The Week University (As We Know It) Ended

DAVOS, Switzerland -- For many years I've been writing about how the Internet and new models of pedagogy will bring an end to the university's monopoly on higher education.
Wired

The End of Radio

(As We Know It)
The Death of TV
As we know it.
Experts are polarised

A SPECTRUM OF OPINION

SCEPTICS

Doubts about MOOCs continue to rise
CHRONICLE OF HIGHER EDUCATION

The end of MOOCs and the future of education
THE UBYSSSEY

Online MOOC courses are too big to work, says Stanford head
THE FINANCIAL TIMES

EVANGELISTS

MOOCs could be revolutionary
HUFFINGTON POST

Government is considering using MOOCs in classrooms
WIRED UK

Why MOOCs are transforming the face of higher education
THE GUARDIAN
It's the internet...
It's the internet...stupid!
Which presents enormous opportunities...
...to transform the quality and effectiveness of learning... for everyone
We work with top international universities...
We're proud to count 26 of the UK's leading universities amongst our partners.
ACCESS AN INTERNATIONAL PARTNERSHIP NETWORK

FutureLearn now has 11 academic partnerships outside the UK, including SISU.
...and a broader network of partnerships
FUTURELEARN OVERVIEW
We have also partnered with three world famous cultural institutions…

British Library

British Council

British Museum
PARTNERSHIPS
The BBC is co-developing its first four courses with partner universities
Helping them to embrace digital transformation
We are funded and owned by the British Open University ...
...but we are not a university
November 2014: Sprint 41 review
We aim to bring something fresh and different to online learning.
We have built FutureLearn ourselves in order to put the learner at the heart of the experience.

PUTTING THE LEARNER FIRST

Simple, delightful, flexible user experience
SIMPLE, DELIGHTFUL, FLEXIBLE USER EXPERIENCE
FutureLearn is designed to delight the learner wherever he/she is learning
Moons

Explore the many moons of our Solar System. Find out what makes them special. Should we send humans to our Moon again?

Watch the trailer

- Started on 17 March
- Duration: 8 weeks
- 3 hours pw
MOONS
THE OPEN UNIVERSITY

WEEK 1: WHAT ARE MOONS?

Getting started
Meet scientists describing their fascination with moons. Discuss the implications of finding life on a moon. Meet Jessica, your course guide. Take a tour through the Solar System and find out how much you already know about moons.

1.1 HOW TO USE FUTURELEARN VIDEO
1.2 WEEK 1 GUIDE VIDEO
The Moon. (Click to expand)
(Image courtesy of NASA/JPL/USGS)

Smooth dark patches stand out, showing their younger ages from the relative lack of craters.
PUTTING THE LEARNER FIRST
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Simple, delightful, flexible user experience

An innovative social learning approach
Madame will you Walk and Talk?
Matt Walton

Digital product guy, music fan, learner, radio geek, food lover, cook and bearded brown shoe wearer.

LOCATION BRIGHTON

COURSES
The Mind is Flat: the Shocking shallowness of Human Psychology
Fairness and Nature: when words collide
Understanding Modern Business and Organisations
Web science: how the web is changing the world
Right vs Might in International Relations
Climate change: challenges and solutions
Introduction to Ecosystems
AN INNOVATIVE SOCIAL LEARNING APPROACH

Our social learning approach includes contextual commenting, replies, likes and following.
Joining the conversation
EXPLORING ENGLISH
LANGUAGE AND CULTURE
1 SEPTEMBER
Find out more
British music and you

In the previous step, Nicole mentioned some of the bands that have made British music famous around the world - from The Beatles and The Rolling Stones in the 60s through to One Direction today. Whatever age you are, there's a good chance that British music has played a part in your life. We'd like you to share that with us now. What does British music mean to you?

- Tell us about the groups you like and what their music means to you.
- If you've used music to help you learn, tell us about that – and share any tips you have!
- It would also be interesting to hear about music from your own country. What would you recommend to other learners and why?

