzing the supply side and the demand side

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and Teaching Innovations
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From the louv3x team's perspective



Motivation to provide access to learning ressources



The screenshot shows the edX website interface. At the top, there are navigation links: "HOW IT WORKS", "FIND COURSES", and "SCHOOLS & PARTNERS". To the right are buttons for "REGISTER" and "SIGN IN". The main content area features a large image of three microphones in the foreground and a blurred crowd in the background. Below this image is the course title "Découvrir la science politique" and a description: "Décoder des enjeux politiques actuels à partir d'une boîte à outils de concepts fondamentaux et de postures critiques de la science politique." To the right of the course description is a sidebar with course details: "School: LouvainX", "Course Code: Louv3x", "Classes Start: 6 Feb 2015", "Course Length: 6 weeks", and "Estimated effort: 4 - 5 hours/week". Below this is a "Prerequisites" section stating "Ce cours sera enseigné en français. This course will be taught in French."

edX HOW IT WORKS FIND COURSES SCHOOLS & PARTNERS REGISTER SIGN IN

Découvrir la science politique

Décoder des enjeux politiques actuels à partir d'une boîte à outils de concepts fondamentaux et de postures critiques de la science politique.

Watch the Course Intro Video

School: LouvainX

Course Code: Louv3x

Classes Start: 6 Feb 2015

Course Length: 6 weeks

Estimated effort: 4 - 5 hours/week

Prerequisites:

Ce cours sera enseigné en français.
This course will be taught in French.



Offer a possibility to learn basics concepts of political science in order to being able to reflect on every-day political news



Build an online learning community with interest in political issues in the French-speaking world

Motivation to discover new possibilities to mediate knowledge with digital tools

The screenshot displays the edX.org learning platform interface. At the top, a navigation bar includes links for 'Contenu du cours', 'Infos', 'Discussion', 'Wiki', 'Progression', 'Déroulement du cours', and 'Instructeur'. The 'Contenu du cours' section on the left lists the course structure: 'Bienvenue !', 'Présentation générale', 'Semaine 1 : Qu'est-ce que la "science politique" ?', 'Semaine 2 : L'Etat', 'Semaine 3 : La Démocratie', 'Semaine 4 : Les Idéologies', 'Semaine 5 : Le Pouvoir', 'Test Final', and 'C'est déjà fini !'. The main content area shows the 'PRÉSENTATION GÉNÉRALE' video lecture, featuring a woman speaking in front of a background with icons of people reading and a checkmark. The UCL logo is visible in the bottom left corner of the video frame.

edX.org learning platform screencast

Table II: Louv3x diverse operating methods, according to the Arbaugh and Benbunan-Fich pattern (2006)

		Social dimension	
		Individual	Collective
Epistemological dimension	Objectivistic	Watching a video about paradigms and the evolution of frontiers.	Uploading an electoral poster that illustrates an ideology and its connection with power, commenting thereon for the other learners and discussing the pictures posted by the others.
	Constructivist	Supplying a “word-cloud” around the “politics” notion. Contributing to a wiki page, depending on one’s home country, to exchange ideas about the question: “How is your State organized?”	Reading extracts (commented upon by professors) from The Prince by Machiavelli, then discussing, in a critical perspective, the question: “Does the end justify the means?” Making a filmed interview (short video clip), posting it, and then reacting to comments.

A possibility to experiment different pedagogical methods within a team based initiative



Stopping with 2 hours delivering content class based by flipping the residential class

>> designing collaboratively in-person learning scenarios

>>> proposing more active learning activities to residential students



A room for more diversity into the classroom, bringing global point of views on different political realities into the classroom



Created by JD
from Noun Project



Louv3x MOOC « discovering political science » overall timeline

Course length: 6 weeks

Edition 1 - Spring 2014

Registered: 7667
Certification: 18%
Successful active learners: 86%

Edition 2 - Fall 2015

Registered: 5661
Certification: 16.5%
Successful active learners: 42%

Edition 3 - Spring 2015

Registered: 4490
Certification: 17.2%
Successful active learners: 63%

Self-paced

« Introduction to political science » on campus before the MOOC projet



Weekly 2 hour traditional class: delivering content to students (oral lectures with PPT) – Semester: 12/13 weeks long

