



# CHEA

By SIMON NELSON: JANUARY 2015

# MOOC







Edition: U.S. ▾

Search The Huffington Post



1.1m



Follow

1.3M

FRONT PAGE

POLITICS

SMALL BUSINESS

WORLD

TECH

MEDIA

GREEN

SPORTS

ARTS

SCIENCE

LIVE

ALL SECTIONS

[Business](#) [Small Business](#) [Money](#) [Obamacare](#) [Mark Gongloff](#) [Jeffrey Young On Health Care](#) [Third Metric](#)

THE BLOG

*Featuring fresh takes and real-time analysis from  
HuffPost's signature lineup of contributors*

HOT ON THE BLOG

[Kirk Douglas](#)  
[Richard Branson](#)[Questlove](#)  
[Rev. Al Sharpton](#)**Don Tapscott***Advisor to government and business  
leaders; Author, 'Macrowikinomics'*

GET UPDATES FROM DON TAPSCOTT



54

# The Week University (As We Know It) Ended

Posted: 01/28/2013 10:53 am

Follow > [Davos](#) , [Davos](#) , [Davos 2013](#) , [Online Education](#) , [Coursera](#) , [Edx](#) , [Udacity](#) , [Business News](#)

SHARE THIS STORY

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.



# W

# R

# E

# D

MARCH 2008 STAY TUNED

# THE END OF RADIO

(AS WE KNOW IT)



# TV



A vintage television set with a wooden cabinet and a screen displaying static noise. The text "The Death of TV" is overlaid in large white letters.

# The Death of TV

As we know it.



## A SPECTRUM OF OPINION

Experts are polarised

### SCEPTICS

Doubts about MOOCs continue  
to rise

CHRONICLE OF HIGHER EDUCATION

The end of MOOCs and the future of education

THE UBYSSEY

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...**



## PARTNERS

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



BBC

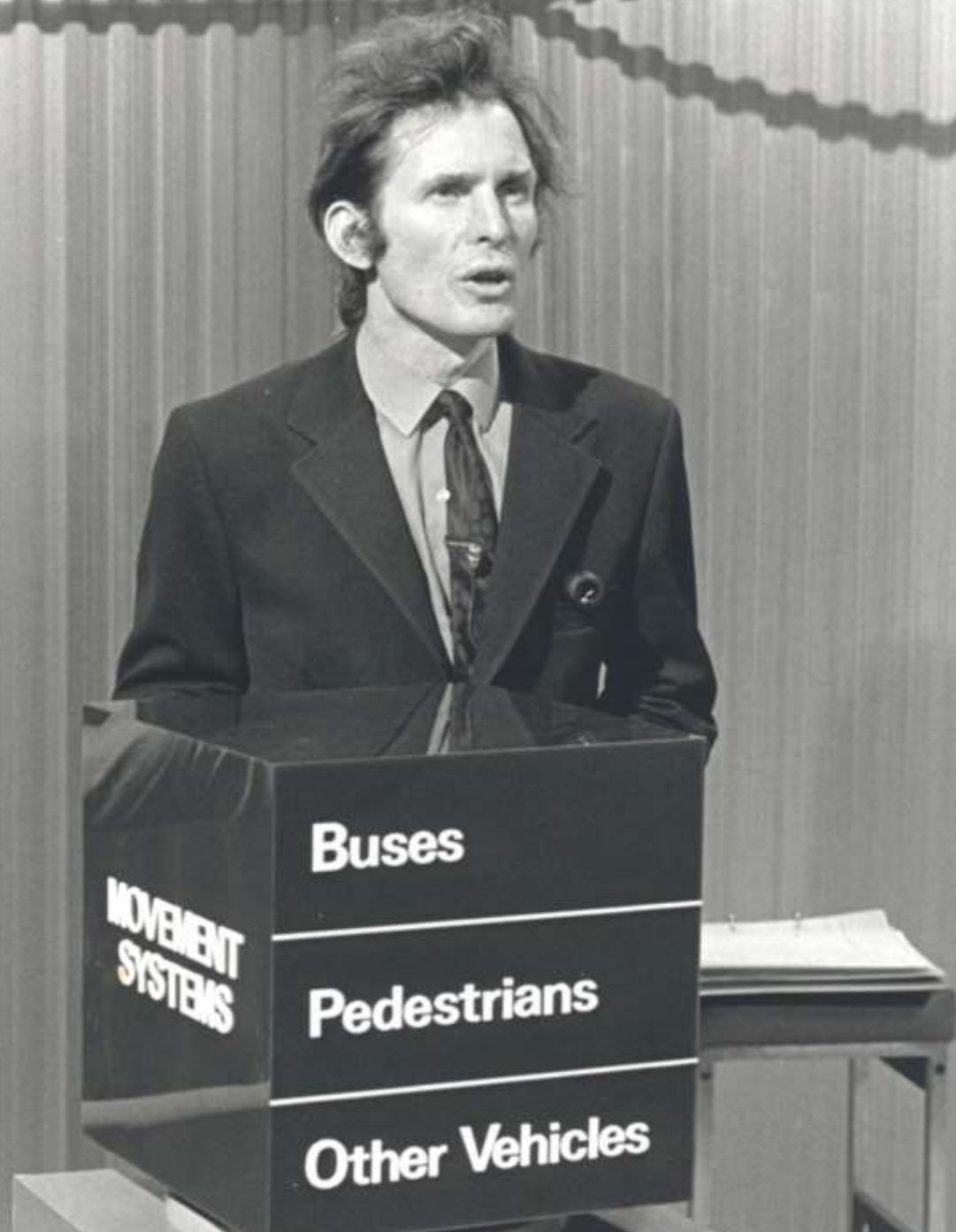


**Helping them to embrace digital  
transformation**

**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**

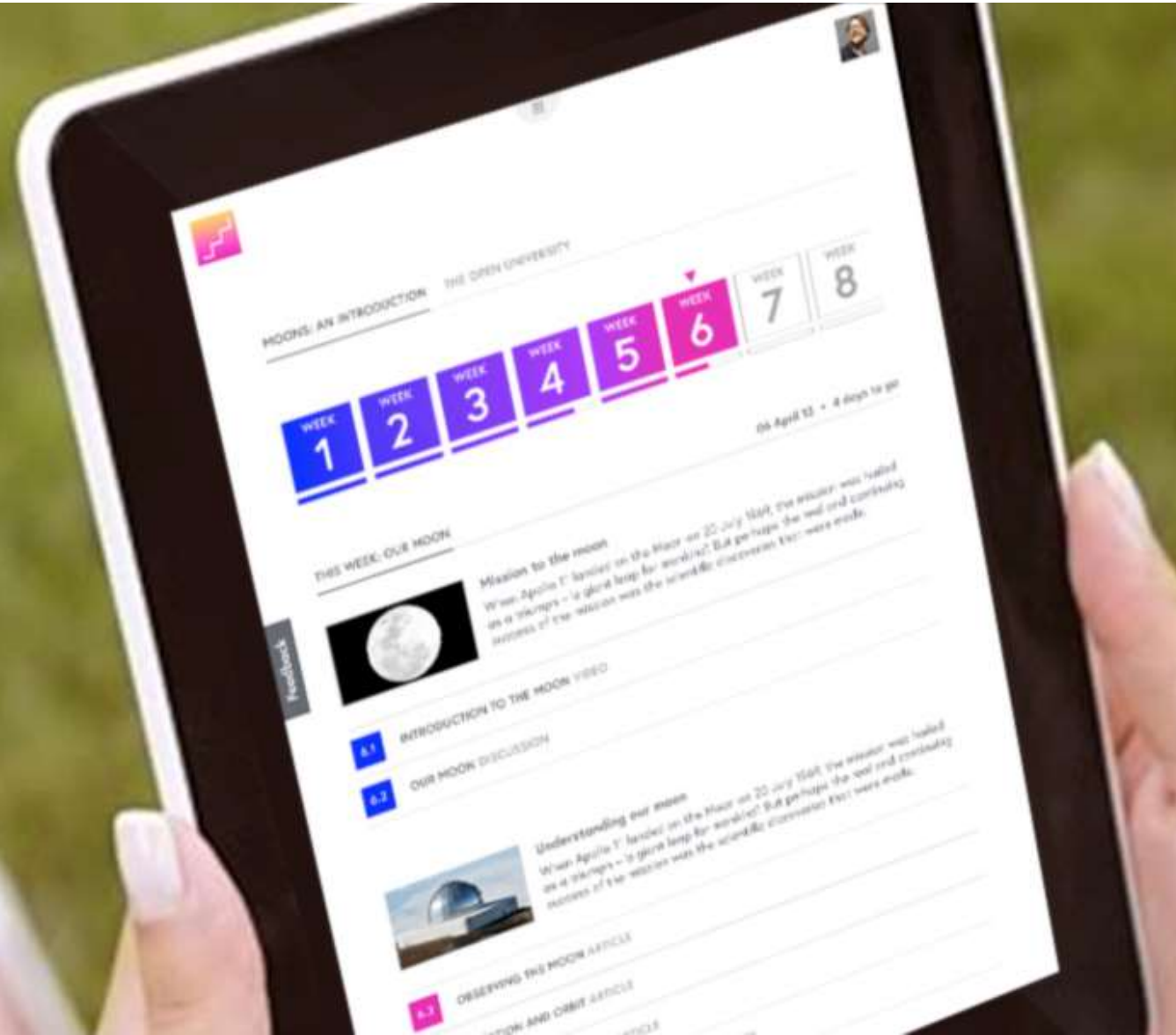


## PUTTING THE LEARNER FIRST

We have built FutureLearn ourselves in order to put the learner at the heart of the experience