Share your thoughts with other learners by posting a comment below.
Tatiana Vergun, Belgorod, Russia

An absolutely stunning view. Belgorod region, Indian summer.
<table>
<thead>
<tr>
<th>Track</th>
<th>Title</th>
<th>Artist/Producer</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Πρόγραμμα της βασικής βαλκανικής - Μέλους</td>
<td>DrKomelias Washers</td>
<td>4:23</td>
</tr>
<tr>
<td>2</td>
<td>Lila Downs - La Iguana (En Vivo)</td>
<td>LilaDownsVEVO</td>
<td>6:23</td>
</tr>
<tr>
<td>3</td>
<td>Idir - a viva inova Lyrics English Translation</td>
<td>ali stipicni</td>
<td>4:27</td>
</tr>
<tr>
<td>4</td>
<td>Curly Strings &quot;Maalim halisab&quot;</td>
<td>Curly Strings</td>
<td>3:31</td>
</tr>
<tr>
<td>5</td>
<td>Fairuz - Habaytak Bisayf</td>
<td>J2read</td>
<td>3:30</td>
</tr>
<tr>
<td>6</td>
<td>Autobuss Debelsis- Ir tilki Tvelce</td>
<td>Fiera Stolare</td>
<td>4:26</td>
</tr>
<tr>
<td>7</td>
<td>Amira Medunjanin and Boško Jović (Ah što čemo ljubav kriti) HRT live</td>
<td>Contreras</td>
<td>6:49</td>
</tr>
<tr>
<td>8</td>
<td>Fabrizio De André - Non al denaro, non all’amore nè al cielo</td>
<td>MrAlfredDark</td>
<td>3:03</td>
</tr>
<tr>
<td>9</td>
<td>Caramel - Låškëdonor (HD)</td>
<td>KIMERAproduction</td>
<td>4:16</td>
</tr>
</tbody>
</table>
Time to feed back

At the beginning of last week, we asked you to think about the task below:

Identify a cancer type (based on either your personal or scientific interest). Using the information provided in the course, speculate on the DNA mutational profile the tumour may have and what the best mode of personalised treatment would be.

Share your findings on to the forum. We look forward to hearing your thoughts.

© University of Bath
PUTTING THE LEARNER FIRST
We have built FutureLearn ourselves in order to put the learner at the heart of the experience

Simple, delightful, flexible user experience

An innovative social learning approach

High quality content, building on the best of the web
HIGH QUALITY CONTENT BUILDING ON THE BEST OF THE WEB
A rich offering to learners

Storytelling

Interactive content

Practical experiments

The best of the web

Robust learning design
Introduction to forensic science

The methods and scientific underpinning of forensic science, from crime scene investigation to reporting evidential value within a case.

WATCH THE TRAILER

Go to course

Started on 06 January
Duration: 6 weeks
3 hours pw

EDUCATORS
INTRODUCTION TO FORENSIC SCIENCE
UNIVERSITY OF STRATHCLYDE

WEEK 1
6 Jan

WEEK 2
13 Jan

WEEK 3
20 Jan

WEEK 4
27 Jan

WEEK 5
3 Feb

WEEK 6
10 Feb

WEEK 3: BLOOD PATTERN ANALYSIS AND DNA

Welcome to week three
This week we look at blood pattern analysis and DNA

3.1 WELCOME TO WEEK THREE VIDEO

3.2 BENEFITS, LIMITATIONS AND YOUR COUNTRY'S DNA DATABASE DISCUSSION
The case study - an update

This week’s information relating to the case study is about how BPA on the stains in the car contribute to the investigation.
INTRODUCTION TO FORENSIC SCIENCE
UNIVERSITY OF STRATHCLYDE
Exploring magnetometry

This exercise allows you to explore the buried landscape of Roman Maryport through the magnetometry data recovered by Drs Alan Biggins and David Taylor for the Senhouse Museum Trust.

When you click on the 'Launch button' you will be presented with a satellite image of the landscape layered over the 'Greyscale' plot. This is taken from the raw magnetometry data.

You can then use horizontal slider to vary the intensity of these images. Clicking on the 'Interpretation' tab gives you the interpretation plan produced by Biggins and Taylor.

Please have a play and explore the data. While you do this, consider how the results of a magnetometry survey can contribute to our understanding of the entire site – not just the fort.

- What can we learn from it?

Please add your thoughts to the comments area.
Exploring Magnetometry

Use the sliders at the top right of the map to show the magnetometry data overlaid on the map of the Maryport site. Click on "Grayscale" to overlay the grey scale plot, or click the "Interpretation" button to overlay the interpreted survey. You can use the slider to adjust the opacity of the survey you have selected.

Feel free to explore the site, or use the links below to navigate to specific areas of interest. Can you see any correlation between the survey and features in the satellite imagery?

Points of Interest

- Fort Gate
- Principia
- Barrack Block
- Major Buildings in the Extra Mural Settlement
- Iron Age Settlement
- Temple

The text box below reflects the current latitude and longitude shown on the map. You can copy and paste this into comments to direct other learners to specific features you wish to talk about:

Map Coordinates:
54.723125, -3.488167

Temple

We know from our antiquarian observations and from the Roman Temples Project Maryport (profiled in next week) that a rectangular temple and a circular building stood here in the second and early third centuries AD, but would you have been able to identify traces of these buildings from the anomaly plan shown here? Not easy is it? We will return to those buildings next week, when we look at cult practice in the frontier zone.

