



Uniandes four year experience with MOOCs



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Modality: Online - MOOC
Training area: Outreach



MOOCs at Uniandes

The emergence of MOOCs in 2012 as a possibility to **transform the economy of education at a global level** and the resolution of top universities to **experiment and understand this rising trend** at first hand, has allowed greater understanding of the real possibilities of MOOCs, such as: **offering content with great coverage, reaching new audiences with diverse cognitive and cultural backgrounds** and obtaining large amounts of data in real time, among others. However, an education of **quality** needs to provide opportunities for **social interaction, knowledge construction, application of what you have learned in situated and significant contexts and reflexion throughout the learning process** with oneself and others. Thus, MOOCs also represent pedagogical challenges, such as: **designing and accompanying the learning process; creating and applying pedagogies and educational strategies; achieving teacher presence; and evaluating and giving meaningful feedback.**

Transformation elements

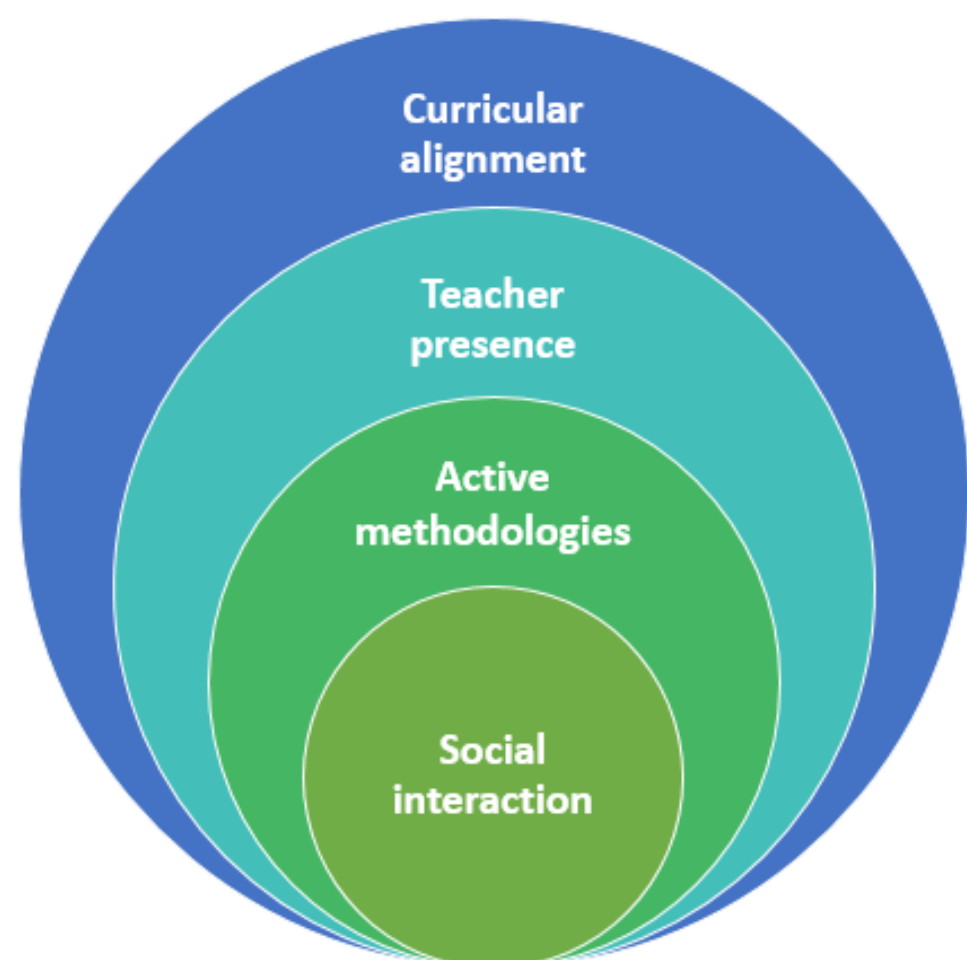
Why doing MOOCs?



With MOOCs we tackle our mission of broadening, innovating and increasing flexibility of our academic offer supported by technology, gaining visibility and impact with a population other than the usual.