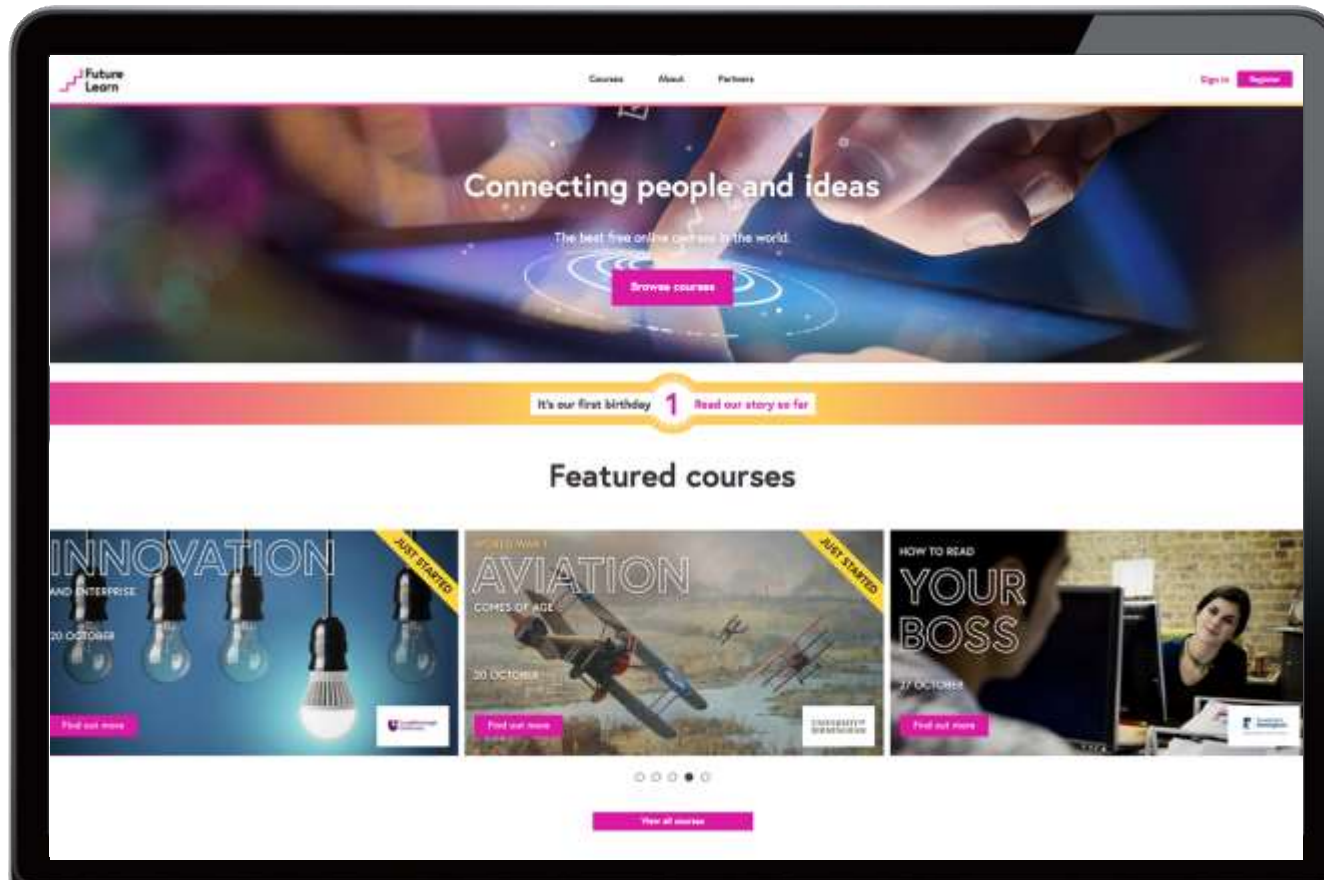


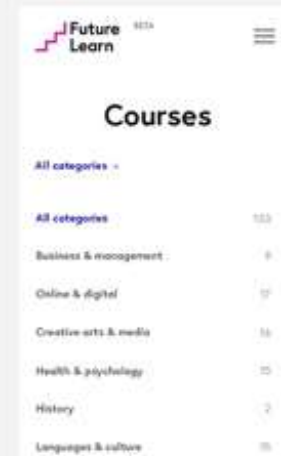
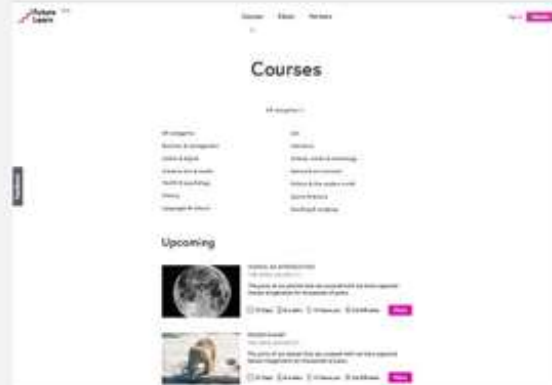
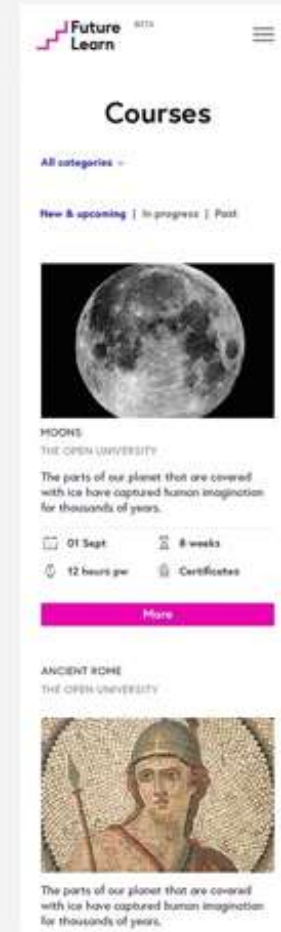
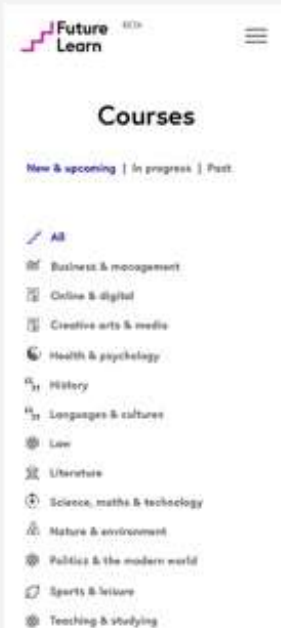
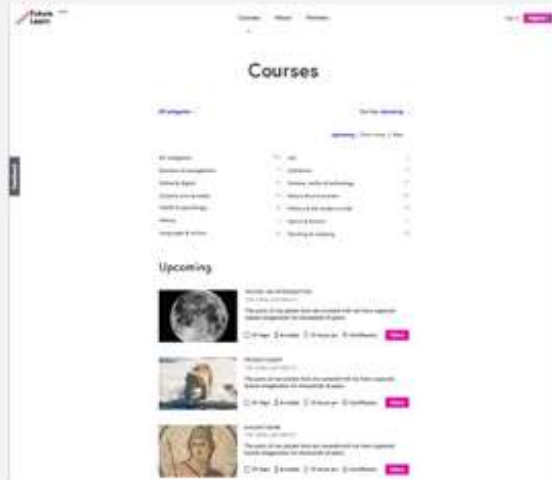
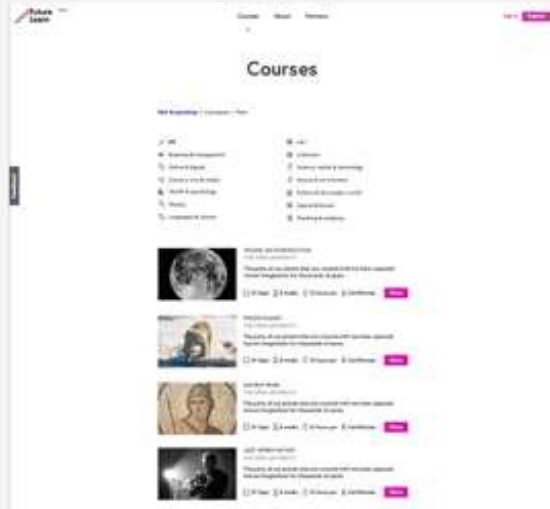
Simple, delightful,  
flexible user experience



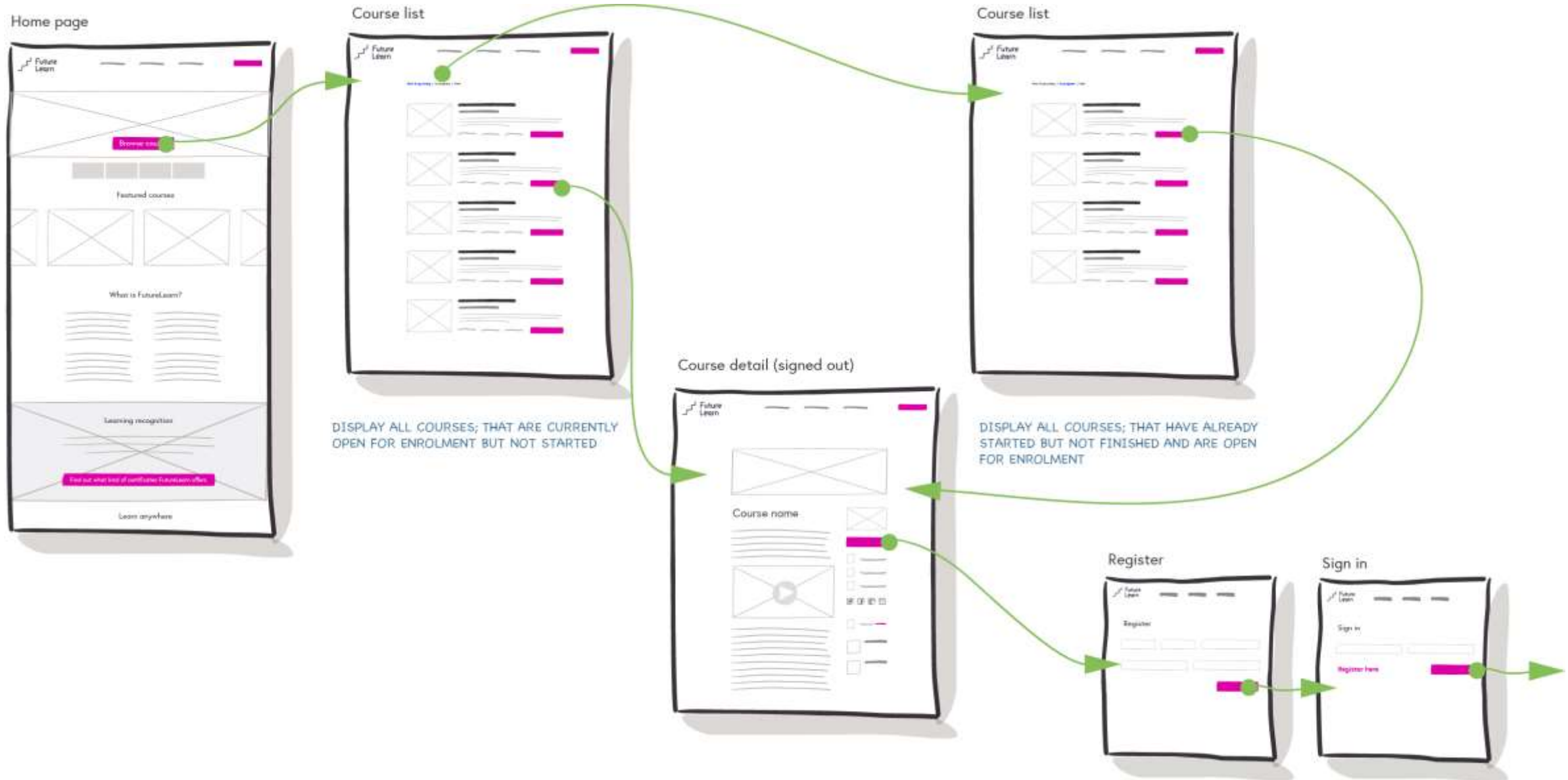
# SIMPLE, DELIGHTFUL, FLEXIBLE USER EXPERIENCE

FutureLearn is designed to delight the learner wherever he/she is learning











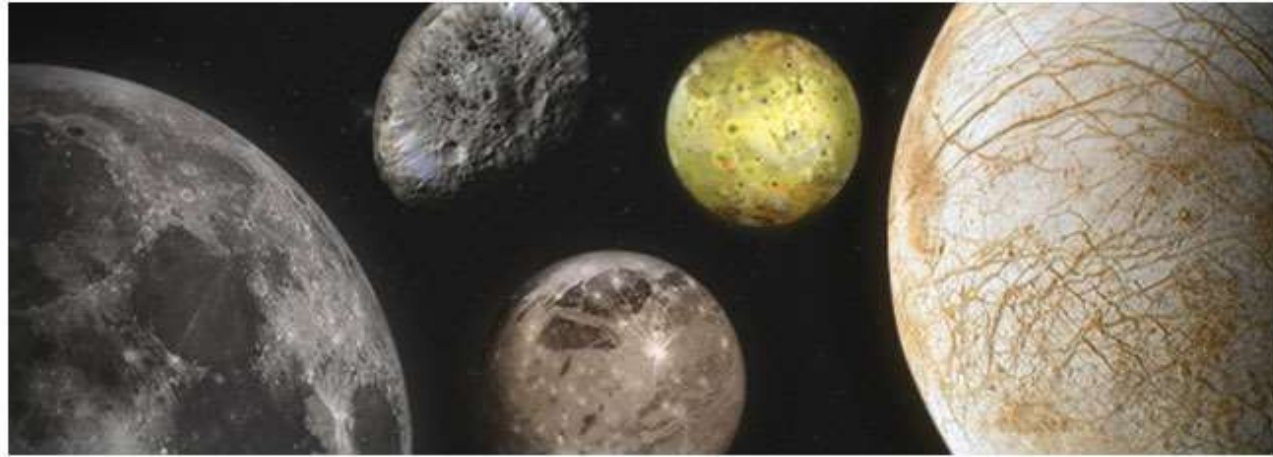


[BETA]

