KU LEUVEN

MOOCs

Kenny Verbeke

May 2018

MOOC?

KU LEUVEN

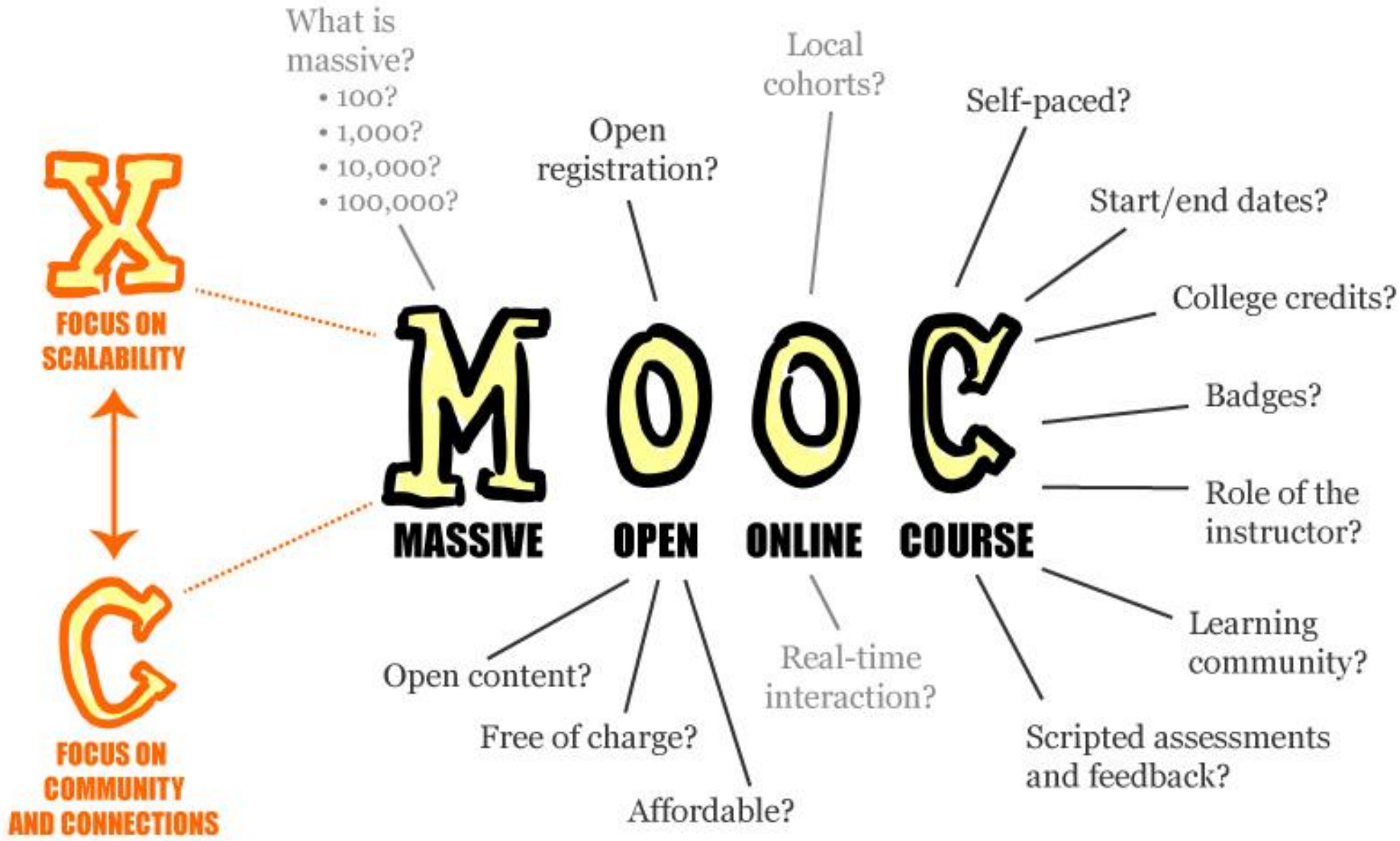
What is a MOOC?

Massive **O**pen **O**nline **C**ourse

- Online
- Course
- Open to the public
- Aimed at large numbers of enrollment (Massive)
- Free

MOOC Toolset

- Focus on “Massive” aspect
  - Learners in a MOOC want immediate feedback
    - Multiple choice, multiple answer, coding excersises, drag and drop, …
  - You can’t give individual feedback
  - You can’t give individual points
  - You can’t review papers
  - No adaptive release like in Toledo


What is massive?
• 100?
• 1,000?
• 10,000?
• 100,000?
Open registration?
Local cohorts?
Self-paced?
Start/end dates?
College credits?
Badges?
Role of the instructor?
Learning community?
Scripted assessments and feedback?
Real-time interaction?
Affordable?
Free of charge?
Open content?
X
FOCUS ON SCALABILITY
C
FOCUS ON COMMUNITY AND CONNECTIONS
MOOC
MASSIVE OPEN ONLINE COURSE

VERIFIED

HarvardX

Using Python for Research

Current
Self-Paced

VERIFIED

Terrorism and Counterterrorism

Current
Self-Paced

CREDIT-ELIGIBLE

ASUx

Introduction to Health and Wellness

Starting Soon
Starts: October 10, 2016

VERIFIED

HarvardX

The Book: The History of the Book in the 17th and...

Archived
Starts: September 21, 2015 - Self-Paced

VERIFIED

UQx

Leaders in Global Development

Upcoming
Starts: January 10, 2017

MicroMasters

VERIFIED

DelftX

Industrial Biotechnology

Starting Soon
Starts: October 12, 2016

VERIFIED

AdelaideX

World of Wine: From Grape to Glass

Upcoming
Starts: August 18, 2016 - Self-Paced

VERIFIED

UTennesseeX

Birds 101: Introduction to Pet Birds

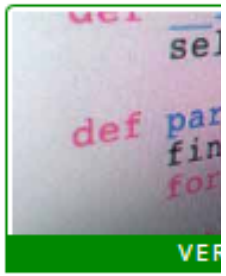
Upcoming
Starts: April 1, 2016 - Self-Paced

Types

- Paced
  - Course duration equals start and end date MOOC
  - Each week the majority of learners is focused on the contents of that week
  - Community/learners help each other
  - Learners have to invest time during the weeks the MOOC is active
- Self-paced/on demand
  - MOOC is available during several months but the course itself is shorter
  - Learners decide when the want to complete MOOC (flexible)
  - Less activity (in comparison with paced MOOC)

Verified track

- By default every MOOC is free
- Learners invest a lot of time to complete MOOC
- Demand for proof > Verified certificate



and

d Course

Your final

te (PDF)

o profile

You have

Your verifi

ID VERIFIED

CERTIFICATE of ACHIEVEMENT

edX MITx

This is to certify that

Kenny Verbeke

successfully completed and received a passing grade in

6.00.1x: Introduction to Computer Science and Programming Using Python

a course of study offered by MITx, an online learning initiative of The Massachusetts Institute of Technology through edX.

W. Eric L. Grimson
Bernard Gordon Professor of Medical Engineering
Chancellor for Academic Advancement
Massachusetts Institute of Technology

John Guttag
Dugald C. Jackson Professor of
Computer Science and Electrical Engineering
Massachusetts Institute of Technology

Sanjay Sarma
Director of Digital Learning
Massachusetts Institute of Technology

VERIFIED CERTIFICATE
Issued March 13th, 2015

Verify the authenticity of this certificate at
https://verify.edx.org/cert/0ffb15d74cf24d239206aa722365a899

