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Title: Could you make it a bit more MOOCy?

Creator: Sneddon, S.

Example citation: Sneddon, S. (2015) Could you make it a bit more MOOCy? Paper presented to: *Socio Legal Studies Association Annual Conference, University of Warwick, 31 March - 02 April 2015.*

Version: Presented version

<http://nectar.northampton.ac.uk/7477/>



Could you make it a bit more MOOCy?

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SLSA 2015

1 April 2015

COULD YOU MAKE IT A BIT MORE MOOCY?

Paul Schrag suggests that legal education has not engaged with MOOCs yet, and also outlines three views of the future for Law School MOOCs:

- 1) Law Schools might resist MOOCs to the Death (of most law schools);
- 2) A small number of elite schools will serve nearly all law students through MOOCs; or
- 3) Law schools may survive... by incorporating MOOCs

COULD YOU MAKE IT A BIT MORE MOOCY?

Pistone and Hoeffner, in 2013 expressed a similar view to Schrag, and said:

"We predict that traditional law schools will share [a] sad end... should the schools fail to understand that technology will enable—indeed, is now enabling—new legal education competition to emerge. The new competition will be highly flexible, unencumbered by expensive legacy costs and, because it will reside mainly online, so scalable that no traditional law school will be immune from its impact."

One of the approaches they advise for law schools to adopt is "experiment, experiment, experiment"

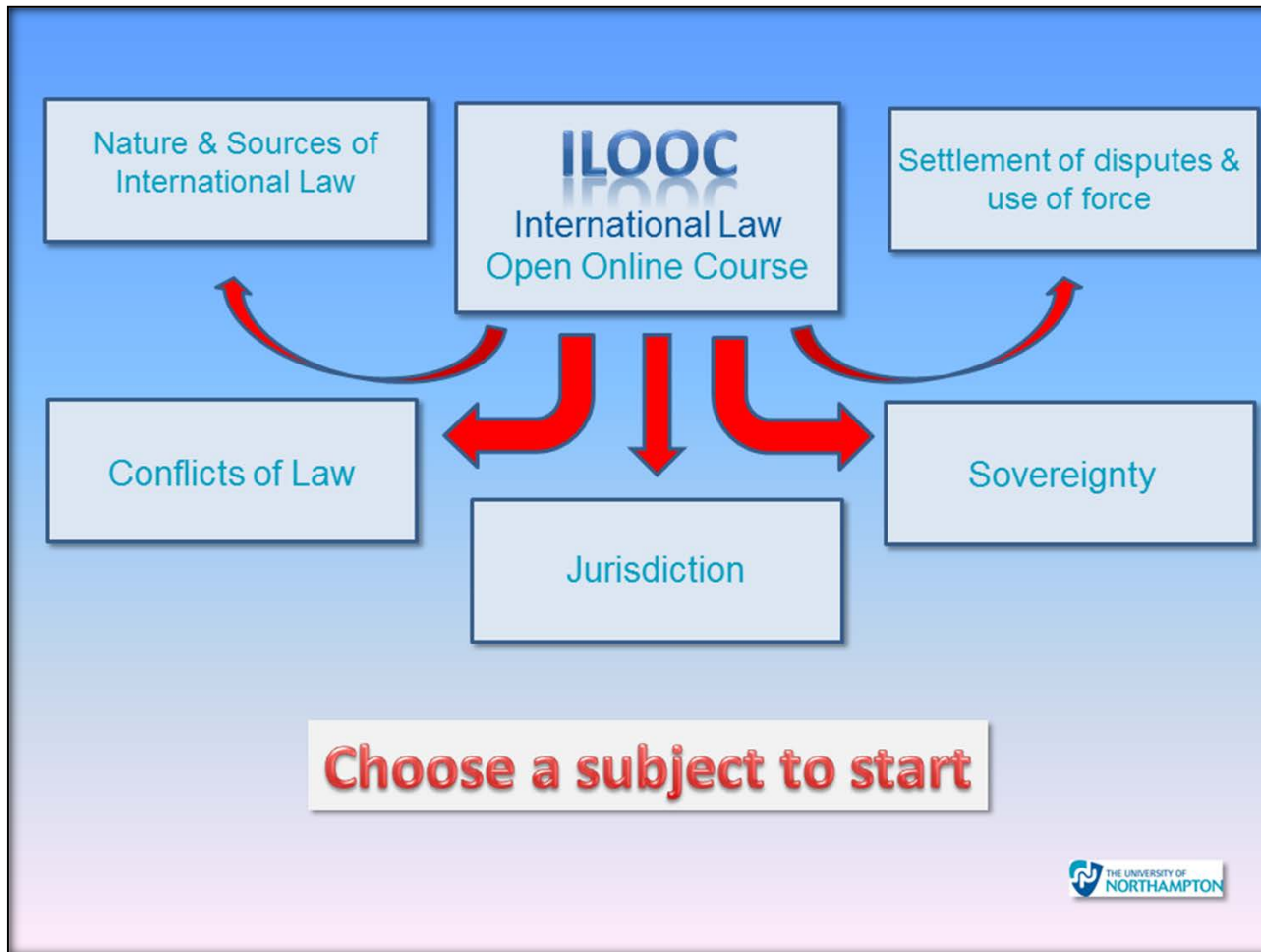
COULD YOU MAKE IT A BIT MORE MOOCY?