Points of Interest

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- Major Buildings in the Extra Mural Settlement
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- Temple

The text box below reflects the current latitude and longitude shown on the map. You can copy and paste this into comments to direct other learners to specific features you wish to talk about:

Map Coordinates

54.721981, -3.490583

Temple

We know from our antiquarian observations and from the Roman Temples Project Maryport (profiled in next week) that a rectangular temple and a circular building stood here in the second and early third centuries AD, but would you have been able to identify traces of these buildings from the aerial plan shown here? Not easy is it? We will return to these buildings next week, when we look at cult practice in the frontier zone.

Points of Interest

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The text box below reflects the current latitudinal and longitudinal shown on the map. You can copy and paste this into comments to direct other learners to specific features you wish to talk about:

Map Coordinates

54.721981, -3.490563

Alien Ball
Carlos Jiménez Ching - April 9, 2014
Arcade

Install  Add to Wishlist

This app is compatible with your device.

Rating: ★★★☆☆ (3)

Recommend this on Google

Description
Creative Coding learner Robin Knight has been posting some of his first experiments to Twitter, and they're looking great!

p5art:
W02_05
(my variation on the exercise W02_05 from this online course; code here)

visualseeking:
Learned one way to randomize colour. Tried to have a look at how the rotation of the lines works but need to review the sine functions first.
Putting learning first
We focus on learning, not testing...
FORMATIVE ASSESSMENT
Specific feedback should be given for each incorrect answer

- Talking to an Ebola patient over a fence in a treatment centre, keeping a distance of 3 metres
- Touching the body of a person who died of Ebola at a funeral
- Bedclothes soiled with vomit or faeces from an Ebola patient
- Both touching the body of a person who died of Ebola at a funeral and handling bedclothes soiled with vomit or faeces from an Ebola patient

Incorrect - try again?

@ Judith Glyn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

Although the Ebola virus can be transmitted by person-to-person contact, droplets, and fomites, it is not an airborne virus, and could not travel 3 metres.

You may find 1.3 What is an infectious disease? Infection and modes of transmission useful.

Incorrect - try again?

@ Judith Glyn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

An individual who dies of Ebola remains infectious after death. The virus could therefore be transmitted through actual contact if someone were to touch the body of a person who died of Ebola at a funeral. However, this is not the only scenario in which the virus could be transmitted. How else could it happen?

You may find 1.3 What is an infectious disease? Infection and modes of transmission useful.

Incorrect - try again?

@ Judith Glyn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

Bedclothes soiled with the bodily fluids of an Ebola patient would be termed fomites, or physical objects that carry infection. As such, the virus could be transmitted to an individual handling the soiled bedclothes. However, this is not the only scenario in which the virus could be transmitted. How else could it happen?

You may find 1.3 What is an infectious disease? Infection and modes of transmission useful.
Both touching the body of a person who died of Ebola at a funeral and handling bedclothes soiled with vomit or faeces from an Ebola patient.

Correct

© Judith Glynn (Lead Educator)

We know that Ebola can be transmitted from person-to-person in several different ways, but that it is not airborne.

The Ebola virus could be spread through actual contact if someone were to touch the body of a person who died of Ebola at a funeral. Bedclothes soiled with the bodily fluids of an Ebola patient would be termed fomites, or physical objects that carry infection, meaning that the virus could also be transmitted to someone who handled them.
True or False - The Ebola virus can be overcome by simply shouting loudly the word “Ebola”.

True

False
True or False - The Ebola virus can be overcome by simply shouting loudly the word “Ebola”.

- True
- False
…peer review, not assessment…
"It is a pleasure to be teaching on this course. It is by far and away one of the most lively, stimulating and refreshing experiences of my teaching career."

EDUCATOR, CORPUS LINGUISTICS
...progress, not passes...
97% of steps completed.

95% average score.

4.16 week 4 assessment: 95% I scored 40/42.
Would you like a certificate?

FutureLearn offers you several ways of celebrating your learning. On this course, you can prove that you've taken part by buying a beautiful Statement of Participation.

Find out more
...participation, not completion.
We are piloting the new Statement of Participation

**REVENUE MODELS**

**Statement of Participation**

**Susanna Rodriguez**

has completed the majority of the course including all mandatory tests for:

**TITLE OF COURSE**
**NAME OF UNIVERSITY**

A brief description of the course, how many weeks it was, how many hours per week were required to take part, and an overview of the subject area and what was involved.