CLASS CENTRAL

81M

Students

800+

Universities

9.4k

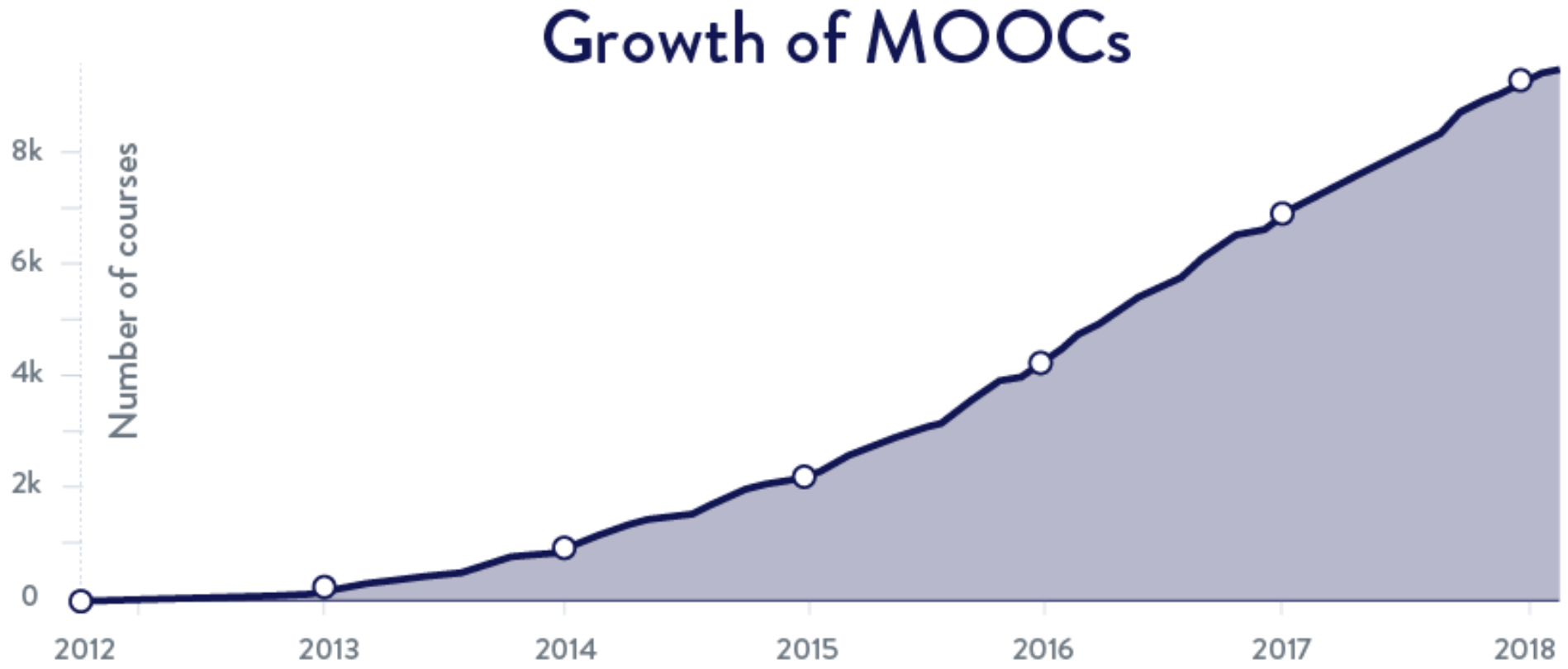
Courses

By the Numbers: MOOCs in 2017

Opmerking: grafiek van jan 2018

Ref: https://www.class-central.com/report/mooc-stats-2017/

CLASS CENTRAL



By the Numbers: MOOCs in 2017

Graph from Jan 2018
Ref: https://www.class-central.com/report/mooc-stats-2017/

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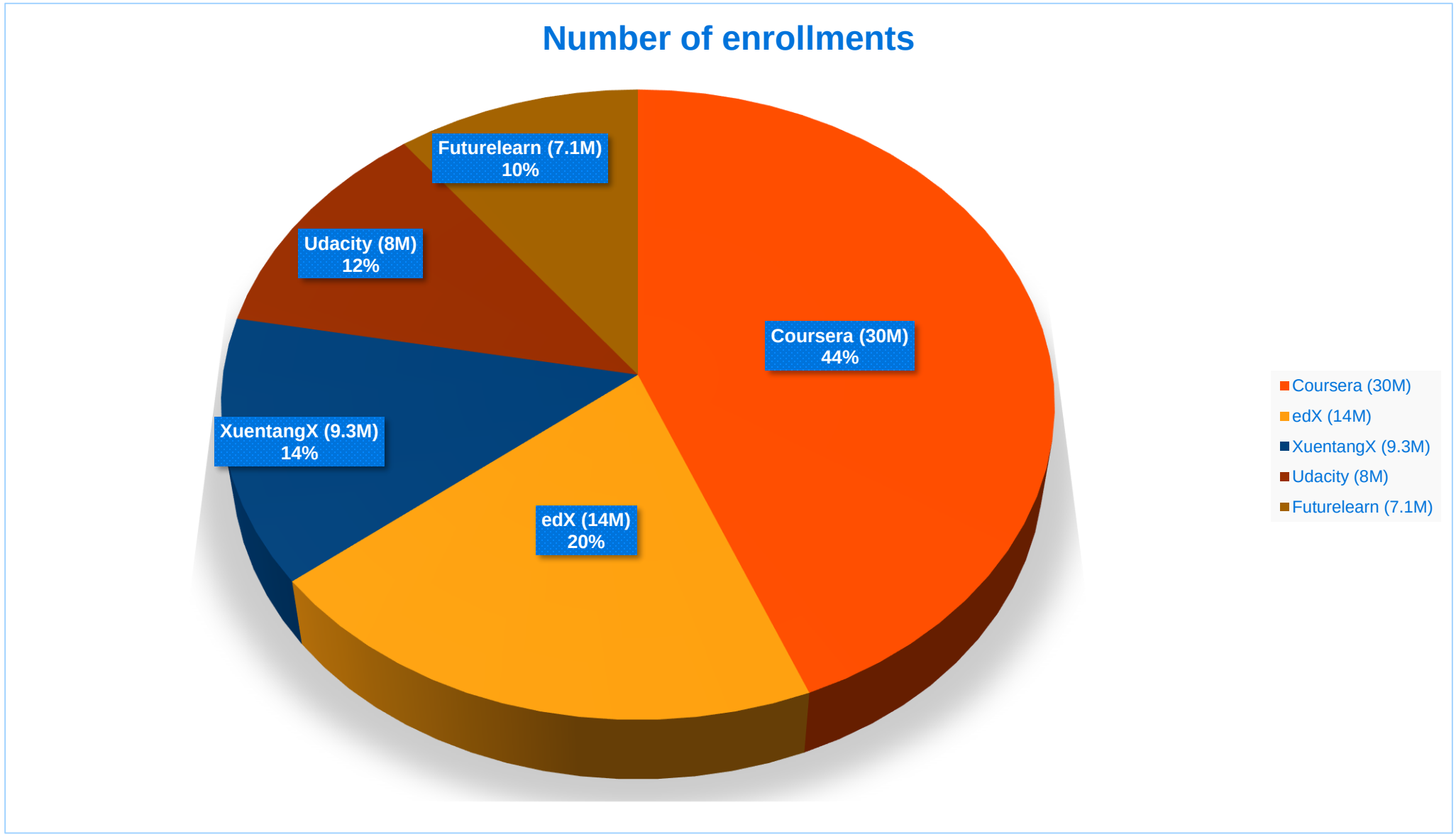
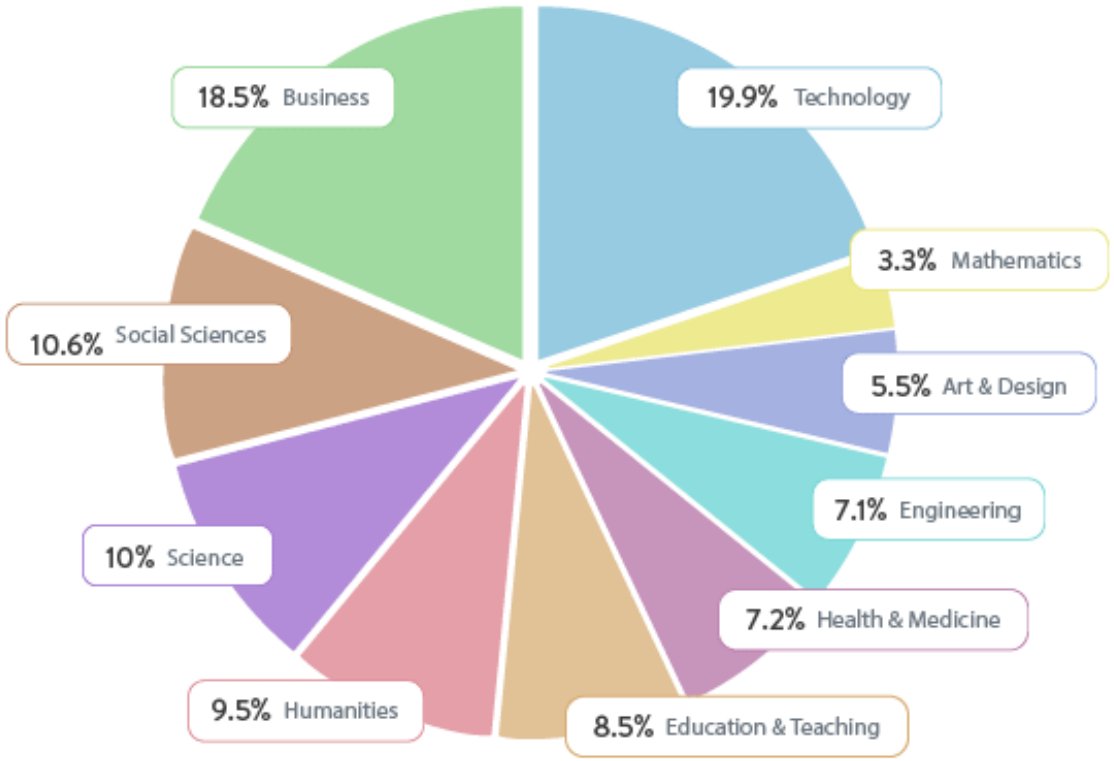


Graph from Jan 2018

Ref: https://www.class-central.com/report/mooc-stats-2017/

CLASS CENTRAL

Course Distribution by Subject



By the Numbers: MOOCs in 2017

Graph from Jan 2018
Ref: https://www.class-central.com/report/mooc-stats-2017/

CLASS CENTRAL

MOOC-based credentials

Credential	No. of credentials
Specializations by *Coursera*	257
Professional Education by *edX*	64
MicroMasters by *edX*	43
Professional Certificate by *edX*	35
XSeries by *edX*	32
Programs by *FutureLearn*	22
Nanodegrees by *Udacity*	22
Programs by *Kadenze*	21
Micro-degrees by *XuetangX*	8

Opmerking: grafiek van jan 2018
Ref: https://www.class-central.com/report/mooc-stats-2017/

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edX partners en members

MOOC language

- Content
  - Most MOOCs are in English (broadest reach > massive aspect)
  - Other popular MOOC languages: Chinese and French
  - One Dutch MOOC on edX (programmeren voor kinderen in Scratch)
- Interface (buttons, controls,…)
  - English, Spanish, French, Chinese, Portugese
  - Crowdsourcing: Transifex

Pilots

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MOOC: pilot projects

LIPS: Trends in e-Psychology

Psychology course linked to Lectures in Psychology Series (LIPS) (B-KUL-P0R60A)

Trends in e-Psychology

KULeuvenX - ePSYx
Started - Nov 17, 2015

View Course

GRAPH: The Great War and Modern Philosophy

Philosophy course linked to Contemporary Philosophical Texts: Phenomenology (B-KUL-W0EM4A)

