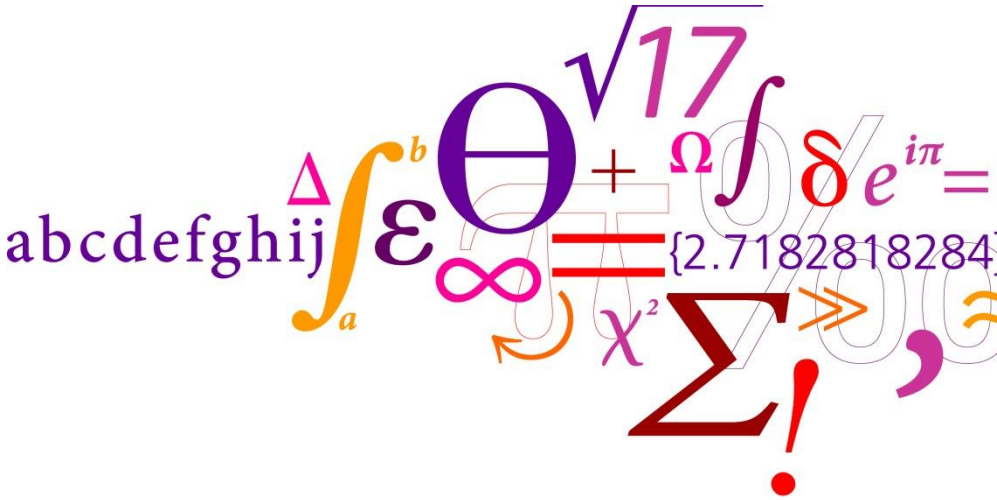
# Where to now?

*- New E-learning Concepts and Co-Creation at The Technical University of Denmark (DTU)*