Fall

Prof *Min Reuchamps*
Group between 200 and 300 students



Prof *Pierre Baudewyns*
Group between 200 and 300 students



Spring

Prof *Nathalie Schiffino*
Group between 70 and 100 students



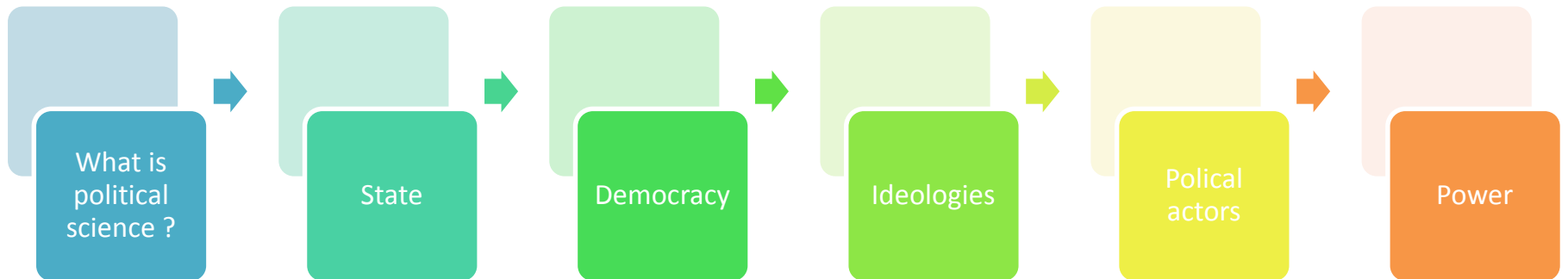
Prof *Vincent Legrand*
Group between 500 and 600 students



Recasting the residential course integrating the MOOC: a way to foster students participation



Students are asked to have completed the MOOC before attending the class. Activities designed to engage students in the classroom