Courses

About

Partners



# 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



The Open University

Go to course



Started on 17 March



Duration: 8 weeks



3 hours pw



[BETA]



## TO DO

### MOONS THE OPEN UNIVERSITY



#### WEEK 1: WHAT ARE MOONS?

5 weeks ago



##### 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



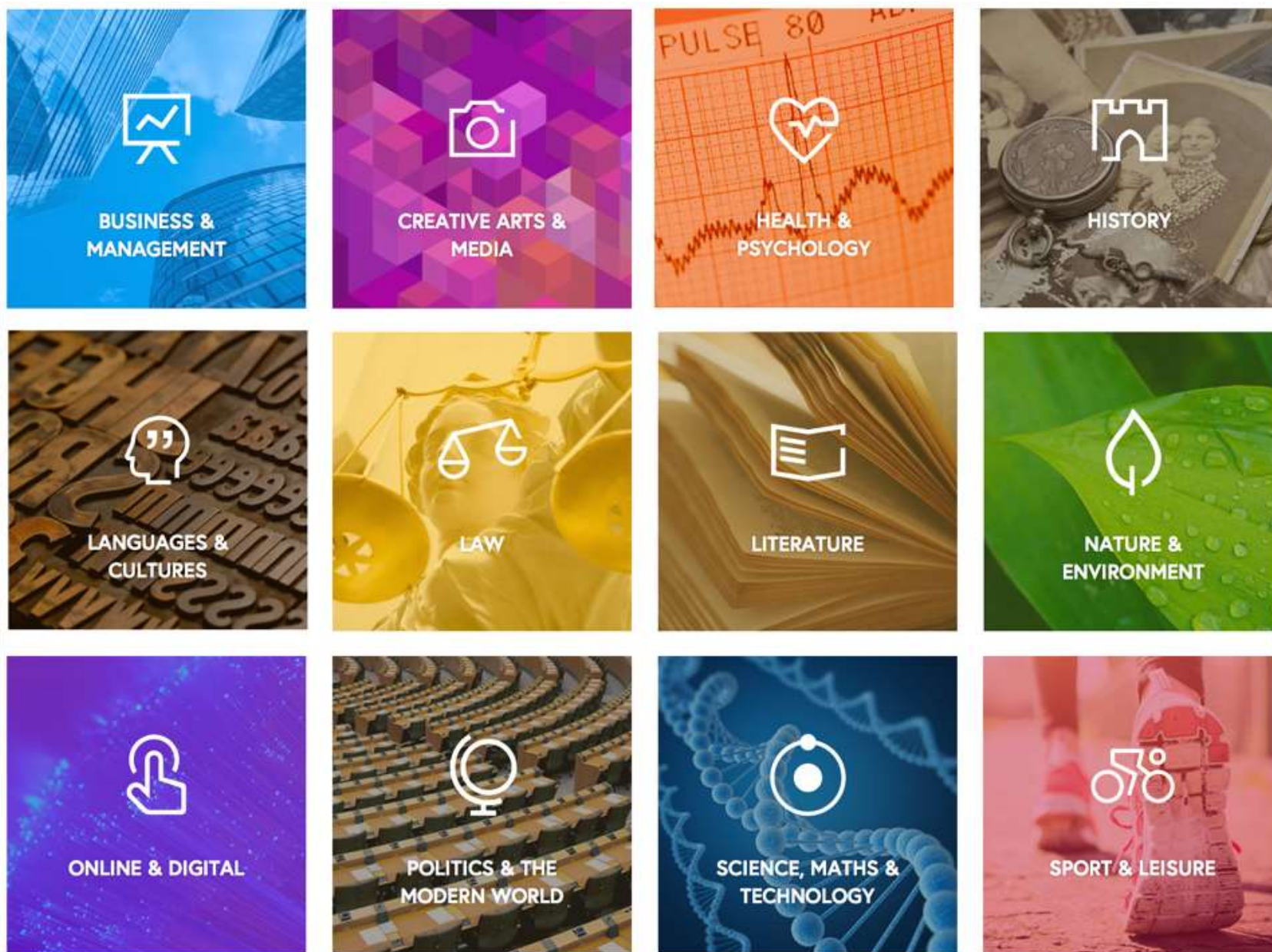
**The Moon.** [\(Click to expand\)](#)  
(Image courtesy of NASA/JPL/USGS)

Smooth dark patches stand out, showing their younger ages from the relative lack of craters.

---









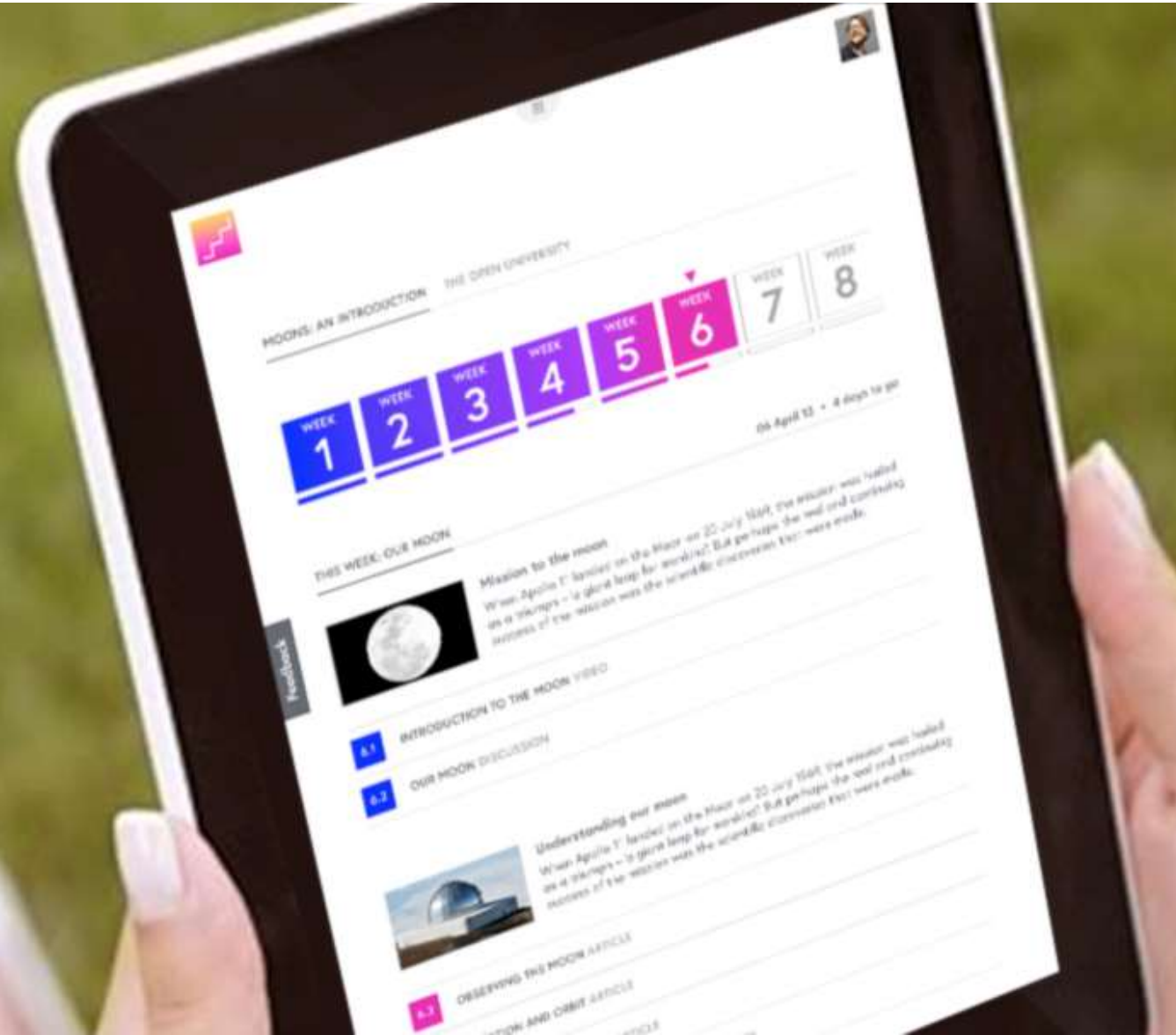
## PUTTING THE LEARNER FIRST

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





BRITISH  
PATHÉ

Madame  
will you  
Walk and Talk?

Camera-  
VIVIAN-BRANN

PROFILE



## 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 worlds collide

Understanding modern business & 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




River Six

Follow 07 OCT

I am just beginning my potato experiment, start weight 232g. I am doing mine in the oven as I have just moved house.


Like



Simon Nelson

Leave a comment... (plain text only, links will be auto-linked)

Post • Cancel 0/1200




Daniel Hill

Follow 07 OCT

We are home Ed as well! We thought it may explode as well but we had smoke instead. we lost 87% of water! we thought it looked like cake inside when we cut it in half, with little holes in.

Like • Reply




Dawn Gray & family

Follow 06 OCT

Home Ed also, 2 kids, 2 potatoes! Great fun with experiment. Kids hoping for an explosion in the

Replies




Bethan Morris

Follow 22 SEP

"(although some of us think it reached its culinary peak in the manufacture of Marmite)."  
Undoubtedly :)

Like 13 • Reply




Michelle Pointer

Follow 06 OCT

I'm a big fan of yeast - beer and Marmite!! Does it get any better than that?!! :D

Like 5




Stephen Gamble

Follow 20 OCT

And you use yeast to make bread to spread the Marmite on! What was that about yeast being a simple single cell fungus?

Like 1




chrys cotton


Follow 12 OCT

I've just made 5 gallons of beer.  
does that count?

Likes



PROFILE



Colmcille Carberry

COURSES


Basic Science: Understanding Experiments  
Football: More than a Game

Follow

Following

COMMENTS


Everyone | Following | Most liked | My comments



Simon Nelson

Leave a comment... (plain text only, links will be auto-linked)

Post 0/1200




Sion Hughes (OU Facilitator)

Follow 22 SEP

Might not need saying, you are all a clever bunch, but don't burn your house down, eh? If it starts filling the place with smoke, you might want to draw the experiment to a close!

Like 11 • Reply



Jessica Suter

Follow 22 SEP

I have finally finished my experiment at 150 minutes in a conventional oven at 200C  
<https://infogr.am/ou-potato-experiment-oven?src=web>  
Like 6

Filtering

PAGE 36



# 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.

[+ \(17038\) Join the discussion](#)

[Mark as complete](#)



Toshikazu Endo

[Follow](#) 01 SEP

As a teenager I was interested in British pop music like the Beatles and the Rolling Stones. I studied English to know what they were singing about. I also wanted to be able to speak English in case I happened to meet Mick Jagger. Those were my first motivations.

[Like](#) 33



© Chris Cavey (Educator)

[Follow](#) 01 SEP

"I also wanted to be able to speak English in case I happened to meet Mick Jagger. " :-)  
It's always good to be prepared.

[Like](#) 20



Toshikazu Endo

[Follow](#) 02 SEP

It was worth the effort. I did meet Mick Jagger and talked with him. Thanks to a lot of hard work, I can now enjoy English literature and theatre as well.

[Like](#) 11



© Chris Cavey (Educator)

[Follow](#) 02 SEP

You did meet him!? Where? How? Tell us more!

[Like](#) 3



Toshikazu Endo

[Follow](#) 02 SEP

On his solo tour in Japan in 1988, I stayed at the same hotel as Mick by chance. He was staying at a small inconspicuous hotel. I talked to his bodyguard; he asked me a lot of tricky questions to see if I was a real fan. I passed his test, and he introduced me to Mick. I have met Mick on several more occasions. With the retirement of this bodyguard, however, I lost my connections with Mick, and my motivation for learning English deteriorated a bit.