**Issued:** Day, Month, Year

**Name of lead educator**
Lead educator's official title
Name of University

**Name of lead educator**
Lead educator's official title
Name of University

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*This statement covers the fact that at least 75% of the steps in the course were attended or completed by the student and all mandatory tests were successful. This statement does not imply the award of credit points or the certification of a university qualification.

- Statements are awarded for participation (completion of majority of steps in the course including all tests)
- Introductory price of £24 (excl. P&P)
We do want to meet a wider range of learner motivations
PREMIUM PRODUCTS
We are exploring products to supplement our existing premium offers

'Certificate': recognised, robust evidence of a skill or competence

Verified record of learning: evidence of engagement & portfolio of artefacts

Statement of participation: lightweight proof of having taken part in a course

Souvenir: a momento/collectable
NEW REVENUE STREAMS
Souvenirs – course posters
REVENUE MODELS
And piloting the Statements of Attainment

• Statements are awarded for performance in invigilated exams held at test centres worldwide

• Introductory price of £119
ACCA has sponsored a course with the University of Exeter

DISCOVERING BUSINESS

IN SOCIETY

8 SEPTEMBER

Find out more
WORKING WITH EMPLOYERS

INTRODUCTION TO CYBER SECURITY
13 OCTOBER
Find out more

MEDICINES ADHERENCE
22 AUGUST
Find out more

INNOVATION
IN SOCIETY
8 SEPTEMBER
Find out more

DISCOVERING BUSINESS

GOV.UK

NHS

MARKS & SPENCER

ACCA
We measure ourselves differently
LEARNER ENGAGEMENT & PARTICIPATION
All courses to date

Joiners
Someone who joined the course. 483,082 have joined all courses to date

82% Active Learners
Learners who marked steps as complete

44% Returning Learners
Learners who marked steps as complete in more than one week

23% Fully Participating Learners
Learners who marked the majority of steps as complete including all of the assessments

55% Learners
Joiners who viewed at least one step of the course

40% Social Learners
Learners who make comments

100% LEARNERS

We focus on learners of all types – not just students
Nearly 1,000,000 FutureLearn sign-ups

Over 2,000,000 course sign-ups
NEARLY 60% OF LEARNERS COME FROM OUTSIDE THE UK

Key markets include China and India

1. United Kingdom
2. United States
3. China
4. Ireland
5. Spain
6. India
7. Australia
8. Canada
9. Brazil
10. Russia

Int'l: 58%
UK: 42%
DEMOGRAPHICS: NEARLY 60% FEMALE BIAS AND A BALANCE OF AGES

FutureLearn is particularly appealing to women and people outside traditional student age groups.
Meet Norman: at 92, he's one of FutureLearn's oldest learners

We first met 92-year-old Norman last year, when he was one of the early testers of FutureLearn and our pilot courses. We recently caught up with him and updated his story, as part of a series of posts about FutureLearners to celebrate our first birthday.
SIGNIFICANT LEARNER SATISFACTION FOR FUTURELEARN'S FIRST COURSES

Our core metric is our learners' reaction to our courses. Nearly half rate them excellent, nearly everyone would recommend FutureLearn to a friend.

How would you rate your overall experience?

- Excellent: 47%
- Good: 40%
- OK: 9%
- Poor: 3%

Are likely or very likely to recommend FutureLearn to a friend

94%
Feedback from our learners has been overwhelmingly positive.

**LEARNERS' QUOTES**

As a 71 year-old mother who has spent 20 years trying to help a 35 year-old man struggling with heroin dependency, I have found this course very helpful and inspiring. I intend to join the other mothers who have written their stories in the hope of reducing the stigma attached to addiction.

Susan, London, on the ‘Medicines Adherence’ course

This magnificent course has greatly expanded my knowledge in the field of management, as well as psychology, goals and understanding people.

Dina, Russia, on the Managing People course

Thank you all for an incredible journey of discovery. An absolutely great course.

Stuart, USA, on the Archaeology of Portus course

Many, MANY thanks for this opportunity to learn things for free (I squandered my early education opportunities and now can't afford it!).

Lorna, South Africa
It's not "The end of the University"
But an amazing opportunity for them to reinvent their role in society...
## REINVENTING THE UNIVERSITY

FutureLearn is a catalyst and enabler for digital transformation

<table>
<thead>
<tr>
<th>Build a global brand</th>
<th>Transform teaching and learning – on and off campus</th>
<th>New research forms and greater impact</th>
</tr>
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<tbody>
<tr>
<td>International, cross-industry partnerships</td>
<td>Student recruitment onto existing and new courses</td>
<td>New audiences, markets, products, revenues</td>
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</table>
Conclusion