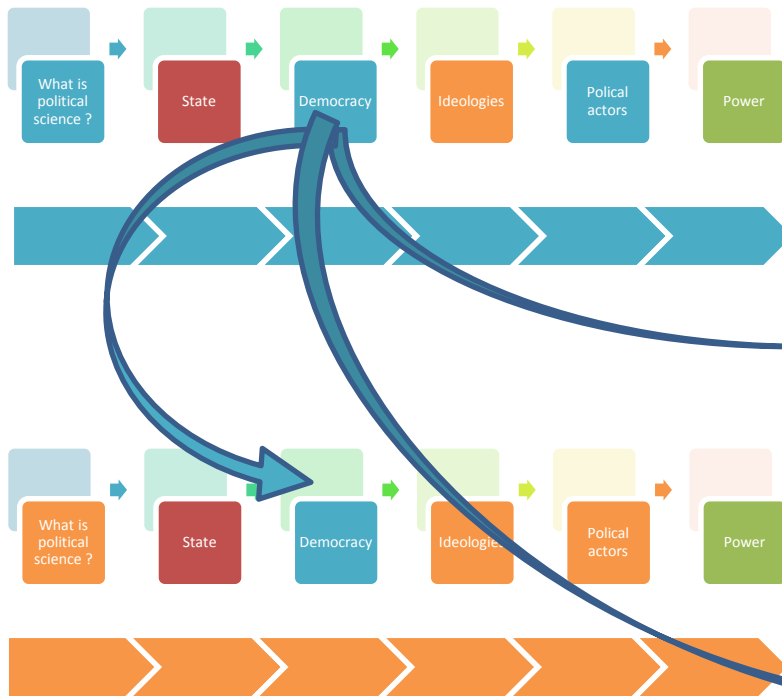


Recasting the course integrating the MOOC

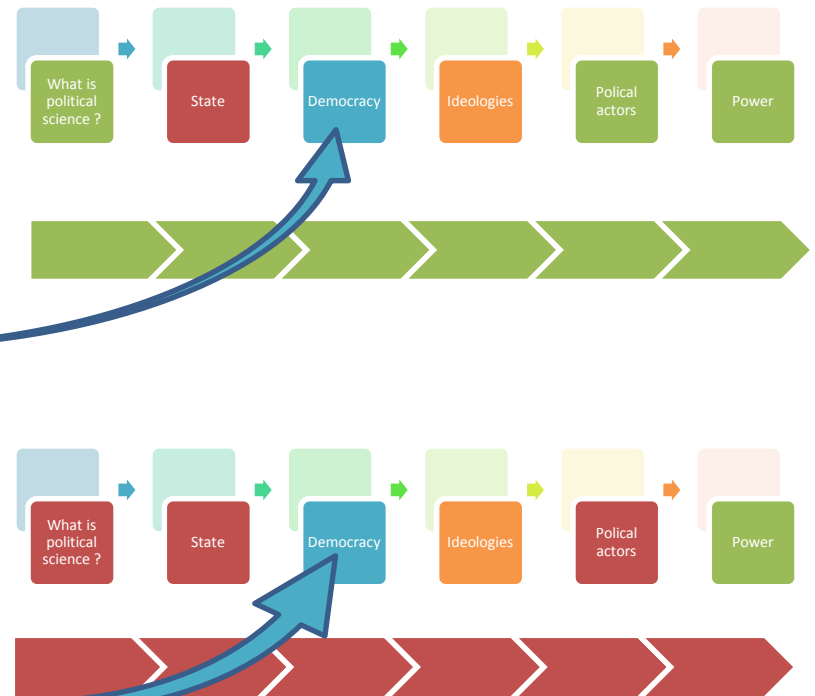


Faculty members decided to build collaboratively the new in-class learning scenarios, inviting their colleagues to facilitate one designated topic

Fall



Spring



Blending the course and running MOOC simultaneously on campus: combining two different audiences



Residential learner centric VS global learning design developpment?



Learning rythms: need for time flexibility VS short deadlines



Open to every-one VS university course level: how to manage pre-requisites



Need to design two different learning experiences and clearly establish the added-values of the residential in-person class



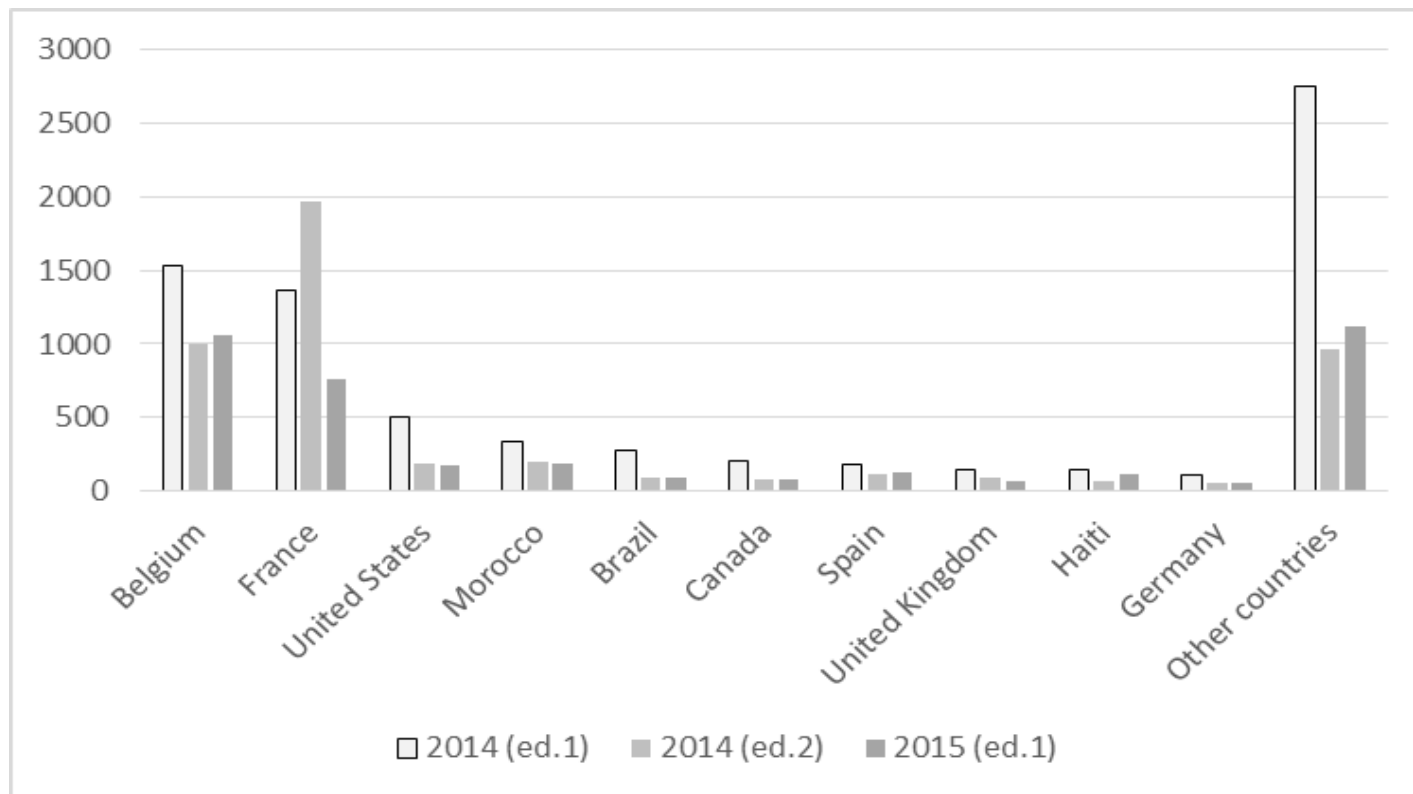
How to make those two audiences interact?