[Like](#) 39



© Chris Cavey (Educator)

[Follow](#) 02 SEP

Greta story! Thanks for sharing it.

[Like](#) 1





**Yulia, St Petersburg, Russia. The view from my window.**



**PRIMAS BASALTICOS HUASCA DE OCAMPO MEXICO EVA BALLESTEROS**



**Jeimy/ Bogotá, Colombia**

This is the city I live in. To me one of the most beautiful cities in my country.



**Katsumi Takeda/A castle and a Swan**

He hesitates before flying. He has found a beautiful princess in that castle. (at Hirosaki, Japan)



**Tetyana/Ukraine Bukovel (Carpathians)**



**Oscar Quintana / Florencia - Caquetá - Colombia.**

This is my hometown. I think this is one of the most beautiful places in my country. Actually, this is a great sight! I hope you like it! :)



**Raffaella/ A lake in Québec, north of Montréal**



**Margarita, Russia/It's a picturesque suburb of Saint-Petersburg**

**Patricia/ South of Chile Lago Todos los Santos (All Saints Lake), Vicente Pérez Rosales National Park**



**Eva Ballesteros. Monumental Clock**

Pachuca, Hgo. México, it's machinery is a replica of "Big Ben London"



**Ezio/Rome**

Roma at sunset is very suggestive!



**Paola/Varazze (Liguria) ...after the snowing by the sea**



**Mak Malaysia The Gateway to a Paradise Valley**



**Manuela / Milan out of my window**



**"MONUMENTAL CLOCK" Pachuca, Hgo. México**



**Luciana Ferreira/Belém do Pará- Brazil**



**Maria fuert**



**Julia / Kyiv, Ukraine**

It's Kyiv center view from the window at my work. You may notice Olympic stadium where Euro 2012 was :)



**Se-won / Paju, South Korea**

Rural area of South Korea ^^ My neighborhood is filled with beautiful nature! I really love it.



**Heike/Muelheim an der Ruhr/Germany Trees in my street in spring**



**Maria la Geria Lanzarote Grapes planted on volcano land**



**Ester Palomino/ Perú**

This is a view of Tarma, my hometown.



**Angelica Coelho**

Congonhas in Minas Gerais, Brazil. This is the great view I have from my balcony.



**Bene/ Mataró, Catalonia**

Our Summer festival!!! One of the best nights of the year!!!



**A cathedral from my hometown, in arucas canary islands**



**Mariapia, Italy**

My favourite mountains " Dolomiti, le 5 torri"



**Rodolfo / Cordoba, Argentina**

**Verónica Silicani/ Glaciar Perito Moreno. Argentina**

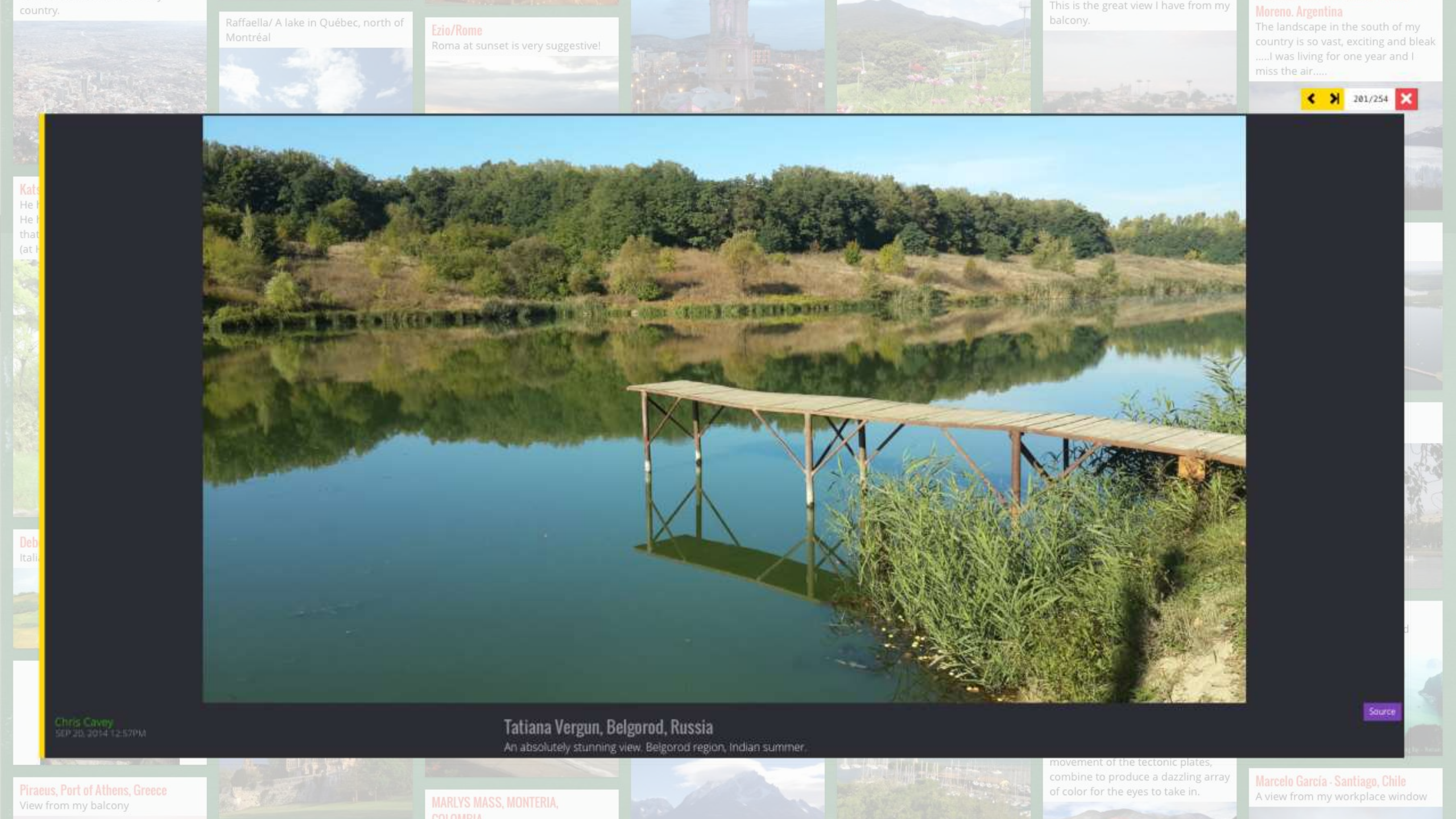
The landscape in the south of my country is so vast, exciting and bleak .....I was living for one year and I miss the air.....



**Jurga/ Trakai Castle, Lithuania In Lithuania is many lakes**







Raffaella/ A lake in Québec, north of Montréal

Ezio/Rome  
Roma at sunset is very suggestive!

This is the great view I have from my balcony.

Moreno. Argentina  
The landscape in the south of my country is so vast, exciting and bleak .....I was living for one year and I miss the air.....

Chris Cavey  
SEP 20, 2014 12:57PM

Tatiana Vergun, Belgorod, Russia  
An absolutely stunning view. Belgorod region, Indian summer.

Source

Piraeus, Port of Athens, Greece  
View from my balcony

MARLYS MASS, MONTERIA,  
COLOMBIA

movement of the tectonic plates, combine to produce a dazzling array of color for the eyes to take in.

Marcelo García - Santiago, Chile  
A view from my workplace window



FutureLearn


 **Subscribe** 1,238










[Home](#) [Videos](#) [Playlists](#) [Channels](#) [Discussion](#) [About](#) 



## British Council: Exploring English course: Playlist compiled by learners around the world

by FutureLearn • 16 videos • 10,204 views • 1 hour, 10 minutes

 **Play all**  **Share**  **Save**

1		Γιώργος Καζαντζής & Φωτεινή Βελεσιώτου - Μέλισσες	DrKameleon WashHere	4:23
2		Lila Downs - La Iguana (En Vivo)	LilaDownsVEVO	6:23
3		Idir - a vava inova Lyrics English Translation	ala slipknot	4:37
4		Curly Strings "Maailm heliseb"	Curly Strings	3:31
5		Fairuz فيروز - Habaytak Bisayf	J2wad	3:30
6		Autobuss Debesīs- Ir tikai Tveice	Ieva Stolare	4:26
7		Amira Medunjanin and Boško Jović (Ah što čemo ljubav kriti) HRT live	Contreras	6:49
8		Fabrizio De Andrè - Non al denaro, non all'amore nè al cielo	MrAlfredDark	3:03
9		Caramel - Lélekdonor (HD)	KIMERAprDUCTION	4:16



[BETA]



6.8

INSIDE CANCER  
UNIVERSITY OF BATH

Feedback

# 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

 (365) Join the discussion



Mark as complete

◀ PREVIOUS

NEXT ▶

DISCUSSION

ack

Feed



## 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



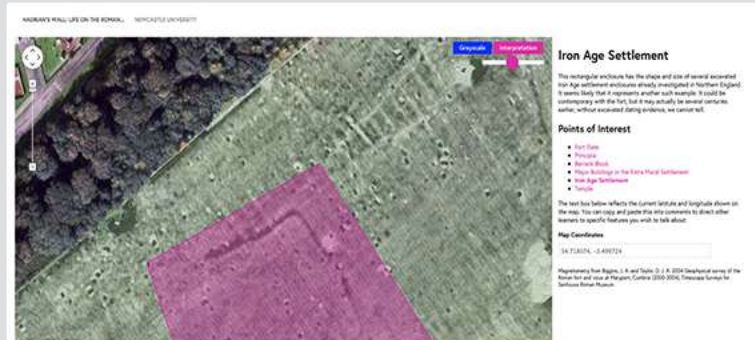


# HIGH QUALITY CONTENT BUILDING ON THE BEST OF THE WEB

A rich offering to learners



## Storytelling



## Interactive content

### Taking your own fingerprints

211 comments

It's very easy to take your own fingerprints and you can follow these instructions if you would like to try for yourself.

After you take your own fingerprints go back and re-look at the video about [fingermark identification](#). You can use the information in the video to identify the features in your own fingerprints.

You can also look back at the US fingerprint source book (which you used previously and is in the 'see also' resource section below) which also

## Practical experiments



## The best of the web



FEL TEMP REPARATIO (fallen horseman) issue of the House of Constantine, 348-361 © Portable Antiquities Scheme CC-BY-SA 3.0

This coin refers to:

- ☐ A. An attempt to reinforce confidence in the strength of Constantius II and his co-emperors
- ☐ B. A period of peace and prosperity ushered in by the heirs of Constantine I
- ☒ C. Constantius II success in defeating usurpers and maintain frontier security

Incorrect - try again?



© Ian Haynes (Lead Educator)

Partially correct. Constantius II defeated the usurper Magnentius in 353, but the coin does not explicitly refer to Magnentius. What other message is the coin also trying to convey?

You may find 5.11 Controlling the chaos: the 4th century useful.