*Andrew Cranfield & Thomas Skov Jensen*

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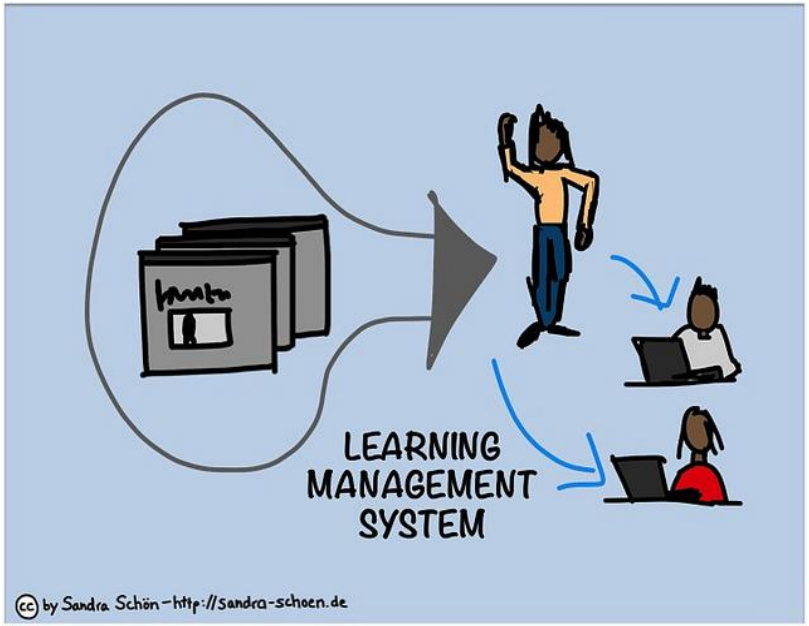
LEARNING
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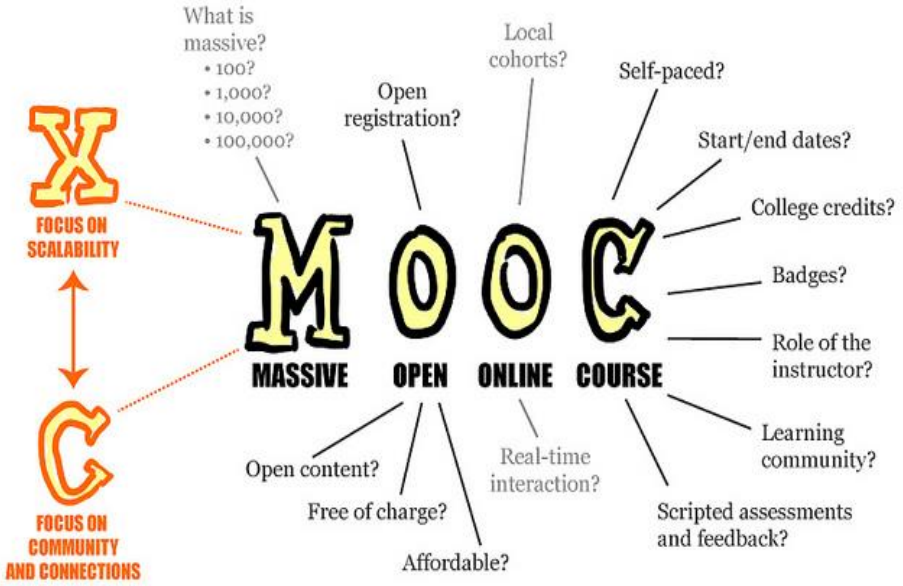
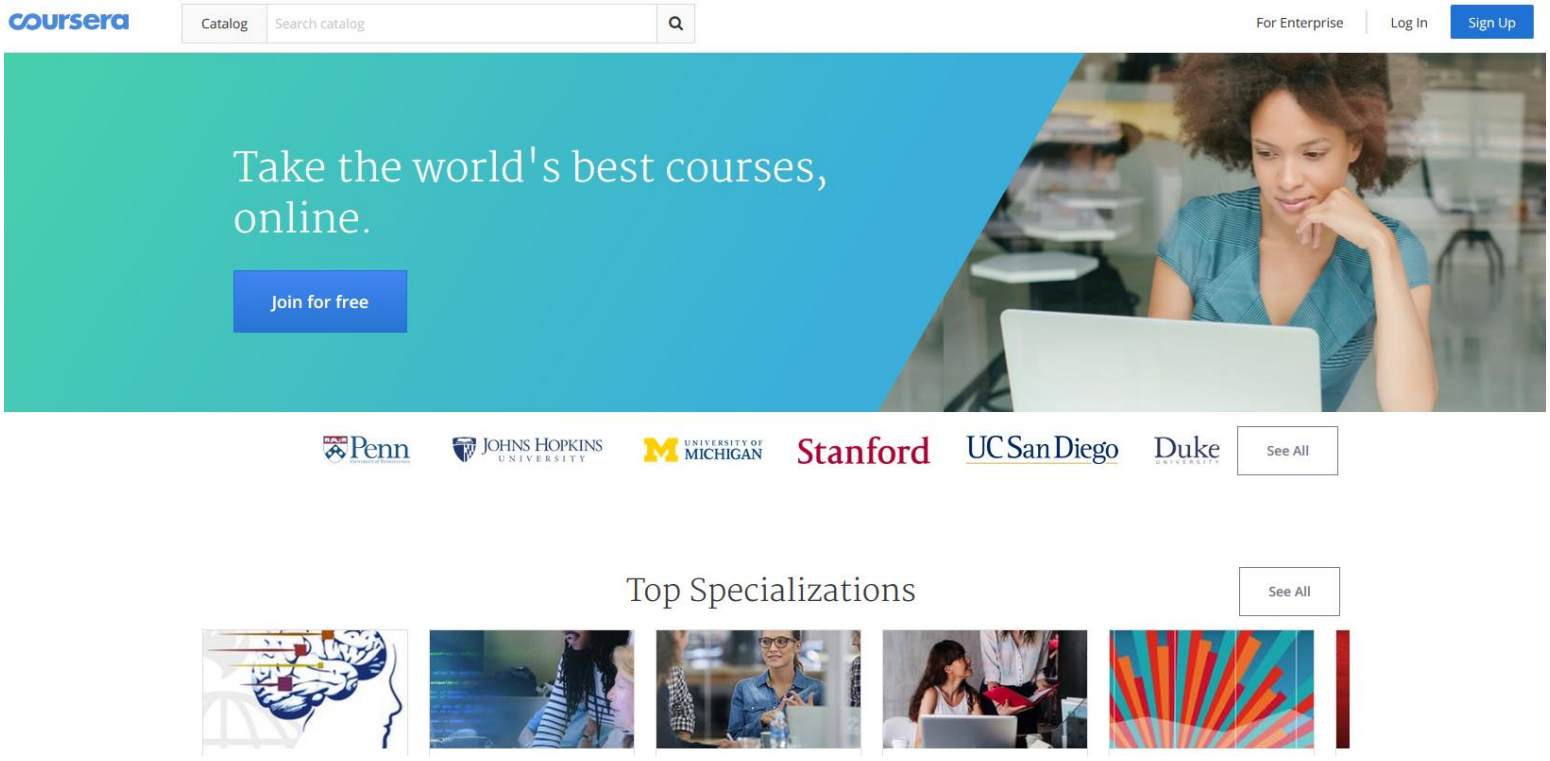
SYSTEM
by Sandra Schön – http://sandra-schoen.de