The Great War and Modern Philosophy

KULeuvenX - GRAPHx
Started - Oct 27, 2015

View Course

FRAME: The EU and Human Rights

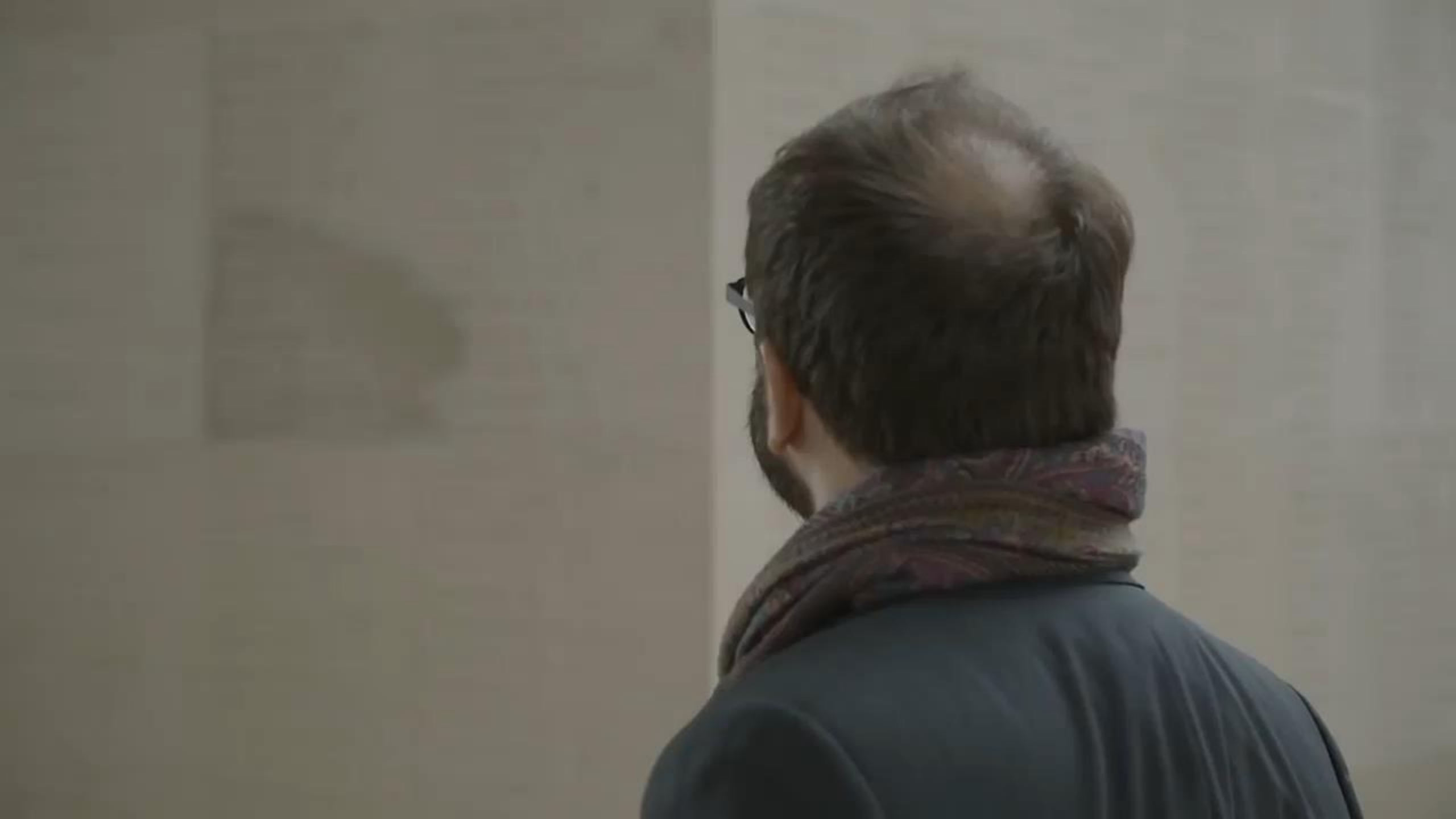
Law/policy course as deliverable for European FP7 project

The EU and Human Rights

KULeuvenX - EUHURIx
Started - Oct 17, 2015

View Course

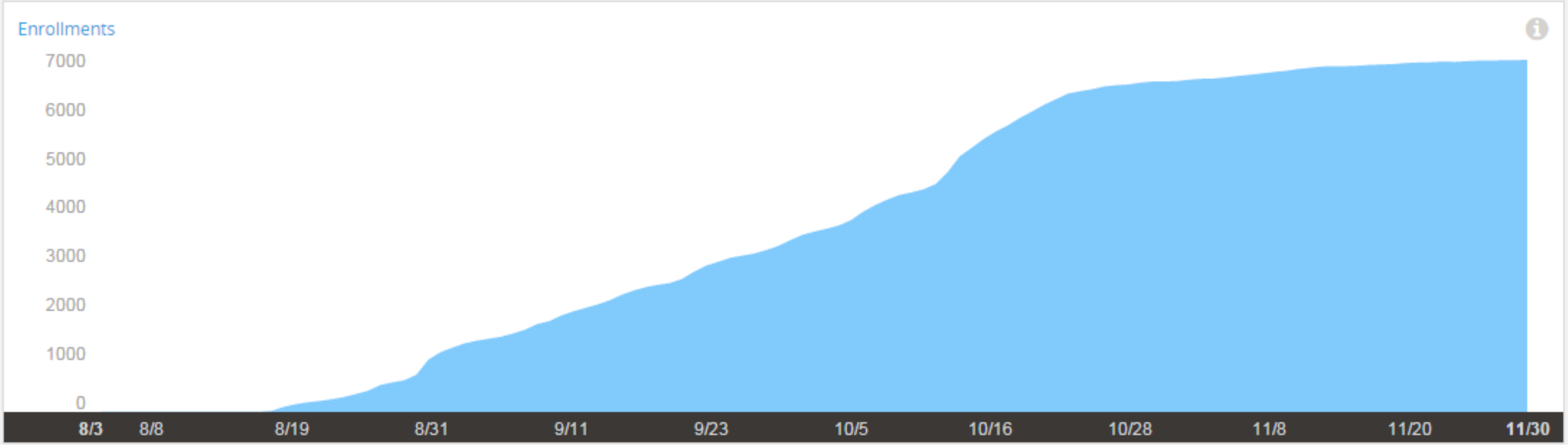
KU LEUVEN



FRAME

Daily Student Enrollment

How many students are in my course?

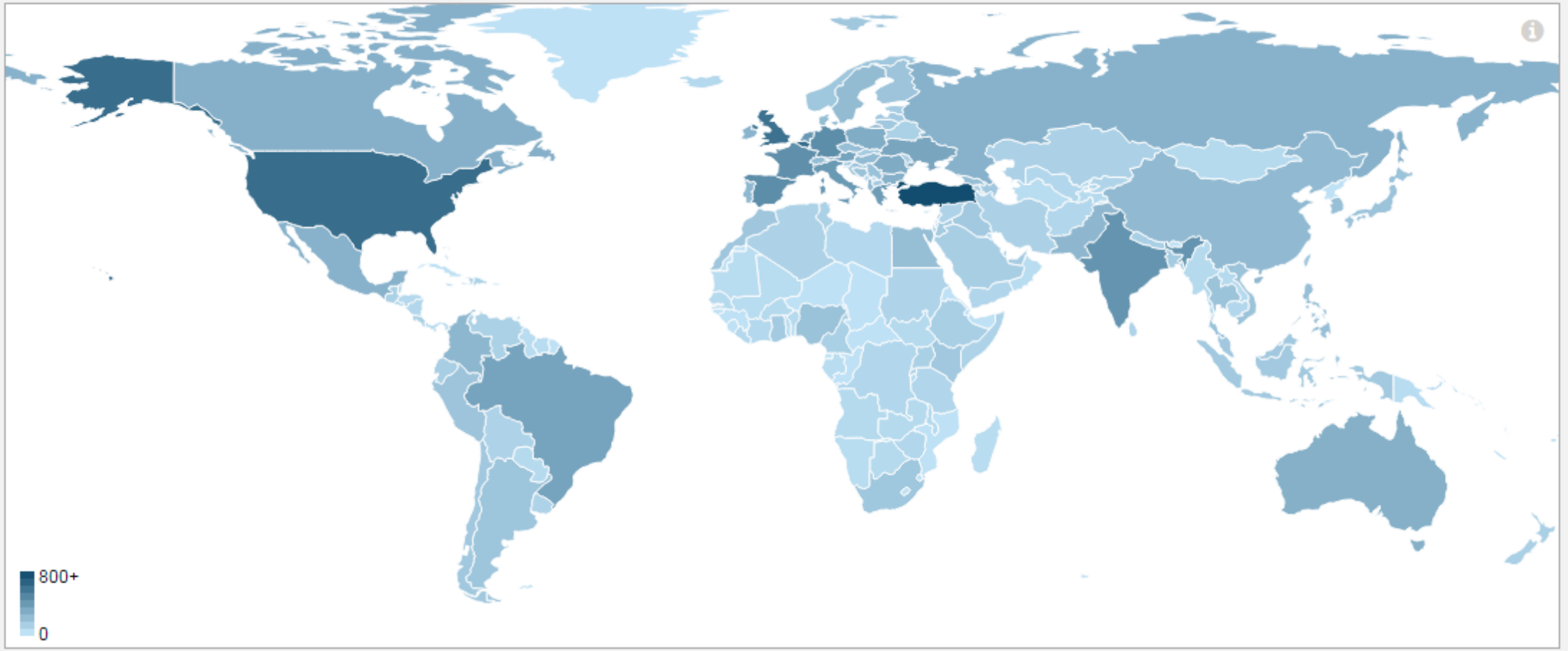


Enrollment Metrics

8,100	7,206	36
Total Enrollment	Current Enrollment	Change in Last Week

Geographic Distribution

Where are my students?



FRAME

Geography Metrics

171
Total Countries Represented

Turkey
Top Country by Enrollment
11% of students

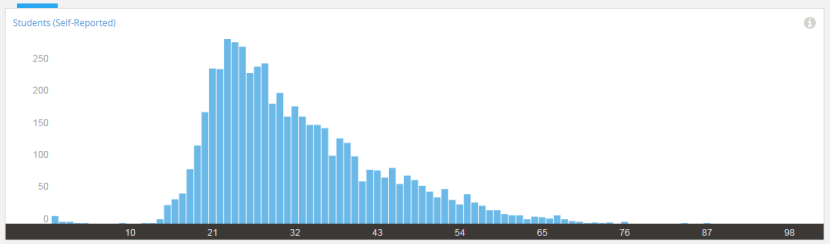
Belgium
Second Country by Enrollment
7% of students

United States
Third Country by Enrollment
7% of students

LIPS

Age Education Gender

How old are my students?

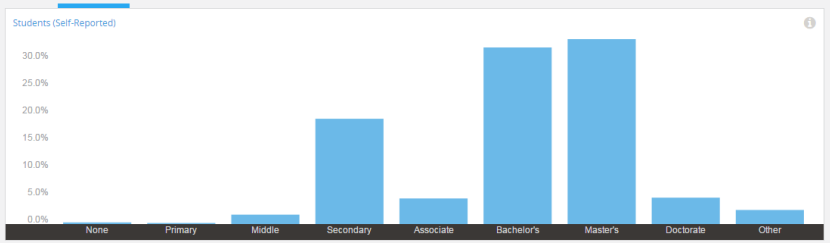


Age Metrics

30	33.4%	46.2%	20.4%
Median Student Age	Students 25 and Under	Students 26 to 40	Students 41 and Over

Age Education Gender

What level of education do my students have?