## Robust learning design



[BETA]

Courses

About

Partners



# 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



[BETA]



## TO DO

INTRODUCTION TO FORENSIC SCIENCE  
UNIVERSITY OF STRATHCLYDE



WEEK 3: BLOOD PATTERN ANALYSIS AND DNA

14 weeks ago



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



[BETA]



3.14

INTRODUCTION TO FORENSIC SCIENCE  
UNIVERSITY OF STRATHCLYDE



# Introduction to Forensic Science Centre for Forensic Science University of Strathclyde

Having problems with this video? [Report this](#)





Having problems with this video? [Report this](#)

## 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.



2.3

INTRODUCTION TO FORENSIC SCIENCE  
UNIVERSITY OF STRATHCLYDE





[BETA]




3.12

INTRODUCTION TO FORENSIC SCIENCE  
UNIVERSITY OF STRATHCLYDE



© Creative Commons

# Exploring magnetometry

 828 comments

**'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 "Greyscale" 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

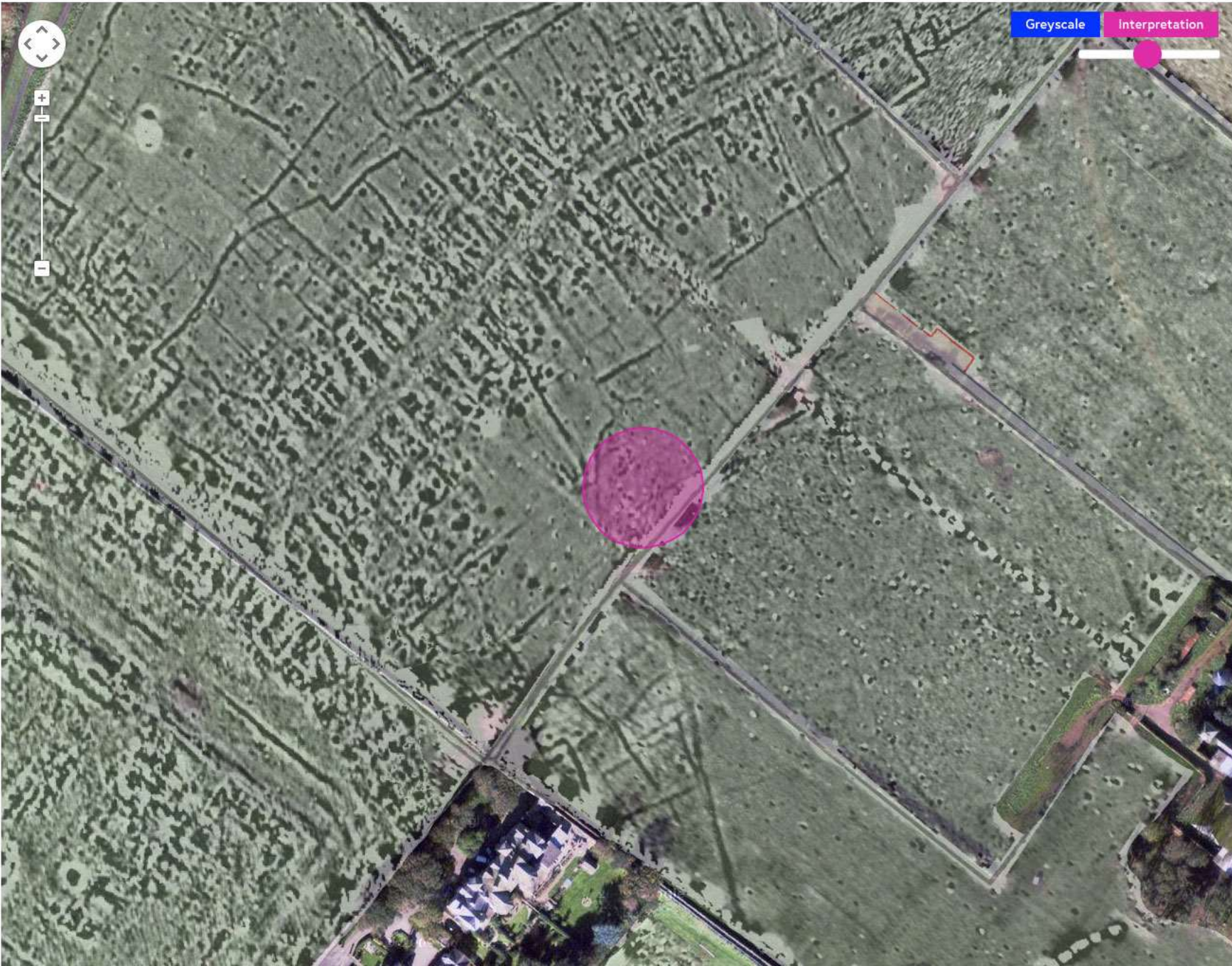
The text box below reflects the current latitude and longitude shown on the map. You can copy and paste this into comments to direct other learners to specific features you wish to talk about:

#### Map Coordinates

54.723125, -3.488167

Magnetometry from Biggins, J. A. and Taylor, D. J. A. 2004 Geophysical survey of the Roman fort and vicus at Maryport, Cumbria (2000-2004), Timescape Surveys for Senhouse Roman Museum





## 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

- 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

54.721981, -3.490563

Magnetometry from Biggins, J. A. and Taylor, D. J. A. 2004 Geophysical survey of the Roman fort and vicus at Maryport, Cumbria (2000-2004), Timescape Surveys for Senhouse Roman Museum





## 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

- 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

54.721981, -3.490563

Magnetometry from Biggins, J. A. and Taylor, D. J. A. 2004 Geophysical survey of the Roman fort and vicus at Maryport, Cumbria (2000-2004), Timescape Surveys for Senhouse Roman Museum





Apps

My apps

Shop

Games

Editors' Choice



# Alien Ball

Carlos Jiménez Ching · April 8, 2014  
Arcade

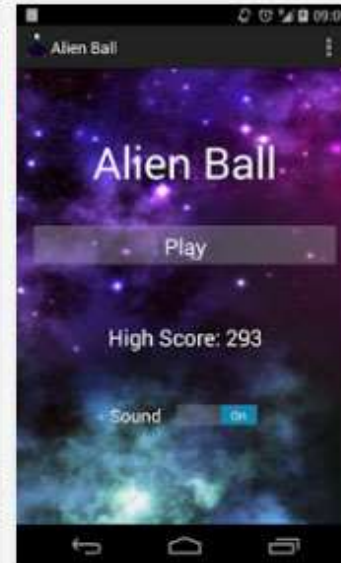
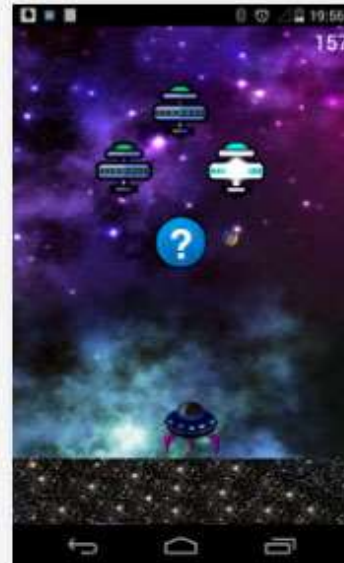
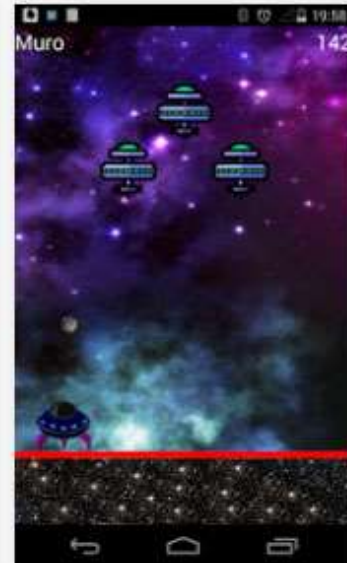
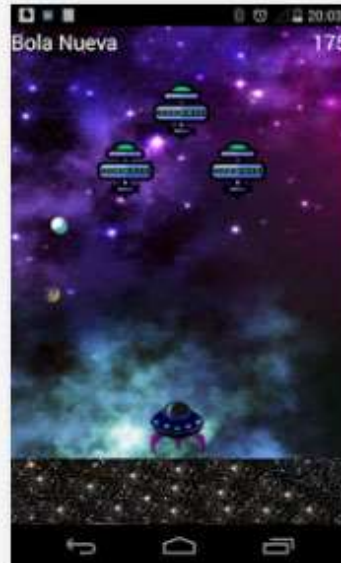
Install

+ Add to Wishlist

ⓘ This app is compatible with your device.

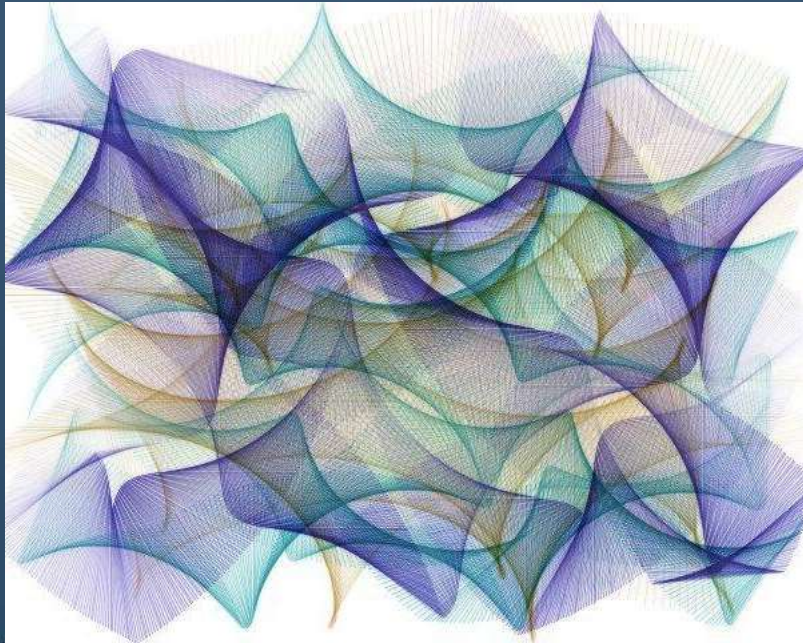
★★★★★ ( 3 )

g+ +1 Recommend this on Google



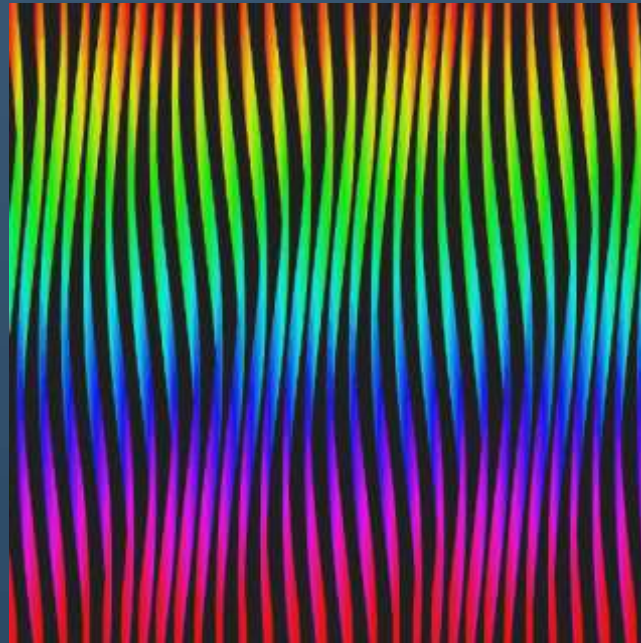
Description





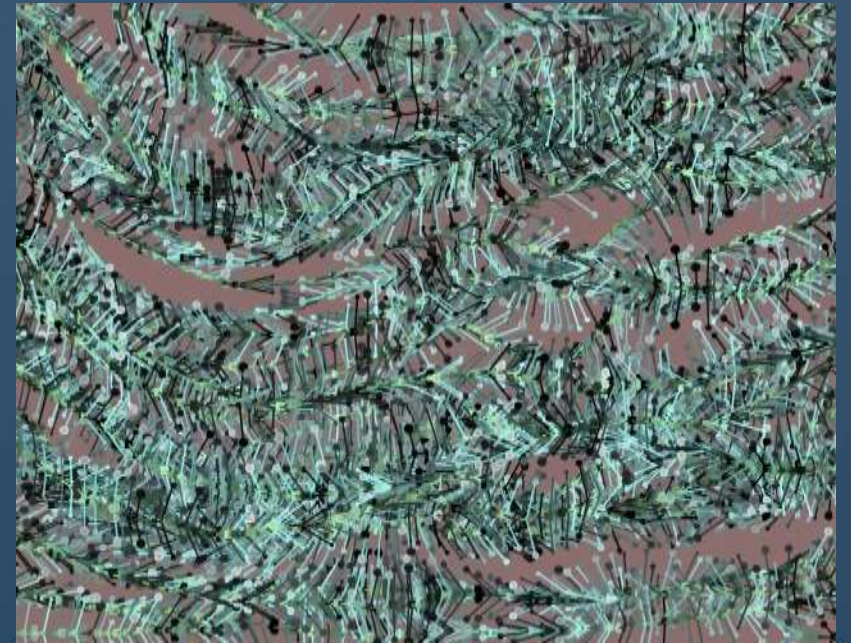
Creative Coding learner [Robin Knight](#) has been posting some of his first experiments to Twitter, and [they're looking great!](#)

2 notes



[p5art:](#)  
**W02\_05**  
(my variation on the exercise W02\_05 from this online course; code here)

85 notes



[visualeeking:](#)  
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.