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
MASSIVE OPEN ONLINE COURSE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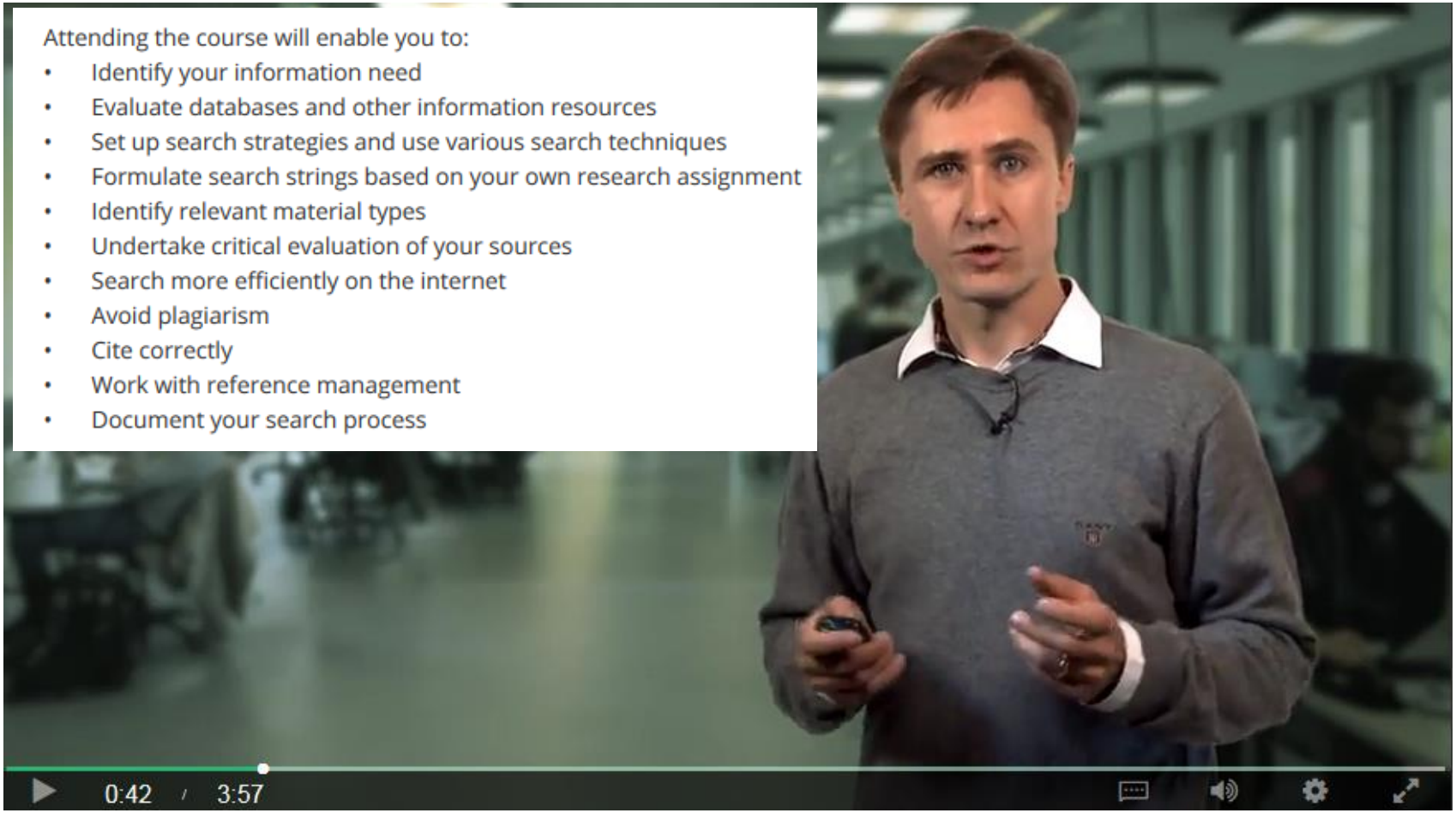
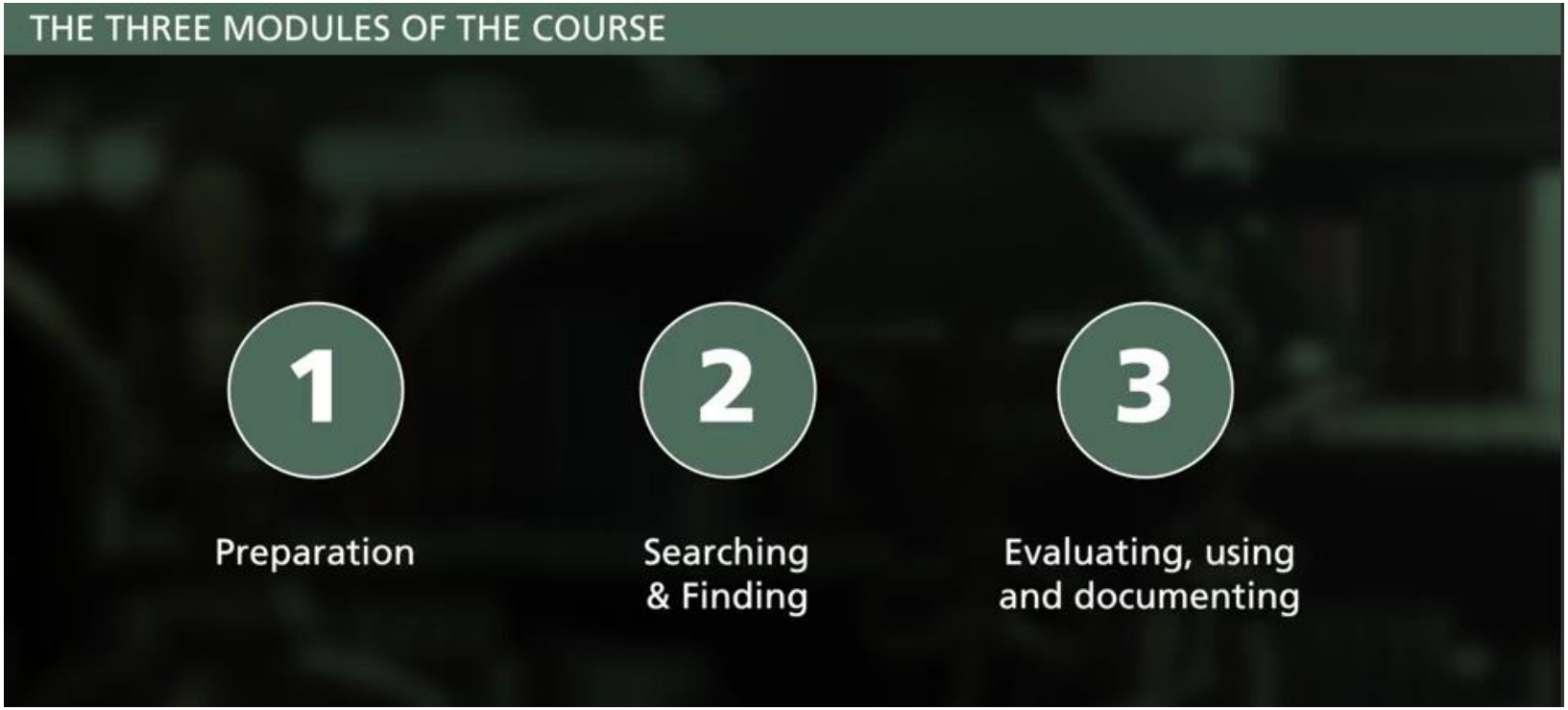
# Learning Objectives