Education Metrics

21.2%	37.1%	38.8%
High School Diploma or Less	College Degree	Advanced Degree

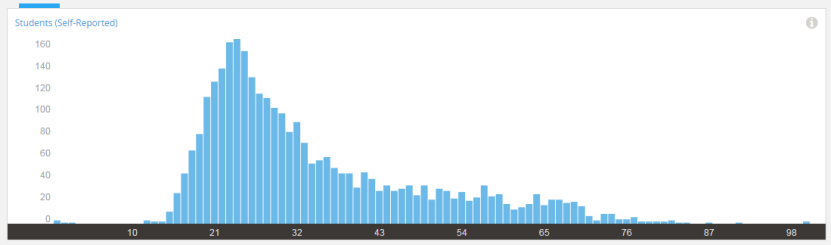
Age Education Gender

What is the student gender breakdown?

GRAPH

Age Education Gender

How old are my students?

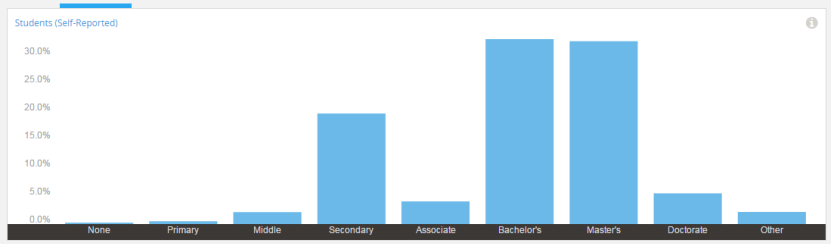


Age Metrics

29	35.8%	37.4%	26.8%
Median Student Age	Students 25 and Under	Students 26 to 40	Students 41 and Over

Age Education Gender

What level of education do my students have?



Education Metrics

22.4%	37.1%	38.1%
High School Diploma or Less	College Degree	Advanced Degree

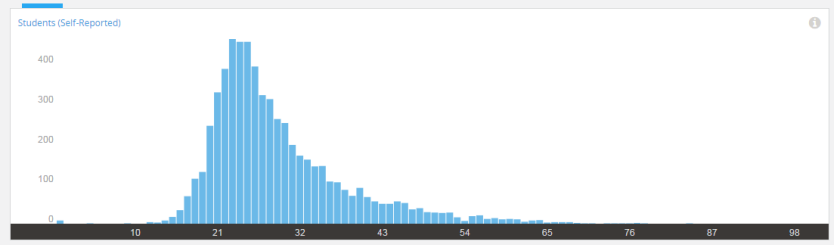
Age Education Gender

What is the student gender breakdown?

FRAME

Age Education Gender

How old are my students?

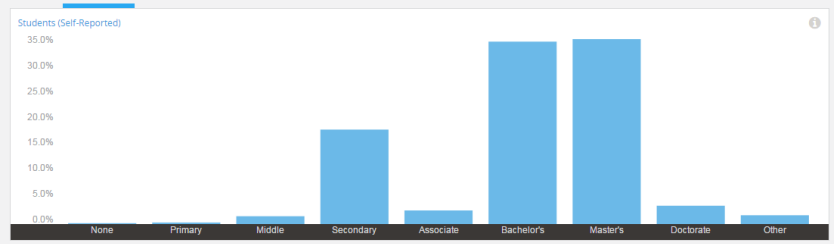


Age Metrics

26	43.8%	45.2%	11.1%
Median Student Age	Students 25 and Under	Students 26 to 40	Students 41 and Over

Age Education Gender

What level of education do my students have?

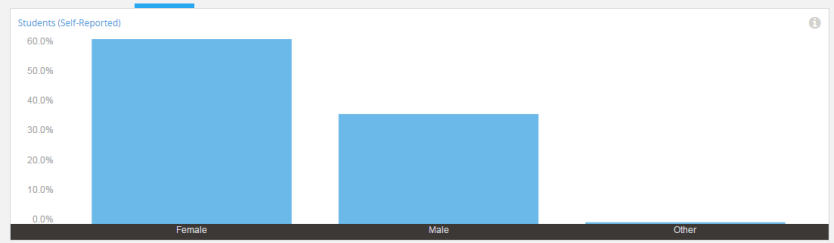


Education Metrics

20.2%	38.2%	39.6%
High School Diploma or Less	College Degree	Advanced Degree

Age Education Gender

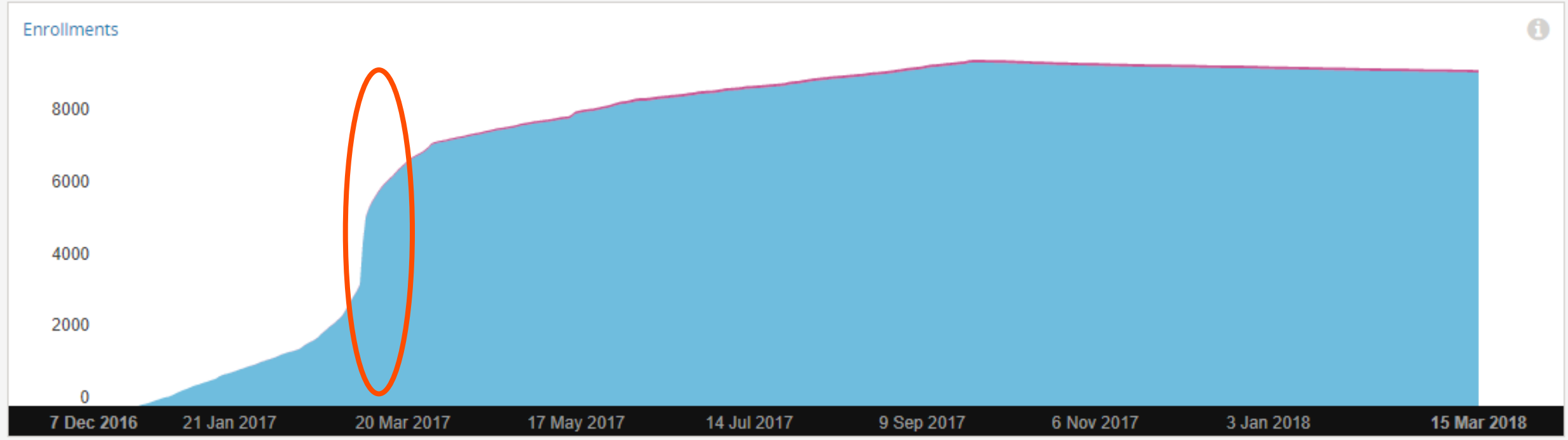
What is the student gender breakdown?



Current numbers (16/03/2018)

- Total enrollments: 108.000 enrollments
- Most popular course:
  - Existential Well-being Counseling: A Person-centered Experiential Approach
    - Run 1: 16.598 enrollments – 167 countries
    - Run 2 (current): 11.821 enrollments – 167 countries
  - UML Class Diagrams for Software Engineering
    - Run 1: 10.689 enrollments
    - Run 2: 5.157 enrollments
    - Run 3 (current): 1.353 enrollments

UMLx


Enrollments
8000
6000
4000
2000
0
7 Dec 2016
21 Jan 2017
20 Mar 2017
17 May 2017
14 Jul 2017
9 Sep 2017
6 Nov 2017
3 Jan 2018
15 Mar 2018

Current numbers (16/03/2018)

- Smallest MOOC
  - Europeana Space: Creative with Digital Heritage
    - Run 1: 984 enrollments
    - Run 2: 1.580 enrollments