- Flexibility (student and teacher)
- National and international reach
- Visibility (teachers, methodologies, investigation)
- Social impact (democratization of education)
- Innovation in education and teaching practice transformation

Quality approach

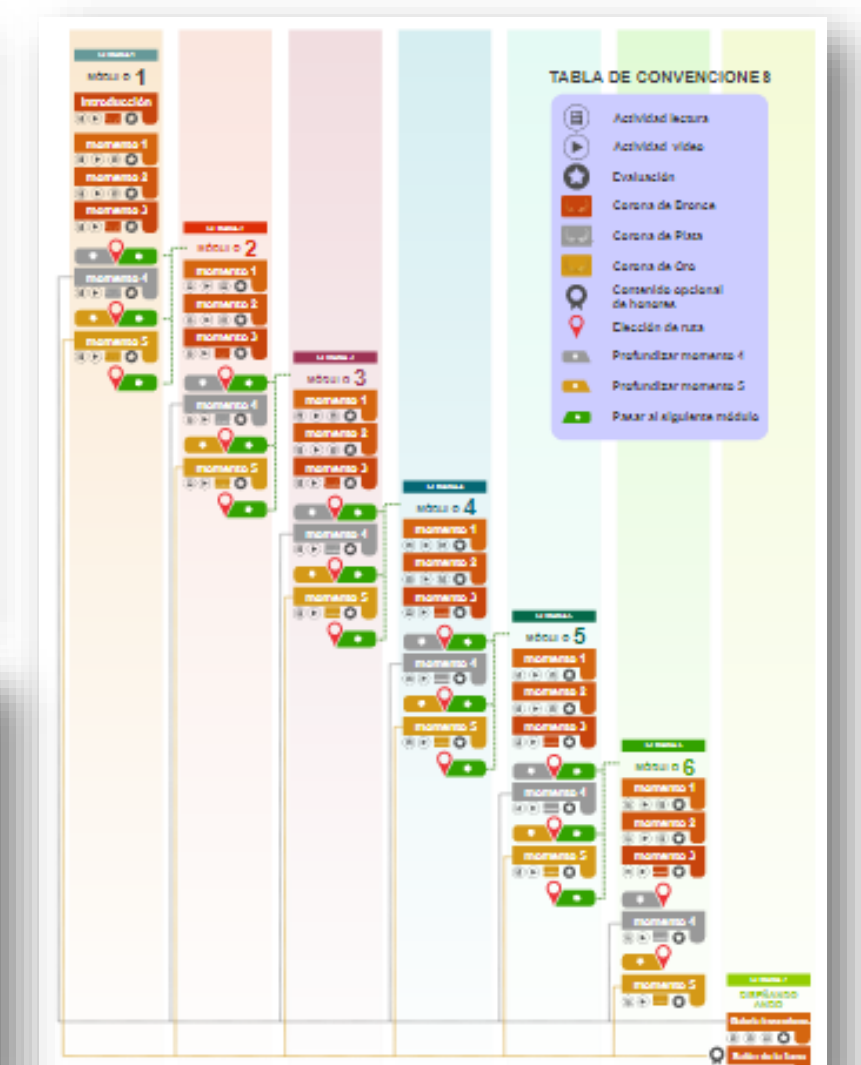


Our approach to MOOC quality focuses on designing a **learning experience** that provides opportunities to foster **knowledge construction** through **social interaction** and the **practical application of recently acquired competencies** and abilities. In order to address the educational and pedagogical challenges involved in designing and implementing MOOCs we create our courses under four premises that allow us to care for quality in our MOOCs: 1. **curricular alignment**, 2. **teacher presence**, 3. **active methodologies**, and 4. **interaction** in the learning process.

Technopedagogical strategies



- Active methodologies
- Learning paths
- Gamification
- Roleplay games
- Interactive games and applications
- Application development
- Code compilation tool for programming assignments
- External tool integration through LTI