THE THREE MODULES OF THE COURSE
1
Preparation
2
Searching
& Finding
3
Evaluating, using
and documenting

| | |
|---|---|
| Total Visitors | 16315 |
| Total Enrolled Learners | 7361 |
| Active Learners | 4086 |
| Course Completers | 456 |
| Payments | 68 |

157 Countries

## Content

Likes & Dislikes

951 98%

23 2%

6 Jan 2016

I'm a medical student and I took this course to write a review article. Thank you very much for the informative and concise lectures.

★★★★★ 28 Jun 2016

This course is very thorough and detailed. As an IT specialist, I have had no exposure to formal research and needed to understand the process. Now I can clearly and confidently say that I can perform good research and obtain formal information and data on any topic, as opposed to just surfing the internet for genuine knowledge. Great course, well done to the instructors.

15 Jun 2016

Thank you very much! It really helped me a lot to improve my research skills.

★★★★☆ 3 Jul 2016

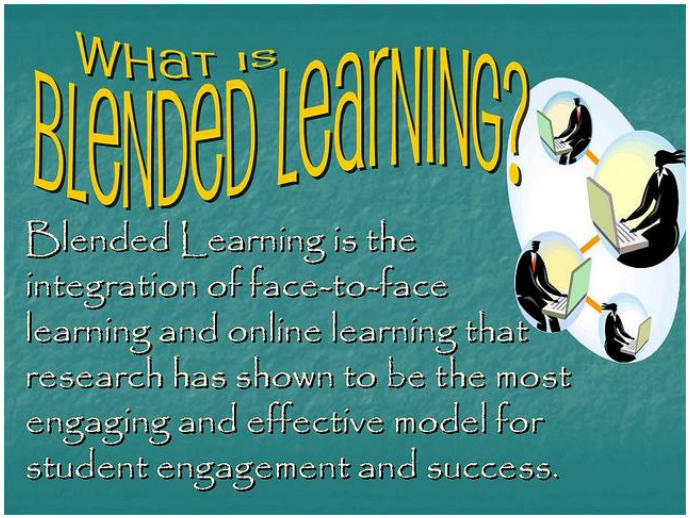
I have important knowledge and skill finding information through this couse.

28 Feb 2017

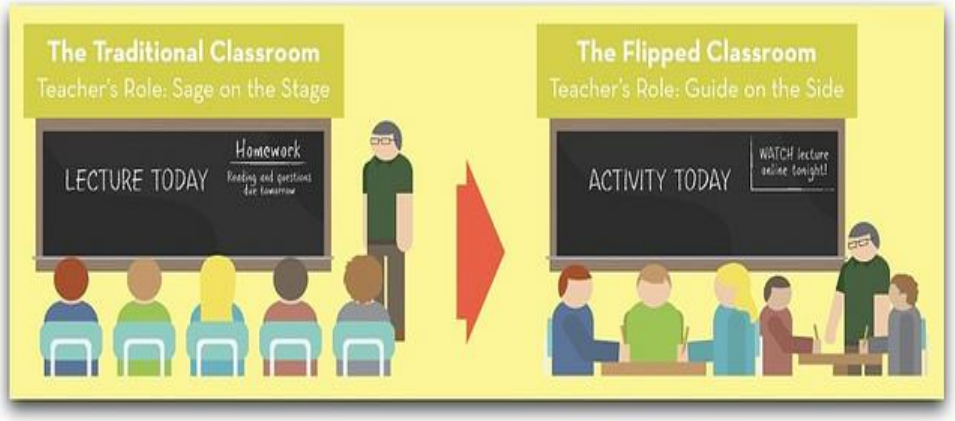
Thank you very much! I've really enjoyed the course and I'm sure it will help me in the future research. I'm currently pursuing a PhD and at one point I've realized I'm not being systematic about collecting literature. Since I have so much to read I really started to get worried that I'm reading and am already starting to forget some of it. So I needed I guide to help me organize things and not count on pure memory. You did a great job. I'm very greatfull. Best, Mina