Platform

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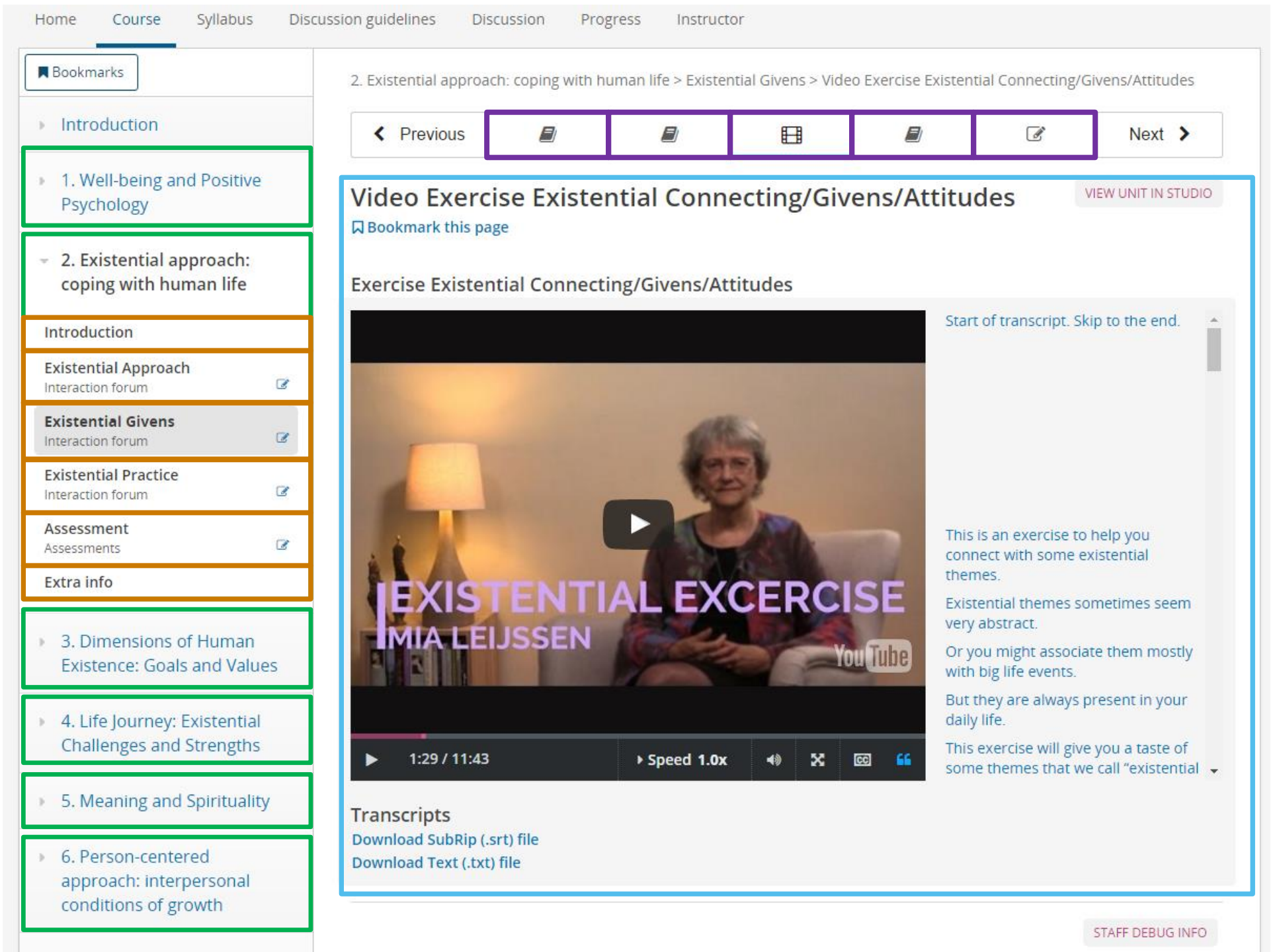
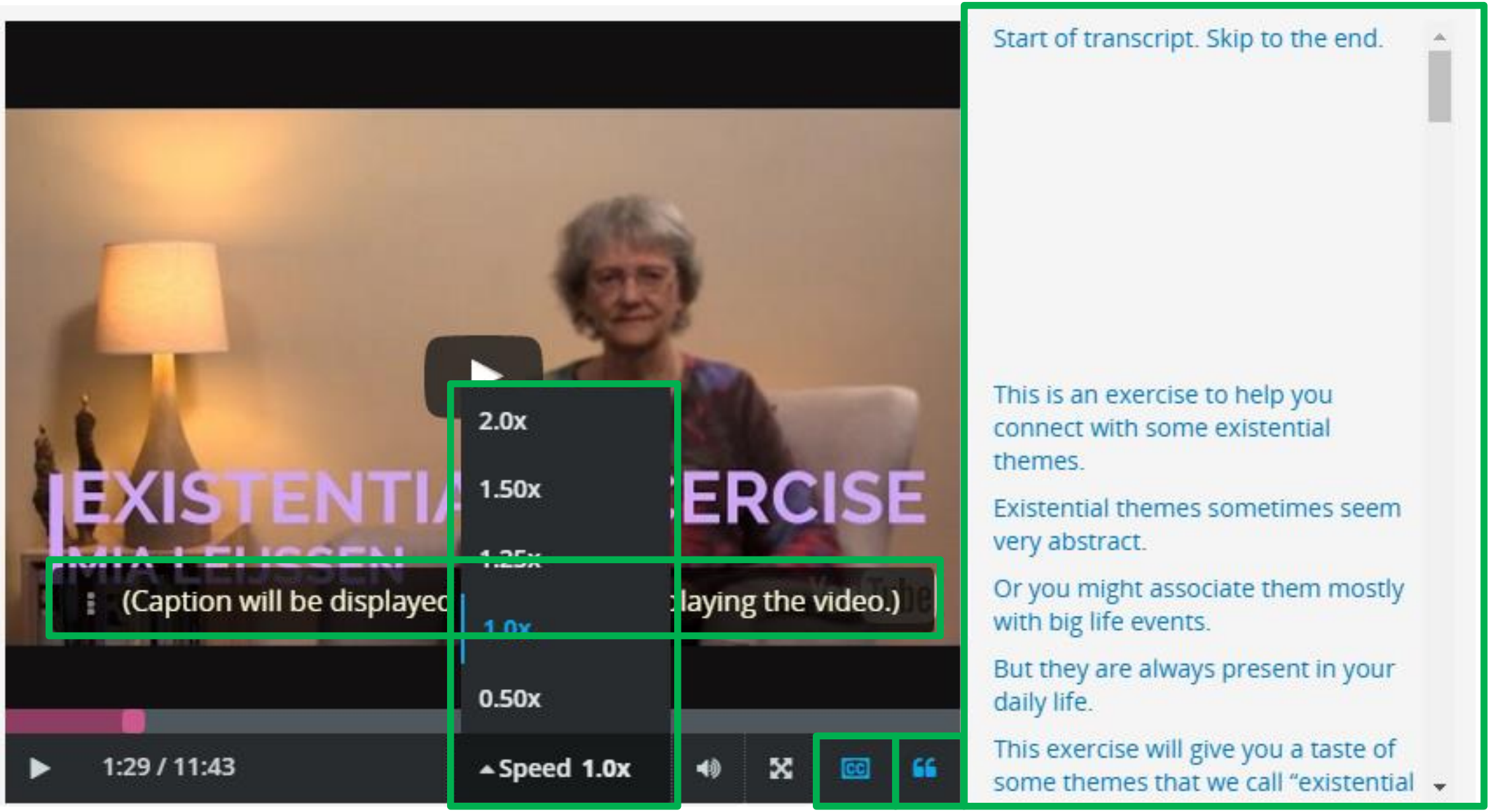
Sections

Subsections

Units

Component(s)




EXISTENTIA ERCISE
(Caption will be displayed laying the video.)
2.0x
1.50x
1.25x
1.0x
0.50x
Speed 1.0x
1:29 / 11:43
Start of transcript. Skip to the end.
This is an exercise to help you connect with some existential themes.
Existential themes sometimes seem very abstract.
Or you might associate them mostly with big life events.
But they are always present in your daily life.
This exercise will give you a taste of some themes that we call "existential

The Existential Layer of the Life Process

The existential layer of the life process. Siebrecht Vanhooren

In the earlier parts of this section, you might have noticed how the existential approach reveals important themes which speak to all of us, but also touch our deepest and most intimate hopes and fears. As Carl Rogers (1980) noted, our most personal concerns are also the most universal. Paradoxically, our deepest individual preoccupations are shared by the rest of humankind. When clients let us in and speak from their deepest self, we might find something in ourselves trembling and resonating, because we recognize these same ultimate concerns in our own life process. In these moments, the existential layer of what it means to be human expresses itself in what we each experience as a client or as a therapist, and yet deeply share in our therapeutic relationship.

Outside the therapeutic relationship, we become more aware of the existential layer at important life events, such as the birth of a child, the loss of a loved one, and when we have to make important life choices. These moments put us back in touch with the awareness that we are alive. They might remind us that life is short and invite us to reconsider what really matters to us. Every experience of loss and every experience of awe can help us to get back in touch with our meaning in life. Life decisions can confront us with our own responsibility, our freedom to choose, and the anxiety we experience towards the Un-Known.

Although we tend to think of these significant life events when we hear the word existential, the existential layer is also present in the everyday. Every moment in life is in fact existential and every challenge, issue, and possibility has an existential dimension to it. Tuning in to the existential layer of the client's problems and way of being will help us to deepen the therapeutic process. It will enrich our presence; it will provide a deeper understanding of the client and it will clarify new directions for the counseling process.

Existential givens

Existential givens. Siebrecht Vanhooren

Existential philosophers and psychologists have uncovered several existential givens which are part of the human condition. These ultimate concerns are unavoidable and essentially unsolvable. As life goes on, we weave these universal themes into our own life story. In this paper we briefly introduce the following givens: embodiment, autonomy and relatedness, freedom and responsibility, death and limitations, meaning and meaninglessness, and finally Un-Knowing.

Download the article

Assessment

VIEW UNIT IN STUDIO

Bookmark this page

Question 1

1.0 point possible (graded)

(one correct answer)

What is the primary concern of the existential approach?

- Someone's life story
- Someone's personal experience of their existence
- Someone's turning points in life
- Someone's deepest thoughts and motives
- Someone's understanding of the meaning of life

Submit You have used 0 of 1 attempt Save Show Answer

SUBMISSION HISTORY STAFF DEBUG INFO

Question 2

1.0 point possible (graded)

Oefening 9.9

4.0/4.0 points (graded)

Gegeven:

$pK_z(CH_3COOH) = 4,75$

$pK_{z1}(H_2SO_3) = 1,90$

$pK_{z2}(H_2SO_3) = 7,20$

Welke van de volgende mengsels is (zijn) geen buffermengsel(s)?

1. Een mengsel van $0,1\ M\ CH_3COOH$ en $0,05\ M\ KOH$.

2. Een mengsel van $0,05\ M\ H_2SO_3$ en $0,075\ M\ NaOH$.

3. Een mengsel van $0,15\ M\ H_2SO_3$ en $0,15\ M\ K_2SO_3$.

- A. Mengsel 1 en 2.
- B. Mengsel 3. ✔
- C. Mengsel 2.
- D. Alledrie de mengsels zijn buffermengsels.

Submit

Show Answer

Uitleg
Gegeven:
$pK_z(CH_3COOH) = 4,75$
$pK_{z1}(H_2SO_3) = 1,90$
$pK_{z2}(H_2SO_3) = 7,20$
1. Een mengsel van $0,1\ M\ CH_3COOH$ en $0,05\ M\ KOH$.
2. Een mengsel van $0,05\ M\ H_2SO_3$ en $0,075\ M\ NaOH$.
3. Een mengsel van $0,15\ M\ H_2SO_3$ en $0,15\ M\ K_2SO_3$.
Gevraagd:
Welke van deze mengsels is een buffermengsel?
Oplossing

Een bufferoplossing bevat zowel een zwak zuur (zwakke base) als z'n geconjugeerde zwakke base (zwak zuur).

---

1. Een mengsel van $0,1\ M\ CH_3COOH$ en $0,05\ M\ KOH$.
Reactie tussen zwak zuur (CH_3COOH) en de sterke base (KOH):

	CH_3COOH	+	KOH	→	CH_3COO^-	+	K^+	+	H_2O
Initieel	$0,1\ M$		$0,05\ M$		/		/		...
Reactie	$-0,05\ M$		$-0,05\ M$		$+0,05\ M$		$+0,05\ M$		$+0,05\ M$
Finaal	$0,05\ M$		/		$0,05\ M$		$0,05\ M$		...

De oplossing bevat finaal $0,05\ M\ CH_3COOH$ (zwak zuur) en $0,05\ M\ CH_3COO^-$ (geconjugeerde zwakke base).
→ BUFFER

---

2. Een mengsel van $0,05\ M\ H_2SO_3$ en $0,075\ M\ NaOH$.
Reactie tussen H_2SO_3 (zwak zuur) en $NaOH$ (sterke base)

	H_2SO_3	+	$NaOH$	→	HSO_3^-	+	Na^+	+	H_2O
Initieel	$0,05\ M$		$0,075\ M$		/		/		...
Reactie	$-0,05\ M$		$-0,05\ M$		$+0,05\ M$		$+0,05\ M$		$+0,05\ M$
Finaal	/		$0,025\ M$		$0,05\ M$		$0,05\ M$		...

