MOOCs, Learning Analytics and OER - a perfect triangle for the future of education!
iMooX is a xMOOC platform for courses with an explicit open license (Creative Commons).
Es ist Zeit, etwas Neues zu lernen

Registrieren Sie sich jetzt

NEU: Login mit eduID

http://imoox.at
Unit 3: Wie wird aus einem Algorithmus ein Computerprogramm? / How does an algorithm become a computer program?

An Algorithm ...

...can be many things - from a game manual to a recipe. But why are algorithms important, when do you need them and which algorithms do you use in your everyday life. In the first video of module 3 we try to find a general definition for algorithms and describe common properties of algorithms. This video should help you to get an understanding of algorithm design and further to promote algorithmic thinking.

Video: What is an algorithm?

http://imoox.at
Currently about 100 open licensed courses are offered in various disciplines.
How to Implement Learning Analytics?
LA constraints

Who owns students data, Students or institutions?

Data Protection and Copyright Laws limit the use of LA apps

Inaccurate analysis results?

Achieving Confidentiality, Integrity and Availability

5 crucial statements
What can we learn from Learning Analytics?
High Dropout Rate on MOOCs is a legend
Students Summary in the Three MOOCs

**GOL**
- 1012 Registrants
- 479 Active Students (47.3%)
- 217 complete course (21.5%)
- 177 got certification (17.5%)

**LIN**
- 618 Registrants
- 461 Active Students (74.5%)
- 131 complete course (21.2%)
- 99 got certification (16%)

Thesis 2

MOOCs means participatory education
(at least in the first four weeks)
~ 23,000 reads in GOL Forums
~ The highest on 21-Oct
~ Average of 170 read per day
~ Median of 47 read per day
~ 1623 Max reads on 21-Oct
Khalil, M., Ebner, M., & Admiraal, W. (2017). How can Gamification Improve MOOC Students Engagement?. In proceedings of the European Conference on Game Based Learning, Graz, Austria, (pp. 819-828)
Thesis 3

Higher effort is good but not a good predictor for success
Learning Analytics tells us how learning in classrooms happens.
Students (n=459)

### Case: University Students

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Reading Freq.</th>
<th>Writing Freq.</th>
<th>Watching Videos</th>
<th>Quiz Attempts</th>
<th>Certification Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>10.53%</td>
</tr>
<tr>
<td>Cluster 2</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>96.10%</td>
</tr>
<tr>
<td>Cluster 3</td>
<td>Moderate</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>94.36%</td>
</tr>
<tr>
<td>Cluster 4</td>
<td>High</td>
<td>High</td>
<td>Low</td>
<td>moderate</td>
<td>50%</td>
</tr>
</tbody>
</table>

Thesis 5

Learning happens all time
Why OER-MOOCs?
Making education accessible to all
Fast transfer of knowledge
Interchange between Educational institutions
Didactic innovation
Flipped Classroom

https://youtu.be/uutIBrgNJJE
Inverse Blended Learning

Lektion 1: Einführung und das Lernen in MOOCs

Herzlich willkommen in Woche 1!


06.04.2018, 16.30 - 18.00 Einführung, Fragen und Austausch zum EBmooc | Ausblick mit dem EBmooc-Team: Birgit Aschemann, Wilfried Frei, Martin Ebner, David Röthler, Martina Süßmayer, Lucia Paar

Bitte treten Sie als GAST ein (ohne Passwort). Das Webinar wird aufgezeichnet und zeitnah hier bereitgestellt: https://erwachsenenbildung.at/ebmooc/webinare.php

Inhalte

Einführung zum EBmooc

https://youtu.be/uutIBrsgNJE
OER-MOOCs facilitate access to education in an innovative way and enable new forms of teaching and learning.
If the content is available as Open Educational Resources, the exchange between different educational situations becomes easy and legal - **OER acts as driver**
OER-MOOCs based on Learning Analytics seems to be an important step for (online) education.
EDUCATIONAL TECHNOLOGY

Graz University of Technology

Martin Ebner
(Educational Technologist)

Yes, we care :-)