Analyzing the learners' demand side



The typical learner is a 30-year-old man who already graduated

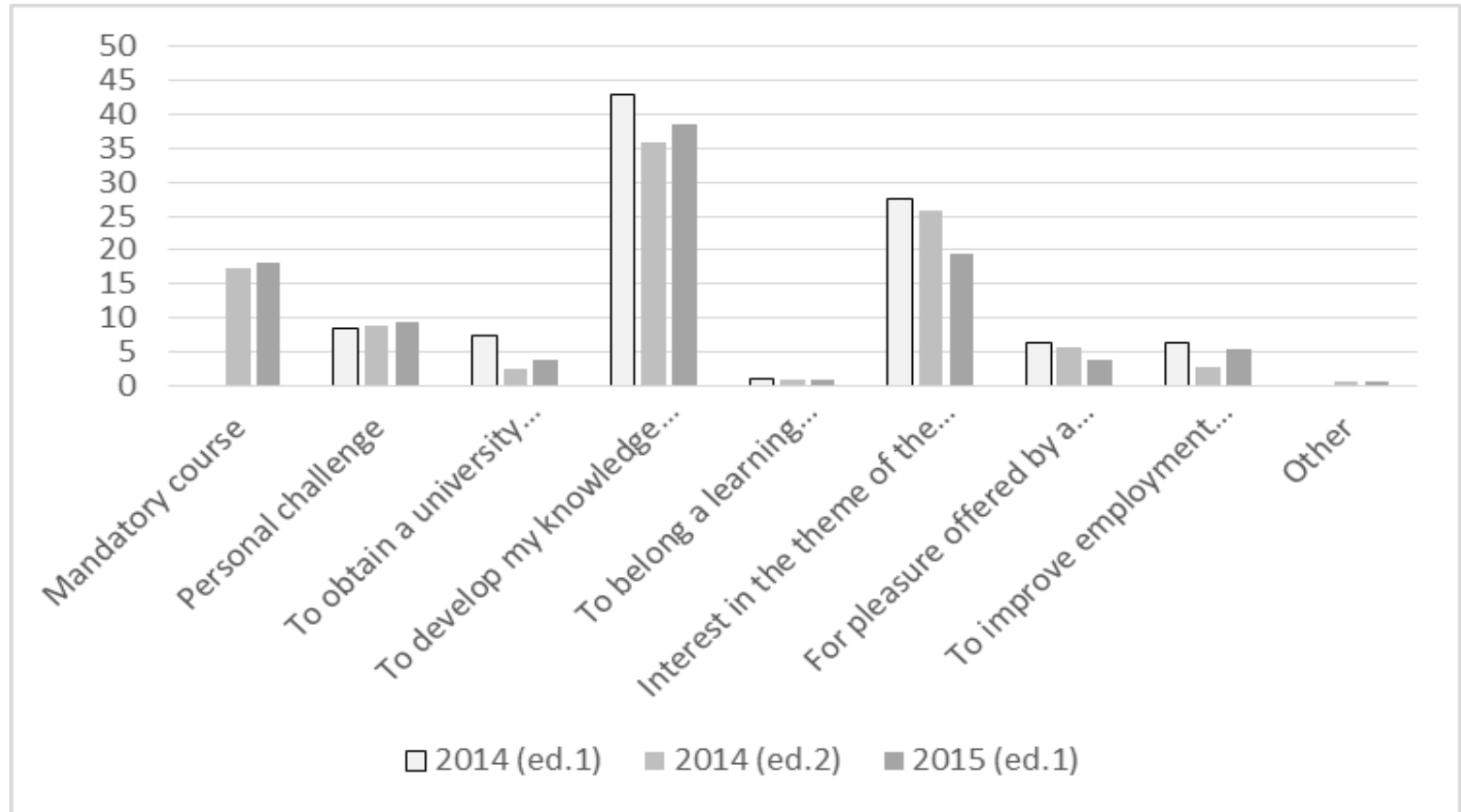
Figure III: Distribution of individuals (absolute numbers) by country of residence