5 notes





You are viewing the beta version of our new groups experience. [Click here to return to the old version.](#)



# In the night sky: Orion MOOC

[+ Join Group](#)

Photo by salsaamy

588  
Photos

693  
Members

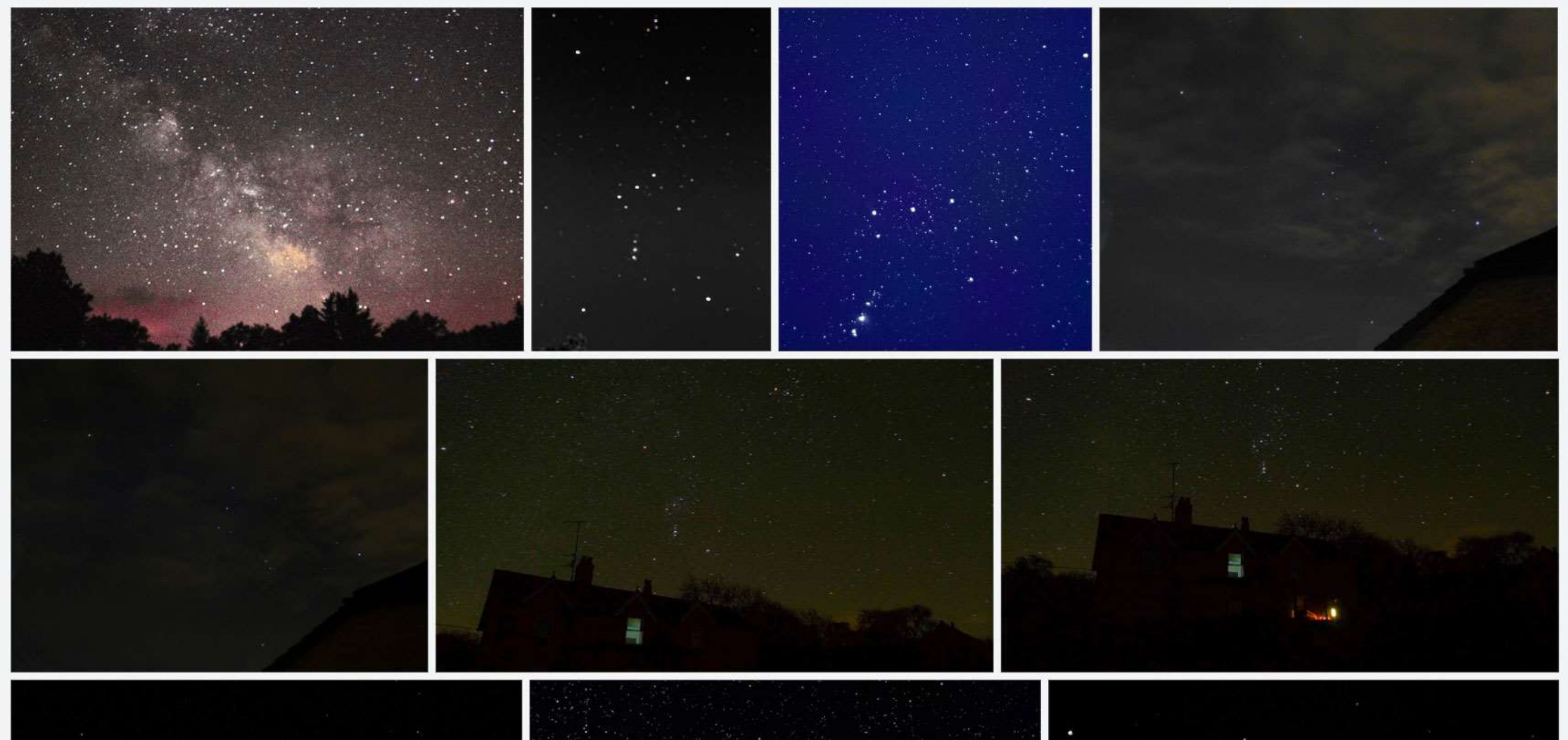
December 11, 2014  
Group Since

[Overview](#) [Discussions](#) [Photos](#) [Members](#) [Map](#)



## Group pool

Contributors ▾







**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
- ☐ Handling 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 Glynn (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.

- ☐ 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
- ☐ Handling 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 Glynn (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.

- ☐ 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
- ☒ Handling 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 Glynn (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.

## FORMATIVE ASSESSMENT

As well as explaining the correct answer

- ✓ 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



[Courses](#) / [Health Literacy](#) / [Understanding the Ebola Virus and How You Can Avoid It](#) / Module 2: Understanding the Ebola Virus Assessment

# ALISON: Understanding the Ebola Virus and How You Can Avoid It



Your assessment results have been deleted. Retake your assessment now.

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

☐ True

☐ False

**SUBMIT**

[Topics](#)[Modules](#)[Text](#)[Notes](#)

Module 2: Understanding the Ebola Virus  
Assessment

[Previous](#) [Next](#)

Ebola Virus Assessment

## MY PROGRESS

50%



## RATE THE COURSE



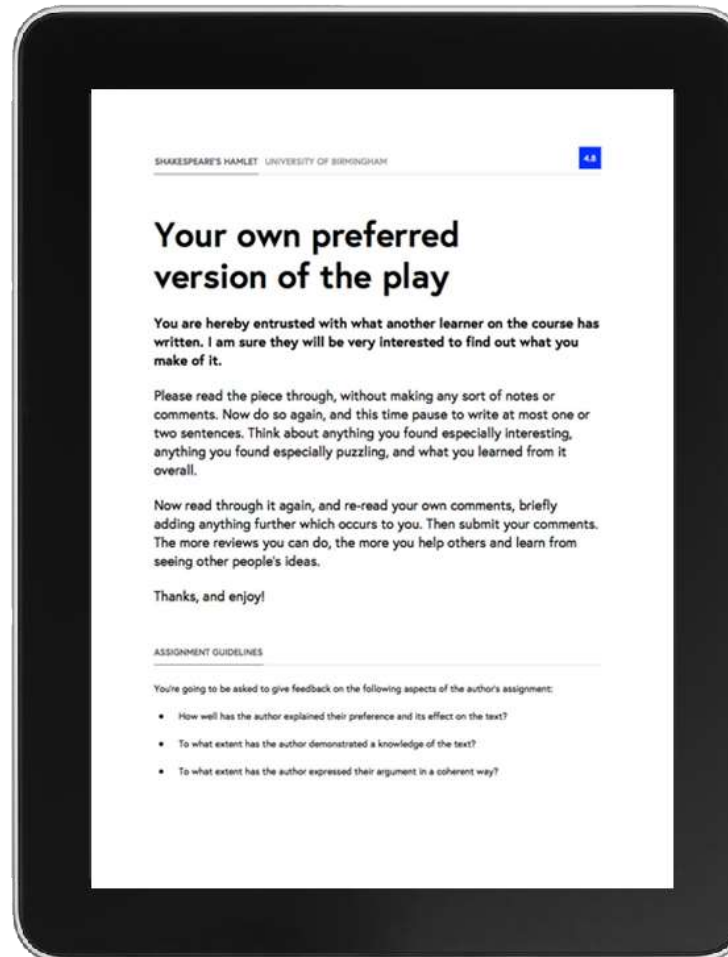
...peer review, not assessment...

# STIMULATE INNOVATION

The new approach to online learning is building support for teaching innovation

"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



SHAKESPEARE'S HAMLET UNIVERSITY OF BIRMINGHAM 4.8

## Your own preferred version of the play

You are hereby entrusted with what another learner on the course has written. I am sure they will be very interested to find out what you make of it.

Please read the piece through, without making any sort of notes or comments. Now do so again, and this time pause to write at most one or two sentences. Think about anything you found especially interesting, anything you found especially puzzling, and what you learned from it overall.

Now read through it again, and re-read your own comments, briefly adding anything further which occurs to you. Then submit your comments. The more reviews you can do, the more you help others and learn from seeing other people's ideas.

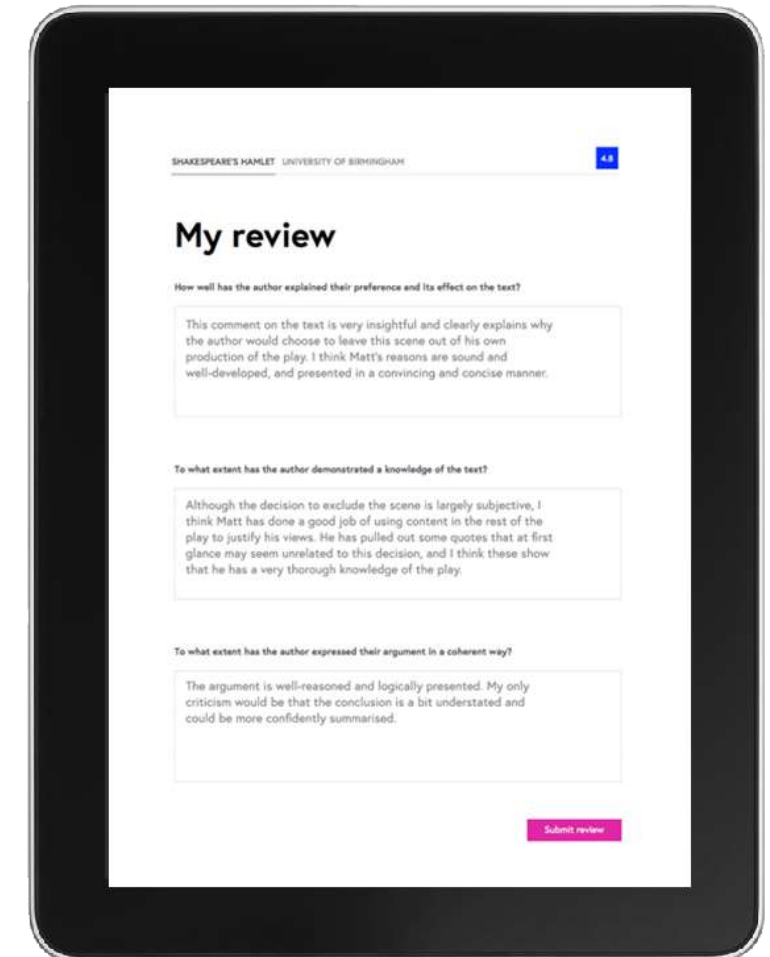
Thanks, and enjoy!

---

ASSIGNMENT GUIDELINES

You're going to be asked to give feedback on the following aspects of the author's assignment:

- How well has the author explained their preference and its effect on the text?
- To what extent has the author demonstrated a knowledge of the text?
- To what extent has the author expressed their argument in a coherent way?



SHAKESPEARE'S HAMLET UNIVERSITY OF BIRMINGHAM 4.8

## My review

How well has the author explained their preference and its effect on the text?

This comment on the text is very insightful and clearly explains why the author would choose to leave this scene out of his own production of the play. I think Matt's reasons are sound and well-developed, and presented in a convincing and concise manner.

To what extent has the author demonstrated a knowledge of the text?