Reactie tussen HSO_3^- (zwak zuur) en $NaOH$ (sterke base):

	HSO_3^-	+	$NaOH$	→	SO_3^{2-}	+	Na^+	+	H_2O
Initieel	$0,05\ M$		$0,025\ M$		/		$0,05\ M$		...
Reactie	$-0,025\ M$		$-0,025\ M$		$+0,025\ M$		$+0,025\ M$		$+0,025\ M$
Finaal	$0,025\ M$		/		$0,025\ M$		$0,075\ M$		...

De oplossing bevat finaal $0,025\ M\ HSO_3^-$ (zwak zuur) en $0,025\ M\ SO_3^{2-}$ (geconjugeerde zwakke base).
→ BUFFER

---

3. Een mengsel van $0,15\ M\ H_2SO_3$ en $0,15\ M\ K_2SO_3$.
Dit mengesel bevat $0,15\ M\ H_2SO_3$ (zwak zuur) en $0,15\ M\ K_2SO_3$ (een zwakke base maar niet de geconjugeerde vorm van H_2SO_3).
→ GEEN BUFFER

Besluit: Antwoord B is JUIST.

Interaction Forum 'Existential givens'

Topic: Interaction Forum Section 2 / 'Existential givens'

Hide Discussion

Add a Post

Axis of Extremes...

discussion posted about a month ago by **ginalovesart**

On an axis of extremes, I would place myself on the avoid interpersonal contact side. Don't get me wrong, I LOVE people, love to see the wonderful direction life takes people, it's just that I REALLY like my own company. In fact I sometimes forget that I'm even on a planet with billions of other humans. I am completely emerged in my work, and time just flies by. I usually have to remind myself to connect with the world, or I would work 18 hours a day. I'm an Artist. I love being introverted, and a highly sensitive person. My own space just works well for me, because I know who I am. I absolutely agree with the "Know thy self". The first 20 years of my life I tried to fit, then I realized thank goodness, that I had to listen to myself, and do the things that felt genuine to me. Quickly my life changed...became familiar, and easy. My mind became more settled. I stopped caring about what was expected, or what people thought of me, and started "Being-Me". Game changer let me tell you! I AM UNIQUE, I embrace uniqueness in others as well. I soon realized that no one person fits in, they just put up with IT.

This post is visible to everyone.

Add A Response

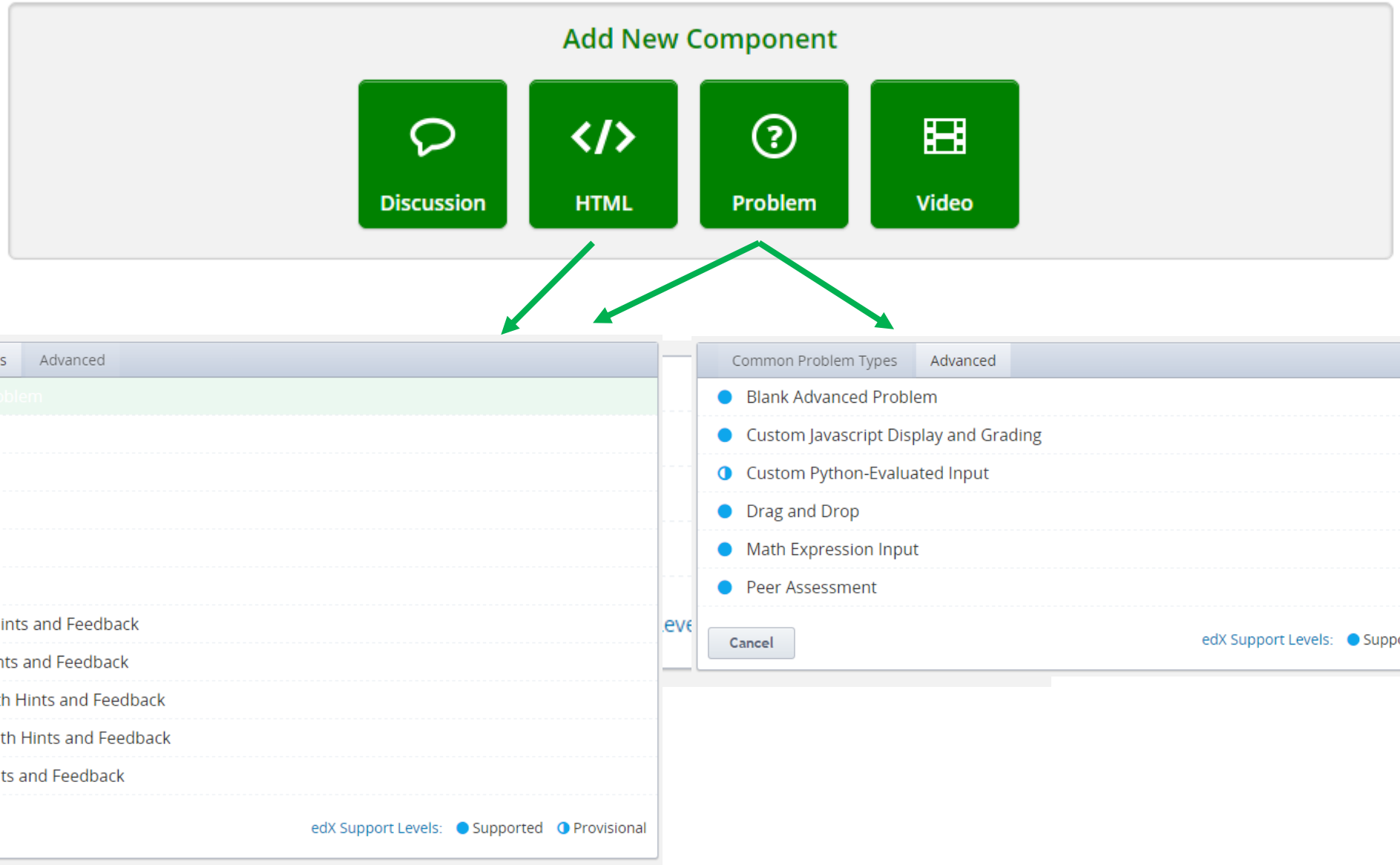
3 responses

MiaLeijssen Staff

about a month ago

− Collapse discussion

Make friends with yourself


Add New Component
Discussion
HTML
Problem
Video
Common Problem Types
Advanced
Blank Common Problem
Checkboxes
Dropdown
Multiple Choice
Numerical Input
Text Input
Checkboxes with Hints and Feedback
Dropdown with Hints and Feedback
Multiple Choice with Hints and Feedback
Numerical Input with Hints and Feedback
Text Input with Hints and Feedback
Cancel
edX Support Levels: Supported Provisional
Common Problem Types
Advanced
Blank Advanced Problem
Custom Javascript Display and Grading
Custom Python-Evaluated Input
Drag and Drop
Math Expression Input
Peer Assessment
Cancel
edX Support Levels: Supported Provisional

Analytics

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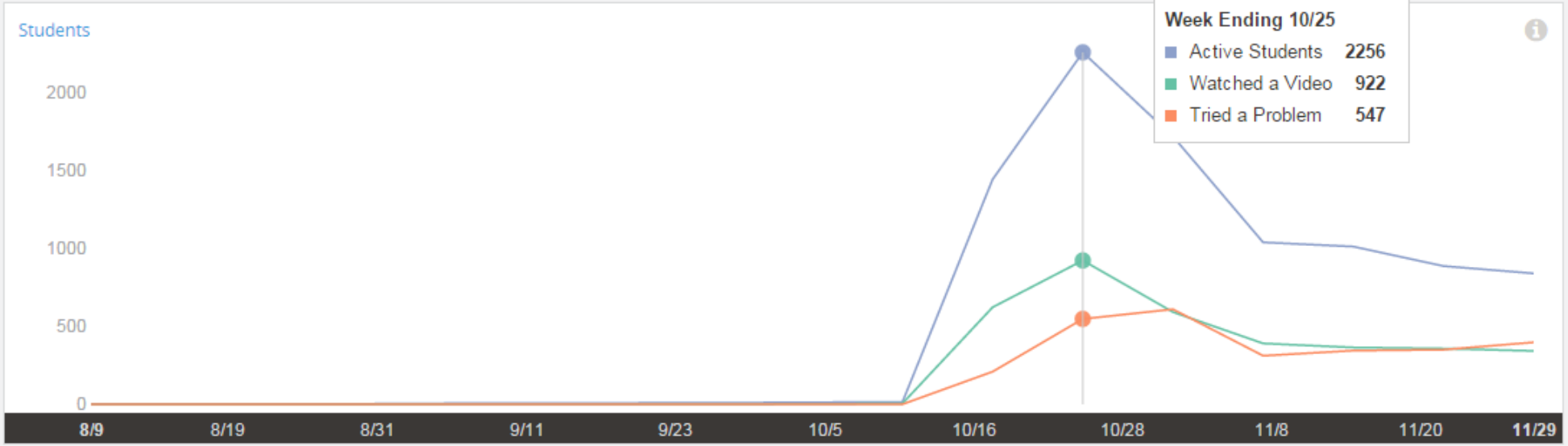
Weekly Student Engagement

How many students are interacting with my course?



