Xi Pang’s Reflections:

**Findings from Assignment 3:**

The UK has the most students (15801), which comprises 34.9% of total students for this course (45303). The UK was followed by India, Pakistan, Australia and Nigeria. These are the top five countries with the most students. Students are from nearly 200 countries and regions, which means that this course has reached most corners of this world.

Some steps of this course always have low completion rates throughout three rounds, like 1.1, 1.2, 2.1 and 2.10. I think course organizers might need to check students’ feedback for those steps and make adjustments accordingly.

Visitor counts change as time goes by and this reflects how students interact with this course. After analysis, I found that week 2 always has the most visitor counts. This might be because the course contents of that week are particularly interesting or useful.

Overall, students with the employment status of ‘working full time’ and ‘full-time students’ constitute the major part of this course’s student group.

Also, students aged between 18-35 are the primary student group of this course. This might because these young students have much more accessibility and acceptance of online courses.

**Challenge&Limitations:**

We don’t have individual students’ data so that it’s difficult to do a thorough analysis. I’m interested in questions like “Why do some students drop out halfway?” or “Whether younger students are more likely to reach the finish line than elderly students?”. However, our data can’t answer these questions.

There are a bunch of interesting visualization tools available and most of them are unfamiliar to me. Consequently, one major challenge is to decide which tools to use and how to acquire them in a short period.

A challenge that has to do with group cooperation is that our members are from three different time zones, which means it’s often hard to find a time slot that everyone can meet online.

Building a website can be tricky for a novice like me. I have to think through how to publish our work online and bypass those technical problems as much as possible.

Time management is also a challenge. We only have a few weeks to create our project and other courses also have many assignments that need us to finish. Therefore, this makes a request for our ability of multitasking.

**Background:**

This challenge is about an online course related to Covid-19. Our data analysis could be divided into four parts, which are students’ demographics, course feedback, course introduction and enrolment data. The audience may include future students and our data host’s colleagues. The final targets of this project are to attract more students to enroll in this course and introduce current progress and outcomes to our data holder’s colleagues.

**Design Choose:**

Tableau is a popular visualization tool and can generate many beautiful infographics. We decided to use Tableau to present our data about students’ demographics and course enrolments as we think Tableau would be a good fit for visualizing this data. Also, we want to use word cloud maps to present students’ key feedback on this course by extracting frequently occurring words. As for the course introduction part, we think using more vivid presentations like storyboards would be a good choice to introduce the course’s highlights and key takeaways to future students.

**Further Questions and How to Resolve:**

The course completion rates of all three rounds are pretty low. I want to figure out why so many students drop out of this course halfway. Whether this is an issue of students themselves or an issue of the course? To find out the answer, I might need to interview many students who gave up halfway to dig out their reasons for abandoning. Analysing participation and enrolment data for other courses opened on the same platform might also be helpful, because this can tell me whether this issue is specific to this course or just a common issue for all online courses.

Another question might be that why so few elderly people participated in this course? One hypothesis is that elderly people often have little mastery of technology stuff and this might prevent them from taking part in such online courses. To further investigate this question, we need to do some social studies by using qualitative and quantitative research methods.

From our data, we found that in some countries there were only a few students taking this course. Consequently, I’m curious why this is the case? Is this because of the poor publicity of Futurelearn in those countries? Or, is this due to people in those countries are averse to online education? There might be other reasons. By all means, I think this would be an interesting topic to further investigate. To figure out the intrinsic reasons behind this issue, we also need to do some social studies like field research. Interviewing students from those countries can help answer this question as well.