Source: edX – 2014 and 2015, from a sample of 7568 (edition 1), 5661 (edition 2) and 4490 (edition 3) individuals

Analyzing learners' motivations

Figure V: Distribution of individuals (%) by reason to take the course



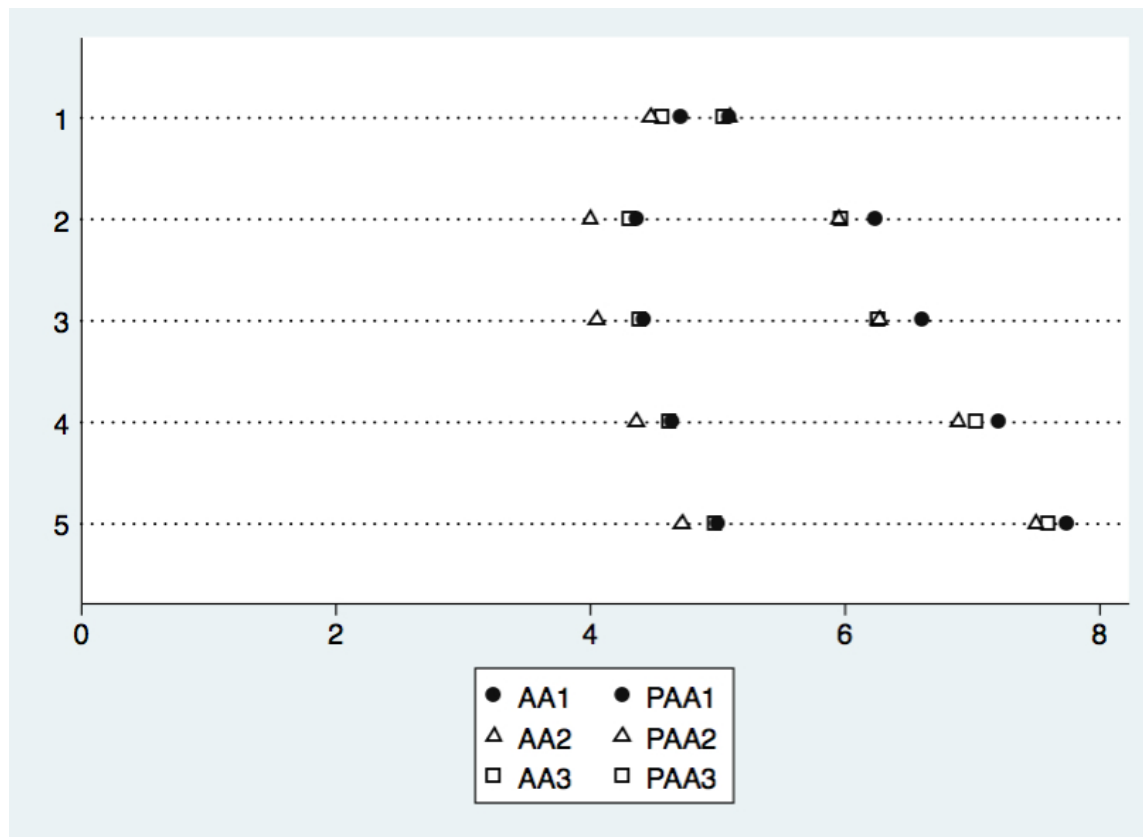
Source: Authors, 2014 and 2015 – Data expressed as a percentage, from a sample of 1428 individuals (pre-questionnaire) for the 1st edition; from a sample of 1583 individuals (pre-questionnaire) for the 2nd edition and from a sample of 946 individuals (pre-questionnaire) for the third edition; the total is not always equal to 100 because of rounded percentages

Analyzing the learners' demand side



a clear evolution of the skills acquisition feeling for the learners who answered the questionnaire after the MOOC.