Student Activity Metrics

839
Active Students Last Week
11.7% of current students

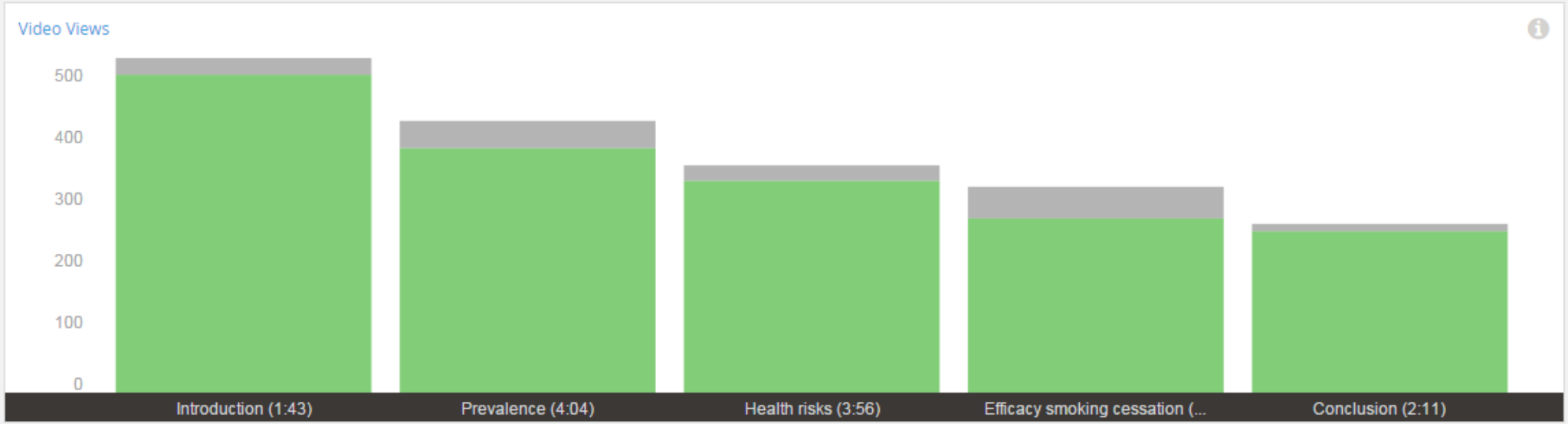
342
Watched a Video Last Week
4.8% of current students

397
Tried a Problem Last Week
5.5% of current students

Content Engagement Breakdown

Download CSV

e-Cigarette ▾ Tobacco smoking ▾ Select Video ▾ How did students interact with videos in this subsection?



Video Views

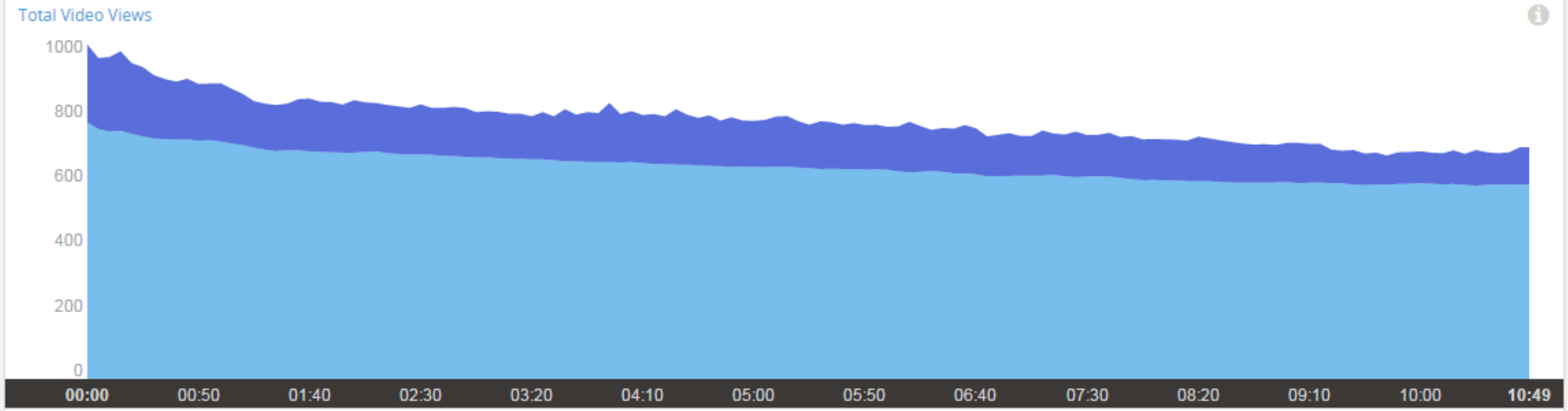
Order	Video Name	Complete Views	Incomplete Views	Completion Percentage
1	Introduction (1:43)	516	27	95.0%
2	Prevalence (4:04)	397	44	90.0%
3	Health risks (3:56)	344	25	93.2%
4	Efficacy smoking cessation (8:04)	283	51	84.7%
5	Conclusion (2:11)	262	12	95.6%

Show 10 ▾ entries

‹ Previous 1 Next ›

Module 1: A War of Absolutes ▾ A. Clausewitz and Modern War ▾ Lecture 1 - Von Clausewitz ▾ What were the viewing patterns for this video?

Expand Preview View Live

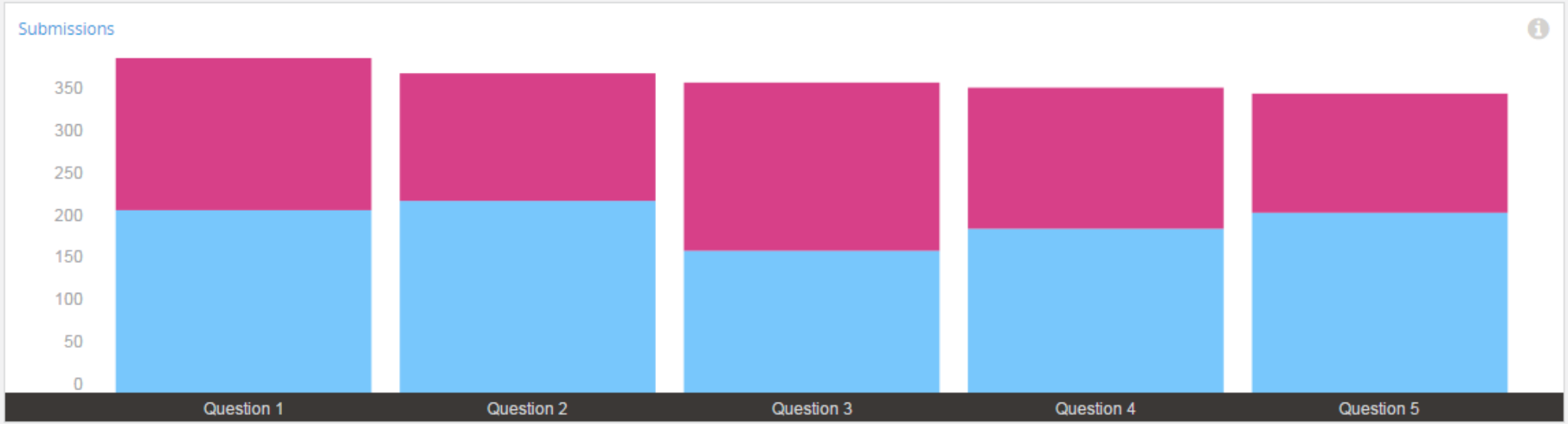


Previous Video Next Video

Video Metrics

76.0%	792	602
Completion Rate	Started Video	Finished Video

E-Cigarette evaluations ▾ Tobacco smoking ▾ Select Problem ▾ How are students doing on this assignment?



Problem Submissions

Order	Problem Name	Correct	Incorrect	Total	Percentage Correct
1	Question 1	216	180	396	54.5%
2	Question 2	227	151	378	60.1%
3	Question 3	168	199	367	45.8%
4	Question 4	194	167	361	53.7%
5	Question 5	213	141	354	60.2%