★★★★½ 92 Ratings

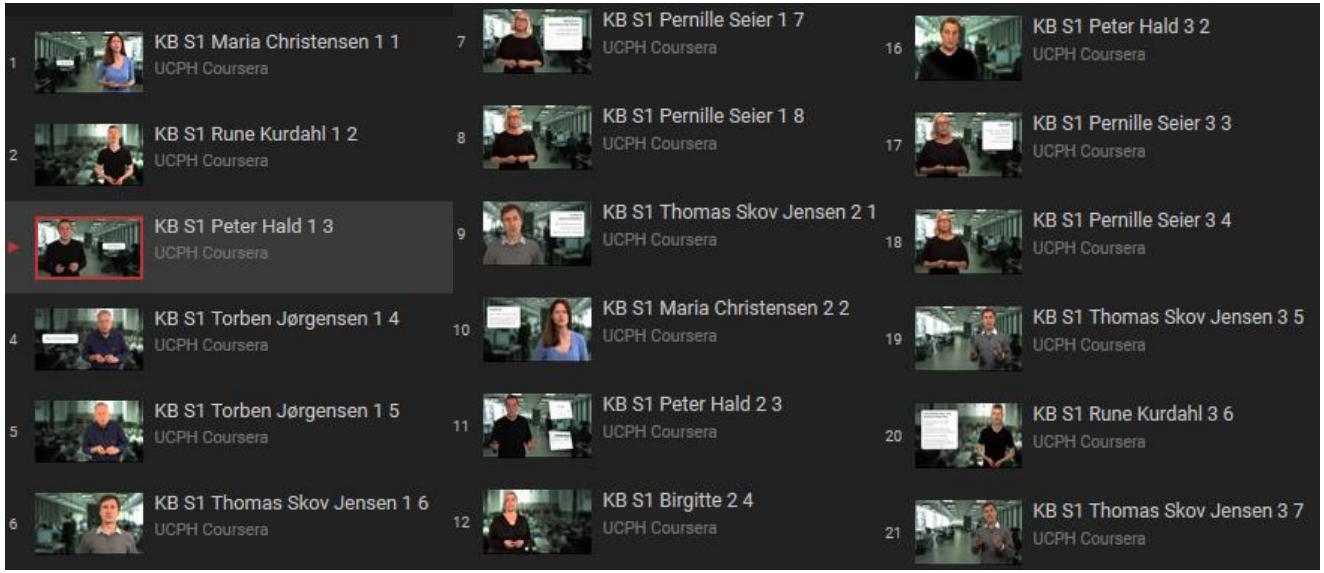
**4.5** out of 5 stars




# Blended Learning
# &
# Flipped classroom



# Entire MOOC I Sets of videos I Single video



# New versions

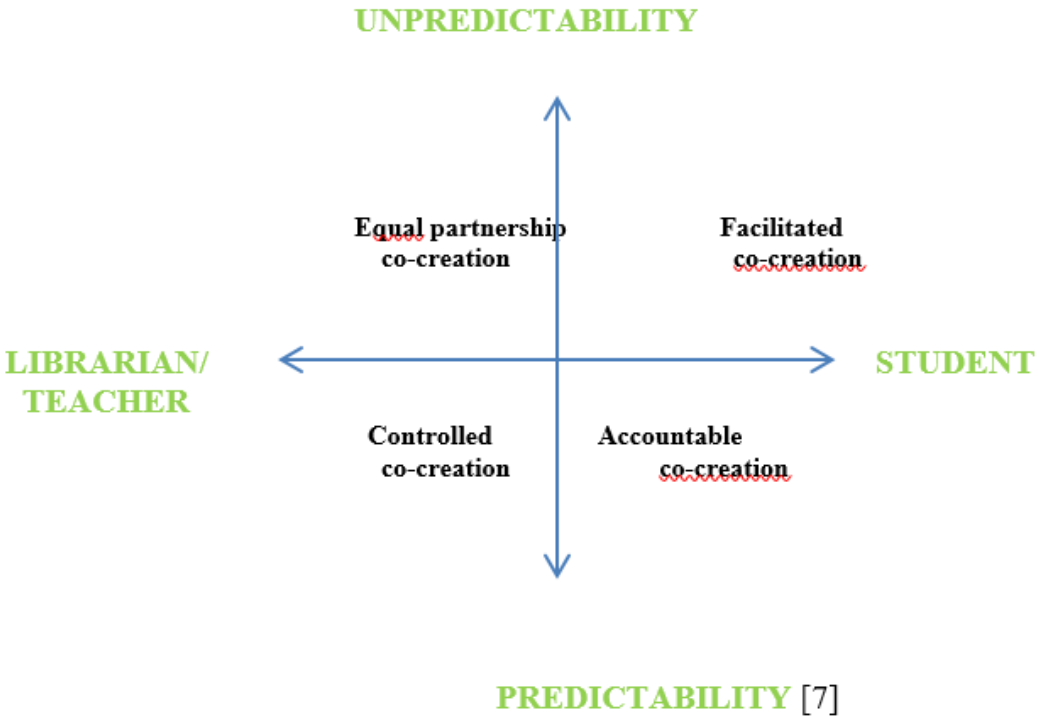
- Updates
- Local focus
- Student engagement