Figure IX: Evolution of the skills acquisition feeling depending on the objectives
Edition 1



Conclusion



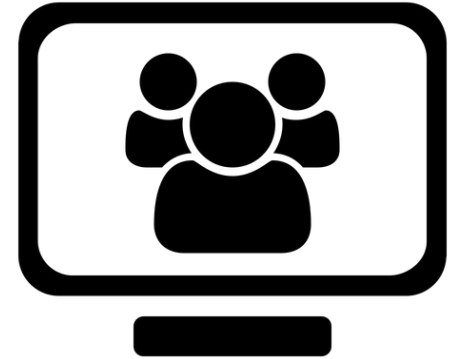
Surveys as a way to get a better understanding of learners' experience: but still partial



The team is working to improve the in-person learning experience including more diversity of assessment (peer-assessment for example)



- Need to develop design learning strategies
- better develop community building and social interaction online
 - avoid mind-wandering in online learning: improving learners attention rates,

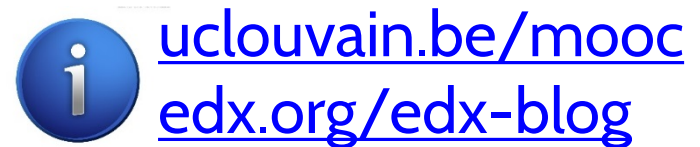


Created by Hans Paul Mösl Junior
from the Noun Project



Created by Christopher T. Howlett
from Noun Project

Thanks for your attention

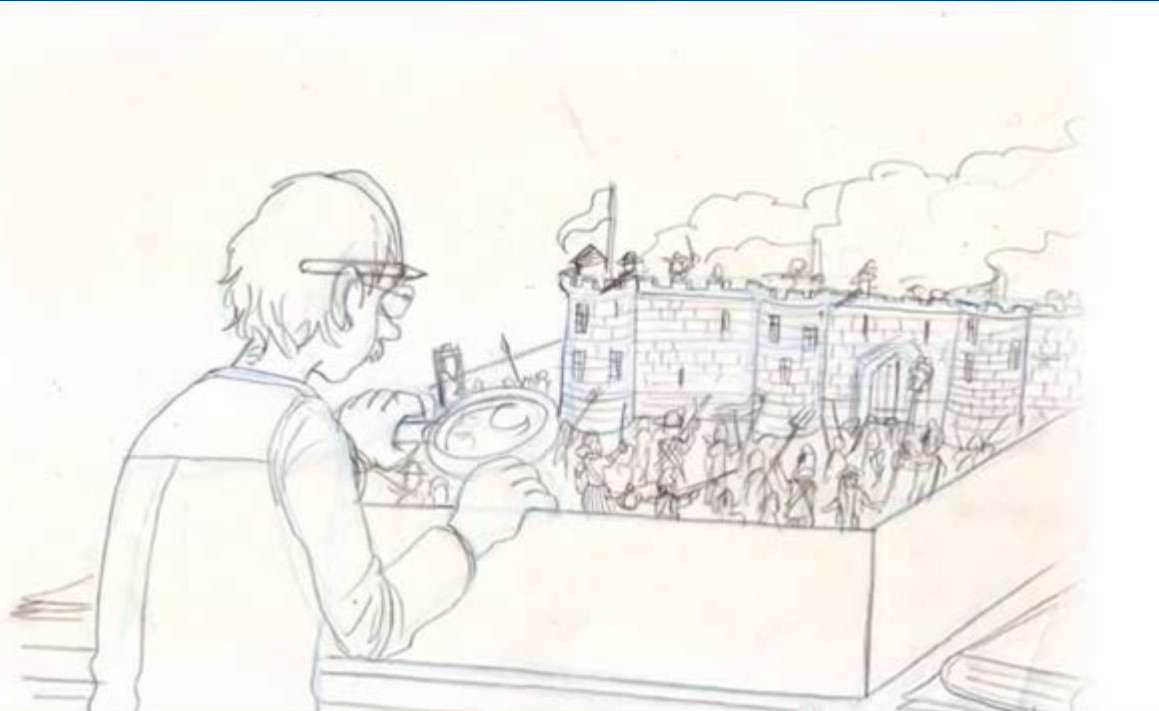


LE

LA

LES

- Il n'y a pas de fait politique en soi, mais tout fait social



Releasing content every week on the edX platform How did they audience react?