Although the decision to exclude the scene is largely subjective, I think Matt has done a good job of using content in the rest of the play to justify his views. He has pulled out some quotes that at first glance may seem unrelated to this decision, and I think these show that he has a very thorough knowledge of the play.

To what extent has the author expressed their argument in a coherent way?

The argument is well-reasoned and logically presented. My only criticism would be that the conclusion is a bit understated and could be more confidently summarised.

Submit review



...progress, not passes...



To do



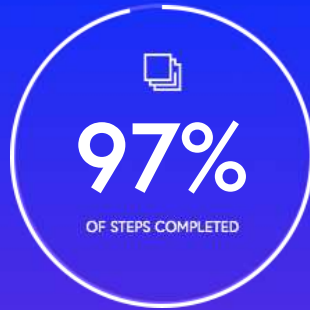
Activity



Replies



Progress



4.16

WEEK 4 ASSESSMENT

95%



I SCORED 40/42



  
To do

  
Activity

  
Replies

  
Progress



## 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.

# REVENUE MODELS

We are piloting the new Statement of Participation



**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

	
<b>Name of lead educator</b>	<b>Name of lead educator</b>
Lead educator's official title	Lead educator's official title
Name of University	Name of University



PARTNER UNIVERSITY

\*This statement confirms that at least 50% of the steps in this course were marked as complete by the student and all mandatory tests were attempted. This statement does not imply the award of credit points nor the conferment 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**



**'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 memento/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



## PARTNERSHIPS

ACCA has sponsored a course with the University of Exeter

The ACCA logo, consisting of the word "ACCA" in white capital letters on a red square background.

# DISCOVERING BUSINESS

IN SOCIETY

8 SEPTEMBER

[Find out more](#)