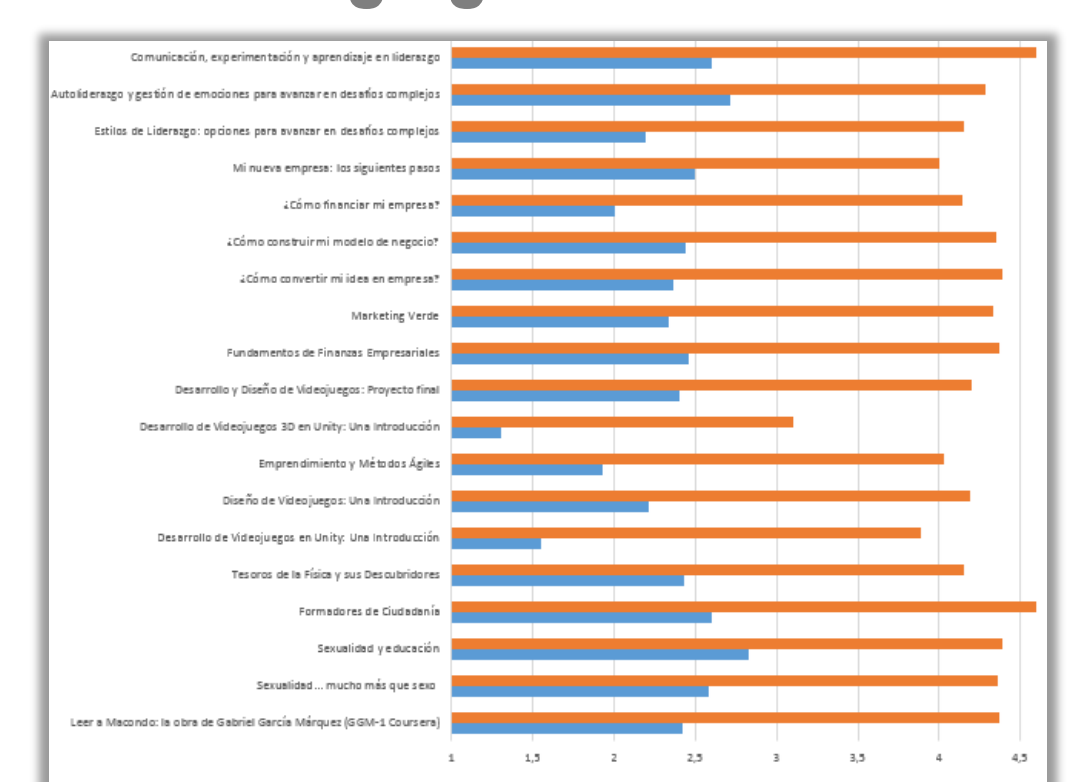


Impact

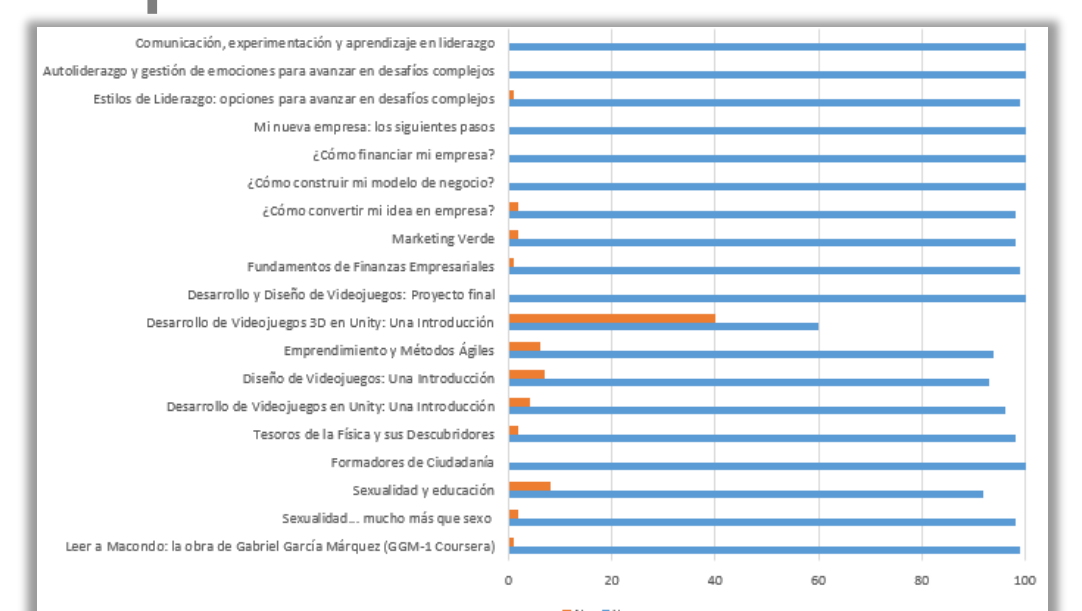
29 MOOCs in **3** platforms (edX, FL and Coursera)
3 Specializations in Coursera
854.000+ Visitors (show interest)
344.000+ Enrollments (40% of visitors)
222.000+ Active learners (64% of enrollments)
22.000+ Completers (10% of active learners)
12,5 Content engagement (Coursera avg. 12,3%)
4,77 Course rating (Coursera avg. 4,68 out of 5)
177 Countries (presence around the globe)



Knowledge gain:



Expectations fulfillment:



Lessons learned

- Requires making tecnopedagogical decisions at different levels (program, course and activity levels)
- Activities and courses need articulation between them
- Active pedagogies are key in order to improve participation, motivation and retention
- Pedagogical design should be planned from competencies
- Involves high quality educational materials of different types that can be used in different formats aside from MOOCs
- Offers standardized (limited) automatic evaluation
- Requires a good amount of resources, specially in terms of dedicated time from teachers and instructional design team
- Production cycle needs to be agile and efficient
- It needs to be supported by marketing efforts before, during and after the course/program launch date
- Represents a high impact for teachers (recognition of their work, practice transformation and improvement, pedagogical and research lab, challenging and renovating experiences, etc.)

References

Osorio, L.A.; Suárez, V. (2017). Aproximación a la calidad educativa en el diseño de MOOCs: Perspectiva desde la Universidad de los Andes. Manuscrito en preparación.