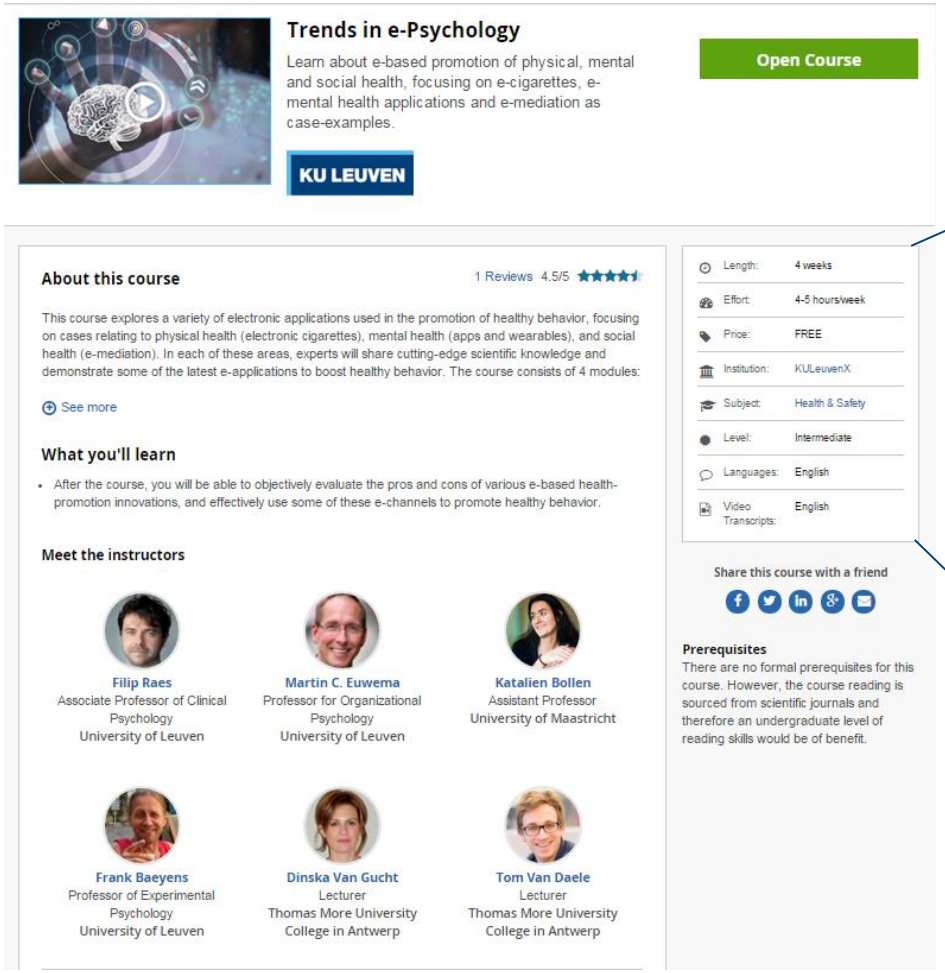
Show 10 ▾ entries

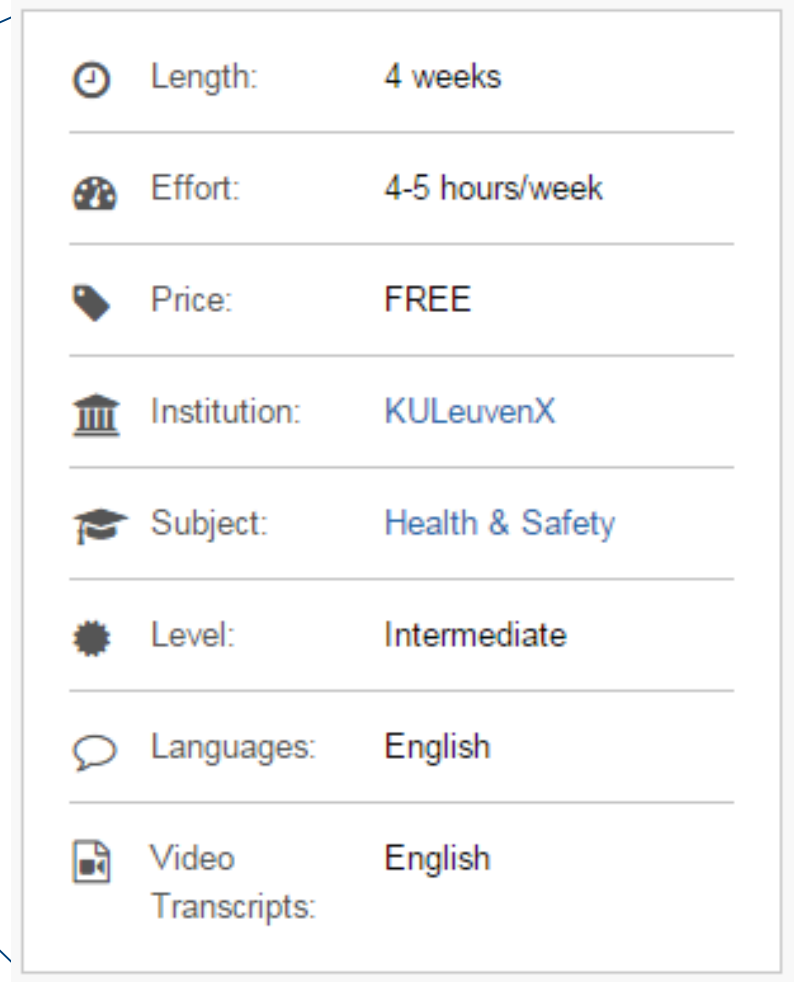
‹ Previous 1 Next ›

Announcing a MOOC

KU LEUVEN

About page





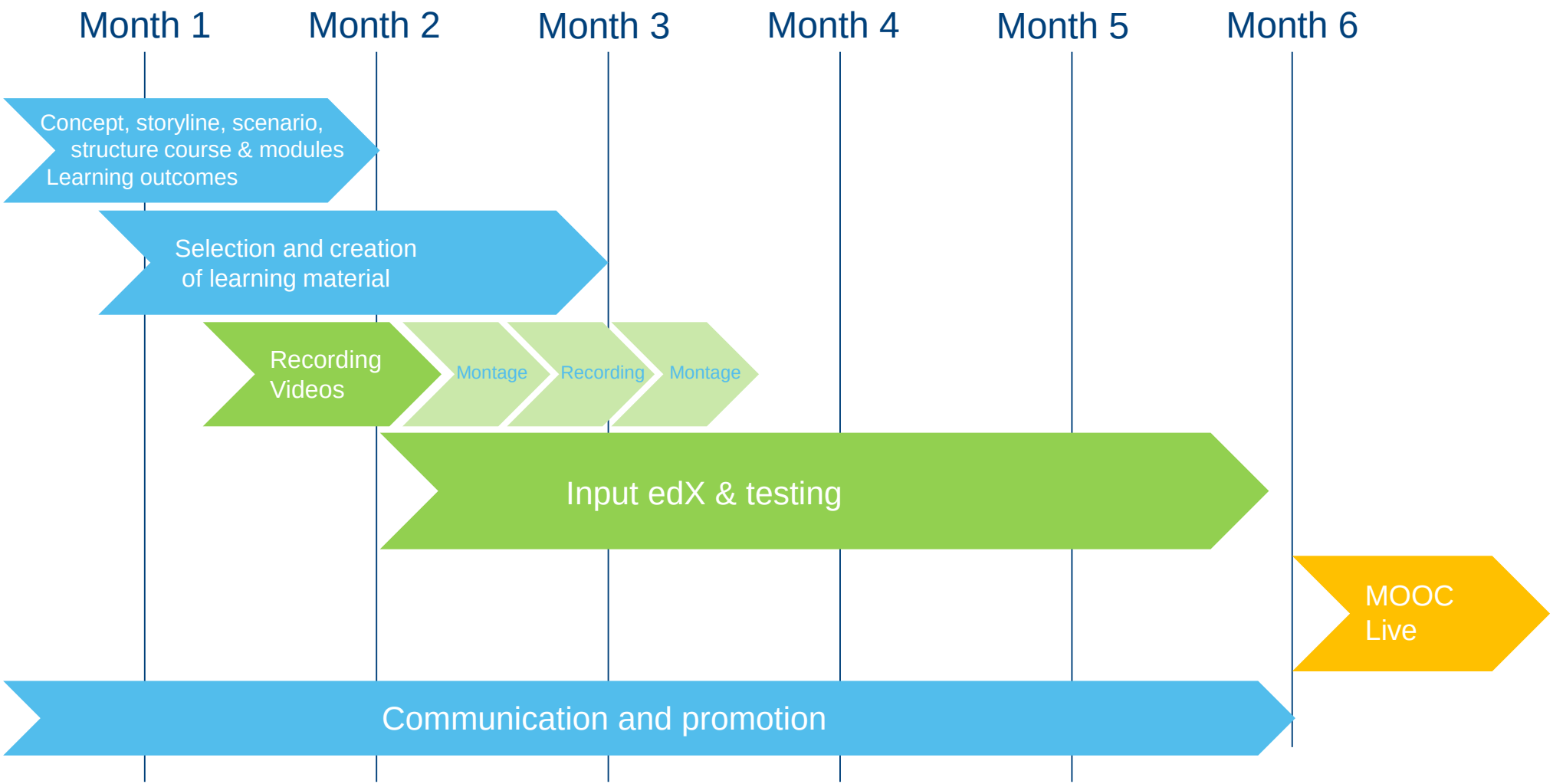
Announcing a MOOC is best done 4-6 months before launch

KU LEUVEN

Support and projectmanagement

KU LEUVEN

MOOC project



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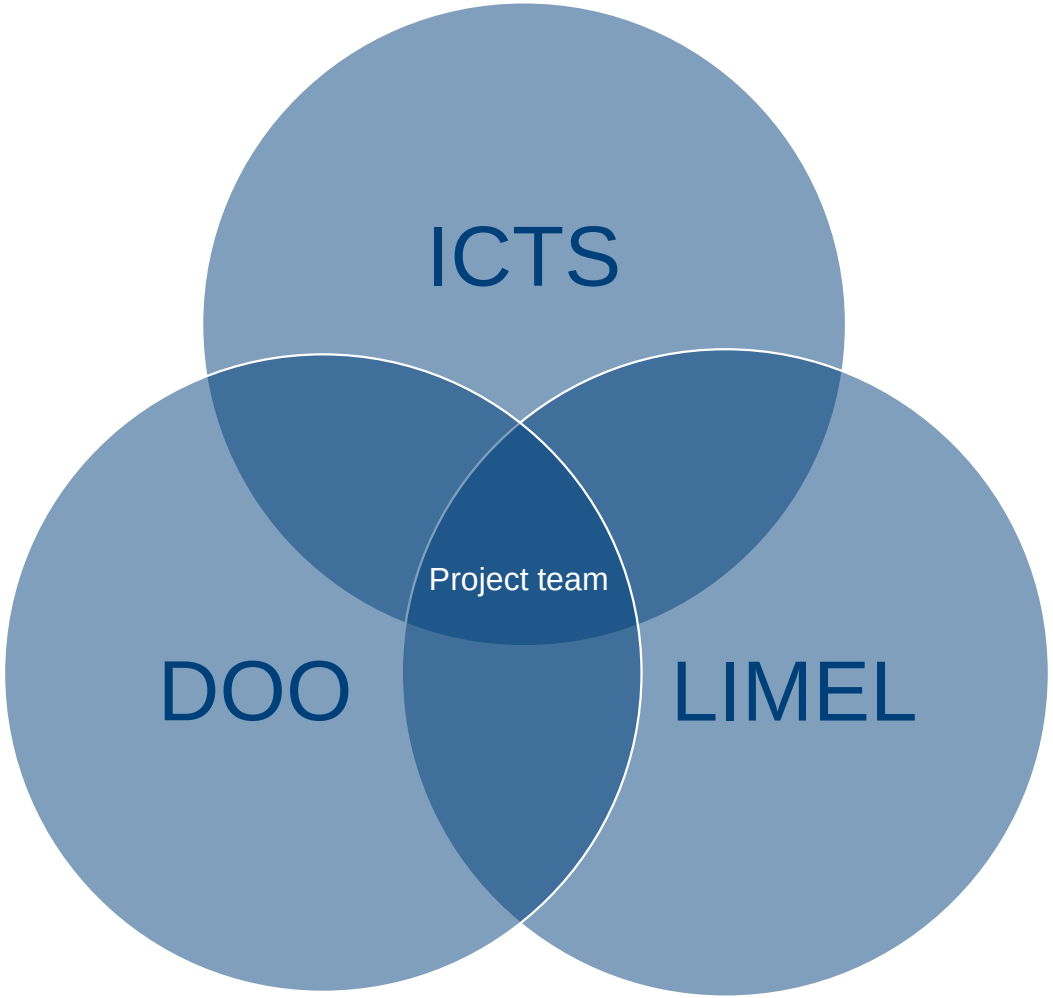
ICTS
Project team
DOO
LIMEL

Meer info?

- http://www.kuleuven.be/MOOC
- https://www.edx.org/school/kuleuvenx
- https://edge.edx.org/courses/KULeuven/DL-test-1/2015_Q4/about
- moocs@kuleuven.be

KULeuvenX
EWBCx
Existential Well-being Counseling: A Person-centered Experiential Approach

Upcoming
Starts: October 1, 2016 - Self-Paced

KULeuvenX
Europeana Space: Creative with Digital Heritage

Starting Soon
Starts: October 10, 2016 - Self-Paced

KULeuvenX
ePSYx
Trends in e-Psychology

Upcoming
Starts: November 15, 2016

KULeuvenX
Data Analytics in Health – From Basics to Business

Starting Soon
Starts: November 3, 2016