## WORKING WITH EMPLOYERS

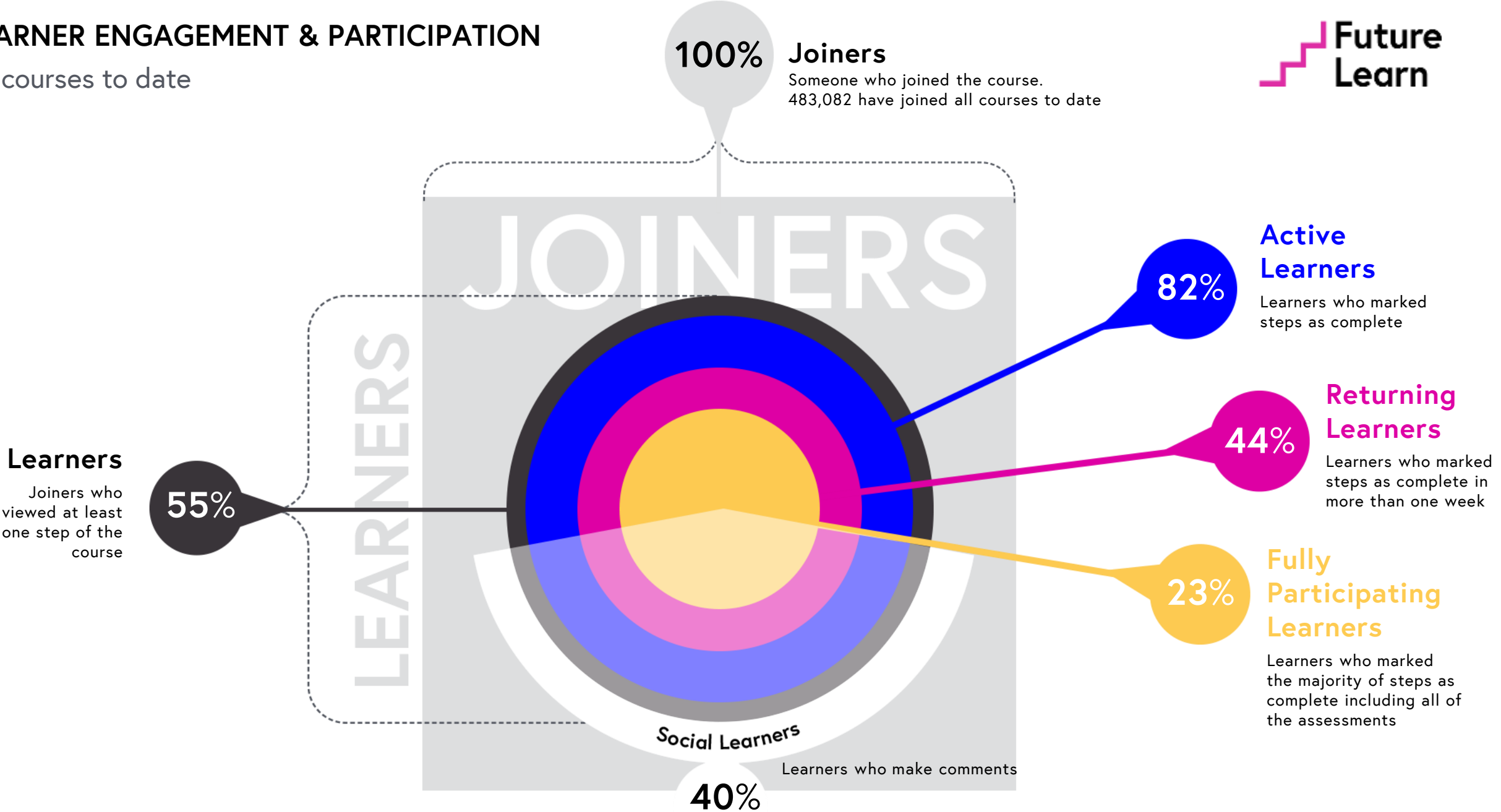


**We measure ourselves  
differently**



# LEARNER ENGAGEMENT & PARTICIPATION

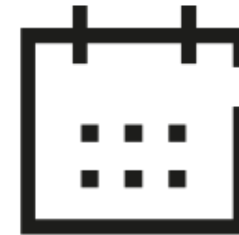
All courses to date



**We focus on learners of all  
types – not just students**



Nearly  
**1,000,000**  
FutureLearn sign-ups

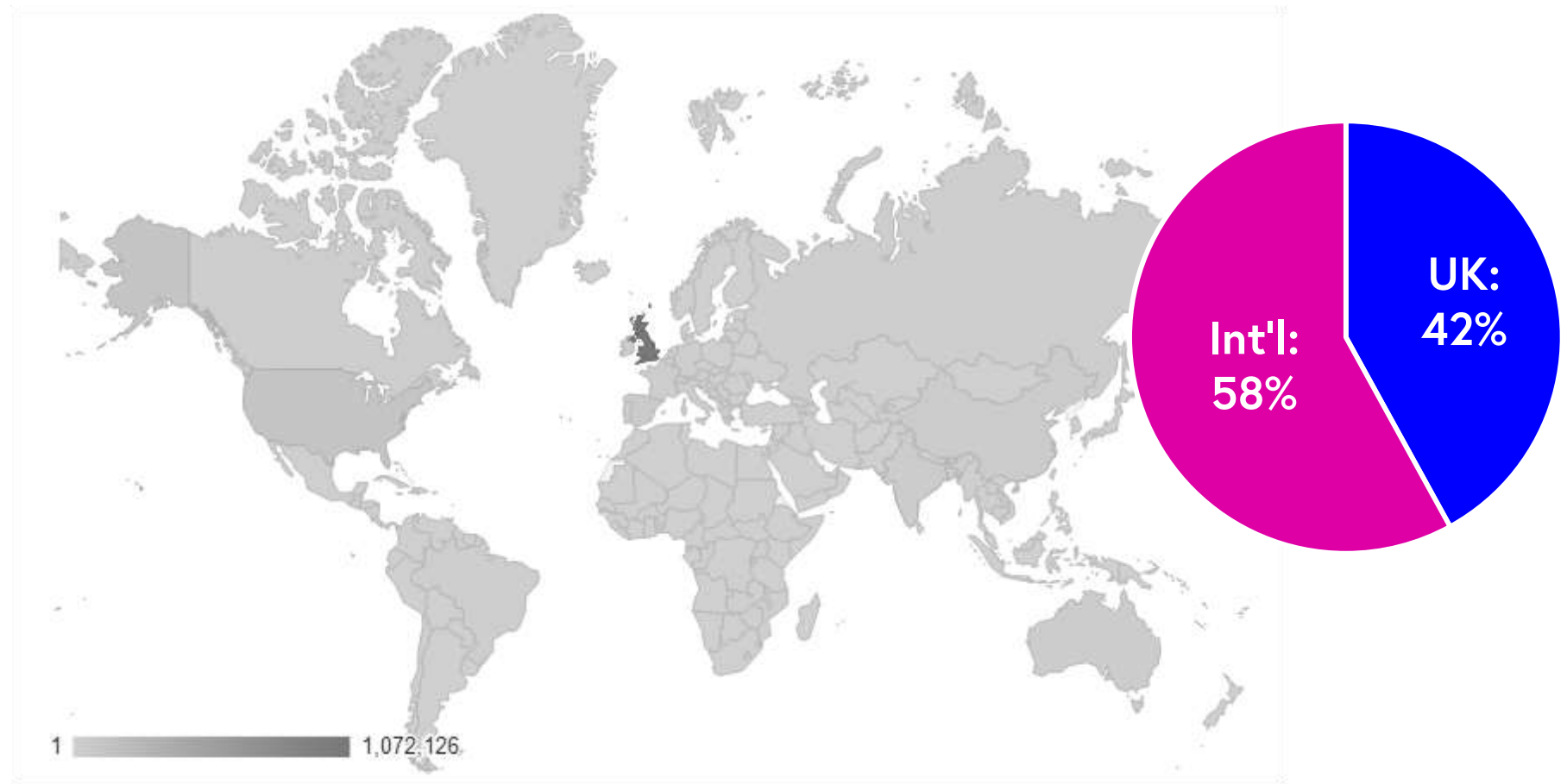


Over  
**2,000,000**  
course sign-ups

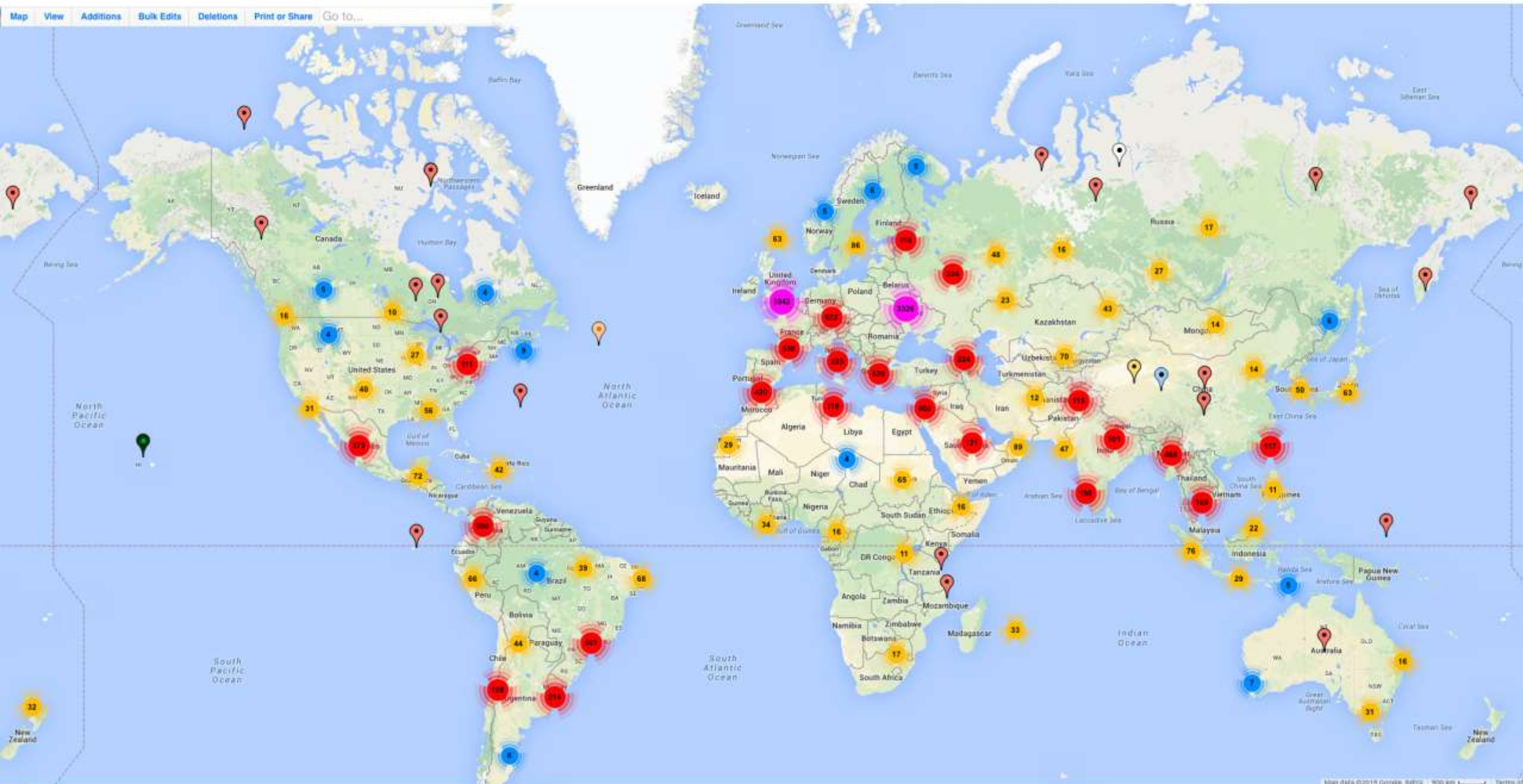
## NEARLY 60% OF LEARNERS COME FROM OUTSIDE THE UK

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





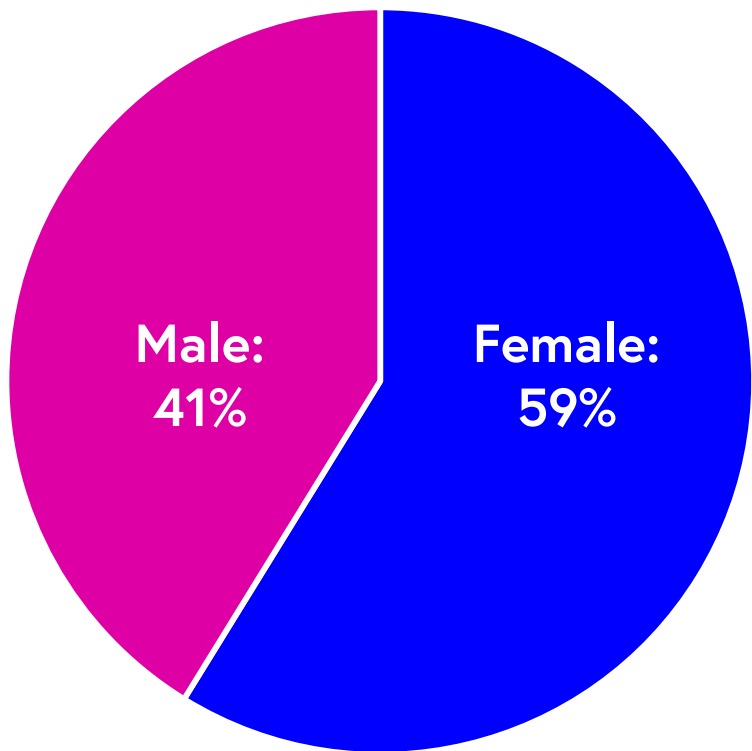




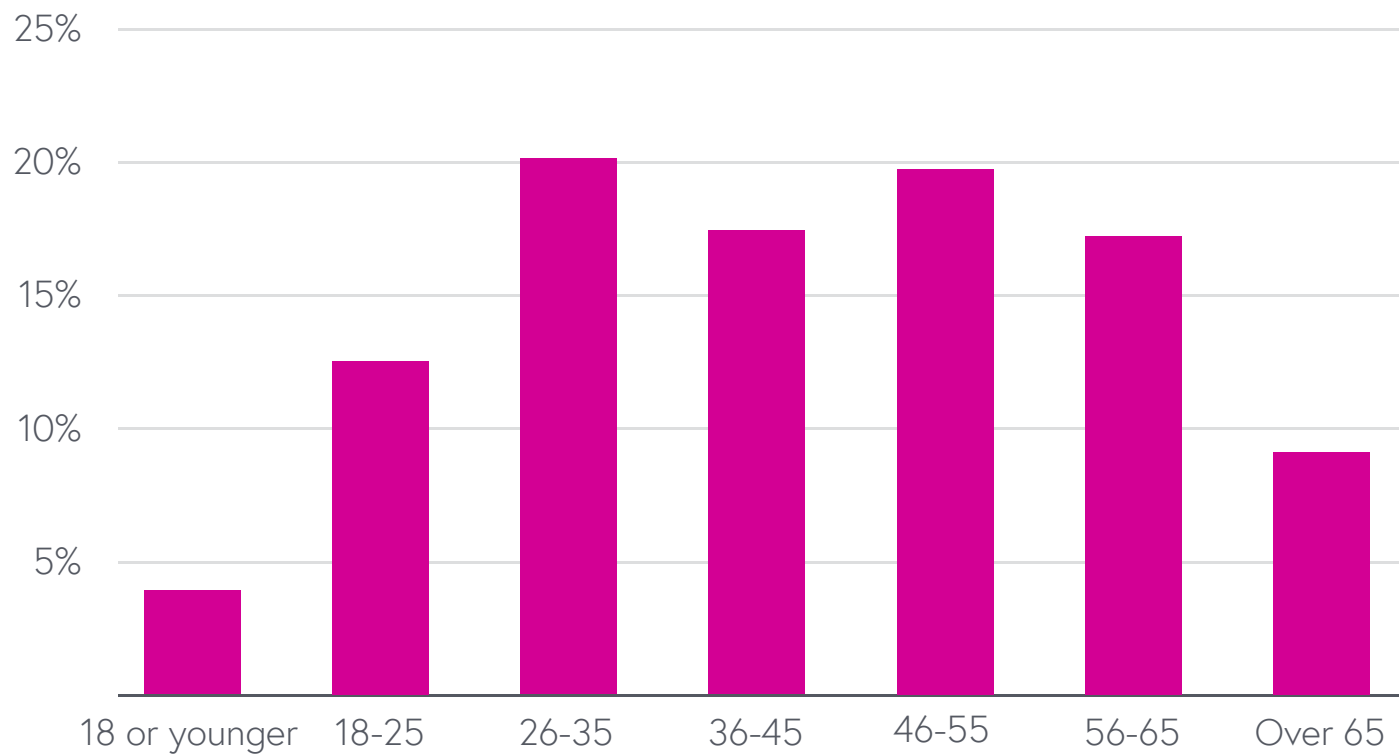


DEMOGRAPHICS: NEARLY 60% FEMALE BIAS AND A BALANCE OF AGES

FutureLearn is particularly appealing to women and people outside traditional student age groups



Gender



Age in Years

# Meet Norman: at 92, he's one of FutureLearn's oldest learners



Posted by **FutureLearn**  
01 OCT 2014

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.

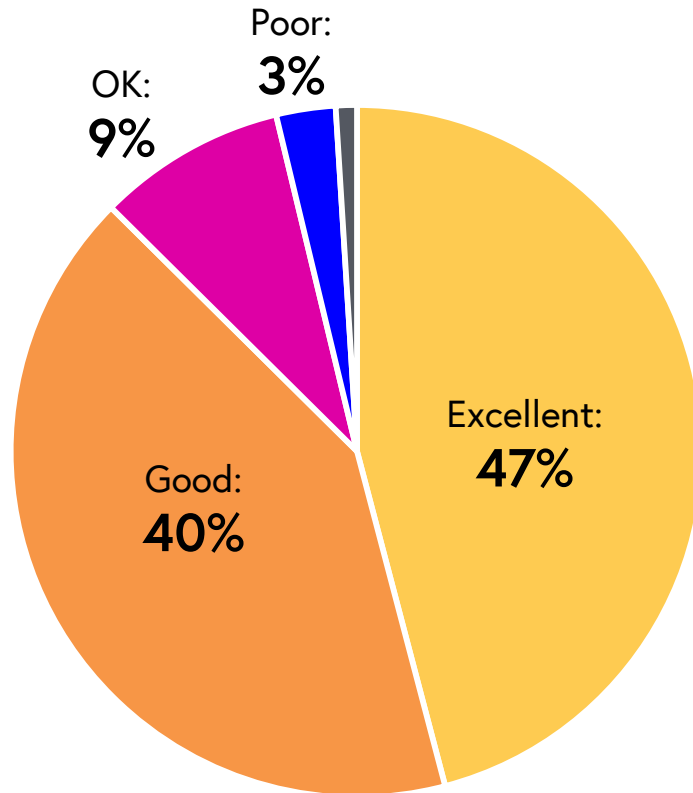




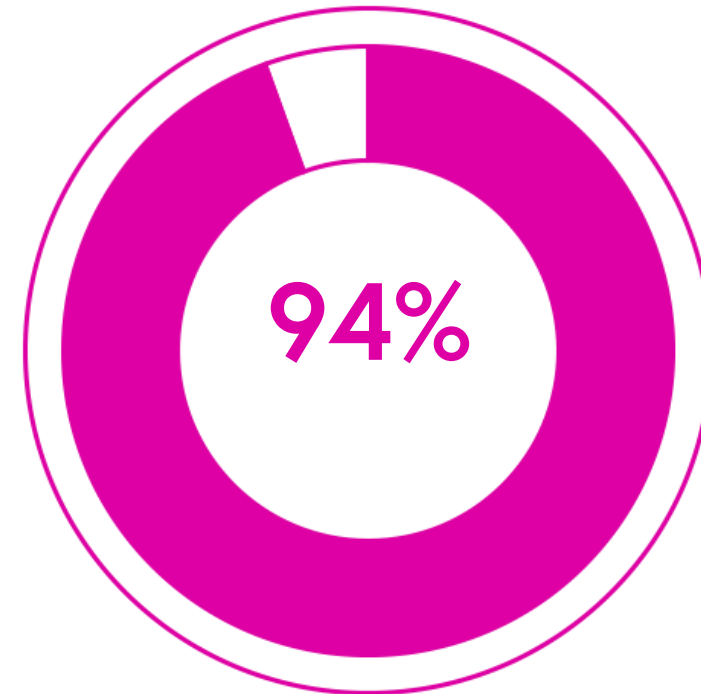


## SIGNIFICANT LEARNER SATISFACTION FOR FUTURELEARN'S FIRST COURSES

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?



Are likely or very likely to recommend FutureLearn to a friend

## LEARNERS' QUOTES

Feedback from our learners has been overwhelmingly positive



**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



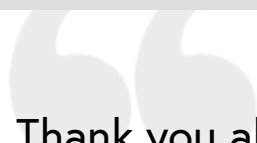
This magnificent course has greatly expanded my knowledge in the field of management, as well as psychology, goals and understanding people.

Dina, Russia, on the Managing People course



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



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

Stuart, USA, on the Archaeology of Portus course

**It's not "The end of the  
University"**



**But an amazing opportunity  
for them to reinvent their  
role in society...**

**FutureLearn is a catalyst and enabler for digital transformation**

**Build a global  
brand**

**Transform teaching and  
learning – on and off campus**

**New research forms and  
greater impact**

**International, cross-  
industry partnerships**

**Student recruitment onto  
existing and new courses**

**New audiences, markets,  
products, revenues**

Section 2:

# Conclusion