# Co-Creation

*Co-creation is a management initiative, or form of economic strategy, that brings different parties together (for instance, a company and a group of customers), in order to jointly produce a mutually valued outcome.*

*Co-creation brings the unique blend of ideas from direct customers or viewers (who are not the direct users of the product) which in turn gives a plethora of new ideas to the organisation*

# How to co-create?



# Controlled-co-creation

In this scenario the library staff would seek to control the process with a high level of structure, a high level of predictability, high accountability, and a focus on well-defined professional outcomes.

In this model library staff are the senders and the students the receivers in a classic communication model and the power relations are traditional and well understood.

In all actuality most teaching/learning activities at the library are planned and implemented with some level of controlled co-creation – examples of this could be input to course work or the opportunity to evaluate a relevant course.

# Accountable co-creation

In this scenario the emphasis is on students taking responsibility for their own learning in an environment where the results of the process are relatively predictable, but where the teacher/librarian takes on the role of facilitator and the student or students take on a greater degree of independence and accountability.

It is the role of the teacher/librarian to ensure that the learners are given the appropriate tools and knowledge to move the process forward themselves due to ideas of self- motivation and empowerment. Classic group work or workshops could be examples of accountable co-creation.

# Equal partner co-creation

Equal partnership co-creation can be defined by the fact that the end result is not pre-defined and there is a high level of unpredictability.

The teacher/librarian is a partner in the process rather than an authority or facilitator. The ambition is not to steer the creative endeavors, but that the librarian/teacher identifies the problem or challenge to be addressed and that the solution, therefore, is in the hands of the students themselves.

An example of this could be that the librarian/teacher defines the learning outcomes, but it is the students themselves who define or in part define the methodologies and didactic form.

# Facilitated co-creation

In the case of facilitated co-creation the outcomes are not defined beforehand and the responsibility for these, are primarily with the students. It is the students themselves who have identified the learning needs and the librarian/teacher acts as a "coach" on the sidelines of the learning process.

The learning environment is no longer necessarily the classroom or library, but could be off-campus or even in the student's home.

An example of this could be that the students "book-a-librarian" who visits a study group at home to help answer questions which turn up during the students completing a written report

# Reflections and conclusions

- Focus on methodology **and** outcomes
- Be prepared for the unpredictable!
- Leave hierarchies at the door

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# Thank you for listening!

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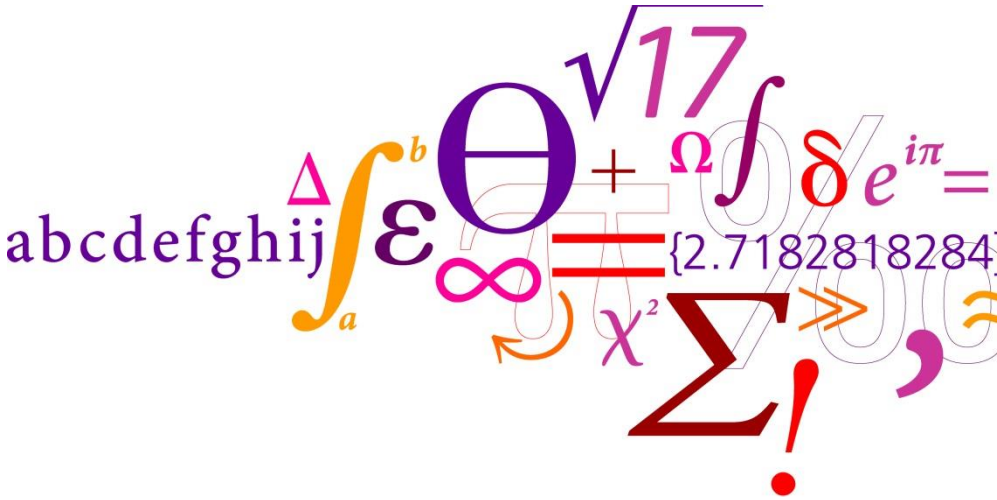


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