Come along for the ride!
The OT12 MOOC a collaborative approach to the creation of open educational resources

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Outline

• What is a MOOC?
• The Open Translation MOOC
• Measuring success
• (A)typical student
• Learning in a MOOC
• Conclusions and discussion

http://blog.k12insight.com/tag/mooc
What is a MOOC?

• A MOOC is a type of online course aimed at large-scale participation and open access via the web [...] and a progression of the kind of open education ideals suggested by open educational resources. Though the design of and participation in a MOOC may be similar to college or university courses, MOOCs typically do not offer credits awarded to paying students at schools. However, assessment of learning may be done for certification. (Wikipedia)

• An educational system should “provide all who want to learn with access to available resources at any time in their lives; empower all who want to share what they know to find those who want to learn it from them; and, finally furnish all who want to present an issue to the public with the opportunity to make their challenge known” (Illich, 1971)
cMOOCs

- Connectivism / the network
- Knowledge creation and sense making happen in the network
- Require high digital and learning skills
The OT12 MOOC

Welcome to OT12

OT12 is now finished, although you can still browse through the course.

The OT12 MOOC is a Massive Open Online Course on Open Translation tools and practices. We will be exploring Open Translation by undertaking some hands-on translating work. Originally we were planning on translating only from and into Spanish/English, but then many of you said that you spoke other languages but still wanted to take part, so we are adding two more strands: French/English, and Brazilian Portuguese/English strand :-)

The course runs from 15 October to 8 December 2012 (8 weeks), and there is then a week for evaluating the MOOC. The course website opens on 10 October.

If you have never taken part in a MOOC before, you might want to have a look at this short introductory video.
The OT12 MOOC

• Open translation tools and practices
• 8 weeks + 1 week evaluation
• Weekly activities:
  
  This week you'll have a chance to familiarise yourself with issues related to captioning and subtitling videos, and do some hands-on practice using the open tool Amara (Universal Subtitles) ..... 

  This week we will talk about translating OER, and you'll start using Transifex, a translation workflow and crowdsourcing platform ...
The OT12 MOOC

- background reading/clips to watch
- forum(s) to engage with
- subtitling and translation work (OERs)
- wiki on quality assurance for OT projects
- webcast seminars in *Elluminate* with guest speakers
- blog
- weekly digests
OT12 – some stats

• 600 showed and interest/received the digests
• 292 registration
• 44,138 page views (27,687 unique) during 8 weeks of MOOC action
• 9,138 views WELCOME FORUM
• 411 views GOODBYE FORUM

→ a TOOC or a NOOC 😊
MOOC =

http://www.youtube.com/watch?v=eW3gMGqcZQc&feature=player_embedded

(Cormier 2010)
What is **success** in a MOOC?

Cormier (2010):

1. Orient
2. Declare
3. Network
4. Cluster
5. Focus

Five steps to succeed in a MOOC.
Hi Sofia,
I’m assuming you're Brazilian. I normally work Portuguese-English but for this exercise obviously have to work into Portuguese. But I'm not 100% sure of grammar. Would you be able to edit what I've done? Agradeço a sua ajuda!

Hi Julia,
Yes, I'm Brazilian. I am more than willing to revise your work, just not sure yet how to do it in the Transifex website. I'll take a look and get back at you!

Good to be in contact!

Obrigada Sofia,
Eu também vou ver se consigo ver como editar. Se descobrir como depois digo alguma coisa.
Hi everyone on the Portuguese team,
I worked on two sections of the Portuguese translation. I have just gone in now and am so happy to see that we have finished the translation! Well done everyone!
I see, however, that it hasn't been reviewed. Here is where I will state my limitations. My Portuguese suffers from not knowing whether it's European/Brazilian given my exposure to both influences, so I'm the wrong person to review this translation.
Ideally only one person should review the translation so that he/she can pick out the inconsistencies in terminology and style. Is there anyone who can volunteer to do this final necessary step of our project? [Julia]

Hello everyone,
I am happy to help with the revision. How do we mark strings as revised?
I have just had a look and found there are still some English strings marked as translated but they just have the source code.
I have made some suggestions to some translations and before I realised there was a tool for it, I had changed a few strings. Would you guys prefer see suggestions or just see the revised string? How do we make sure suggestions are reviewed and implemented? Will there be notifications if anybody suggest a review?
I have left a question about how to deal with the html code - I see this is missing in so many strings that I am confused about how to handle it. Hugs, Paula (Global Voices)
What is a successful MOOC?

• For the institution / the organisers
  – Statistics: registrations, completion and pass rate

• For the individual
  – Student investment
  – Visible and invisible participation
Learning and MOOCs

- MOOC as an event around which the network can be created
  - *I am here alone in my desktop, but I'm writing and reading ideas, values, projects... feeling connected!*

- Level of participation (Lave and Wenger, peripheral participation and apprenticeship to the community of practice)
  - *sometimes I felt outside of the group not because of the group itself but because I haven't got much experience about translation to share*
  - *It was great to see that some of the answers to my questions came from the other participants, and not necessarily from the facilitators.*
Learning and MOOCs

- Learning as process not content (move from acquisition metaphor)
- Active participation can appear passive (the observer / the autodidact)
- The outcome may not be an assessable artifact but still be important to the learner
  - I took the chance to get myself in as a translator at one ONG.
  - I watched the online seminar about translation quality which helped me with my dissertation topic!
  - Our university professor asked us to work on the project in groups of 3. So each of the three students chose to do part of each week's tasks. I did not choose to use Amara because I was already familiar with it since I am a TED translator.
Hi … I watched all the videos but did not complete the final exam nor I submitted any of the intermediate assignments. However I am deeply engaged and I made all the analysis (SR, event study etc.) for the local stock exchange in my country (Bulgaria). I am also seriously considering extending knowledge in this area (e.g. first I would read any of the books you mentioned. Do you have any better proposal?). Shortly said statistic would probably classify me as attendee who only clicked “sign up” and then forget about the course but it is not the case definitely. Just balance between professional duties, kids at home and this stuff prevented me from being more active … My point is that there could be many who do not appear engaged in the course but are quite much in fact and this should be taken into account.

(a learner in ‘Computational Investment Part I’, see Balch, 2013)
Conclusions

• Need for self-motivation
• Need for participatory literacy skills
• Success measured in different ways
• Interest in a different kind of reward

MOOCs don't change the nature of the game; they're playing a different game entirely. (Downes 2012)
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Thank you!

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inspired by José Bogado: la vaca de los sin vaca