ILOOC

International Law
Open Online Course



COULD YOU MAKE IT A BIT MORE MOOCY?



COULD YOU MAKE IT A BIT MORE MOOCY?

ILOOC was designed from scratch to be much more than a simple online resource, or “xMOOC” – the “glorified correspondence course”

The rationale behind the design of ILOOC was the facilitation of P2P discourse, thus encouraging the creation of a network of learners so that learners become actively engaged with each other and the content

In other words, it is a “cMOOC”

Non-linear course, no set order for subjects, though completion of some does unlock new areas

COULD YOU MAKE IT A BIT MORE MOOCY?

xMOOC

Stephen Downes says that the 'x' in xMOOC stands for "eXtended":

The origin of the 'x' is the use of 'x' in things like 'TEDx' or 'MITx' to indicate programs that aren't part of the core offering, but which are in some way extensions.

I noticed this use of 'x' in the U.S. MOOCs, for example, 'EdX'. So I started calling any of the MOOCs from Coursera, Udacity and EdX 'xMOOCs'. It was only later on that I started calling the others 'cMOOCs'.

It should be clear here that the 'xMOOC' sense is not of "eXtended MOOC" but rather "MOOC as eXtension of something else"

COULD YOU MAKE IT A BIT MORE MOOCY?

cMOOC

George Siemens wrote in 2011 that “content is easily duplicated and has no value”

What is valuable then is the creation of a community of learners, and that is why the activities on ILOOC have been developed the way they have – using various online platforms

COULD YOU MAKE IT A BIT MORE MOOCY?

Stephenson:

“Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people’s experiences, and hence other people, become the surrogate for knowledge”

Siemens:

Connectivism has implications for the design of learning environments.

COULD YOU MAKE IT A BIT MORE MOOCY?

What is Connectivism? Siemens lists 8 Principles:

- Learning & knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing & maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, & concepts is a core skill.
- Currency is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn & the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

COULD YOU MAKE IT A BIT MORE MOOCY?

ILOOC was not very successful

Need very large numbers for asynchronous cMOOC in order for participants not to lose interest

Connectivism won't work if there is no-one to connect to

We simply didn't have the numbers

New idea...

COULD YOU MAKE IT A BIT MORE MOOCY?

Year 3, Level 6, optional law module (60 students)

Deconstructed ILOOC, inserted sections into the module

Some mandatory and tasks formed part of seminar work (though closed, not open)

Some voluntary and open

Some voluntary and closed



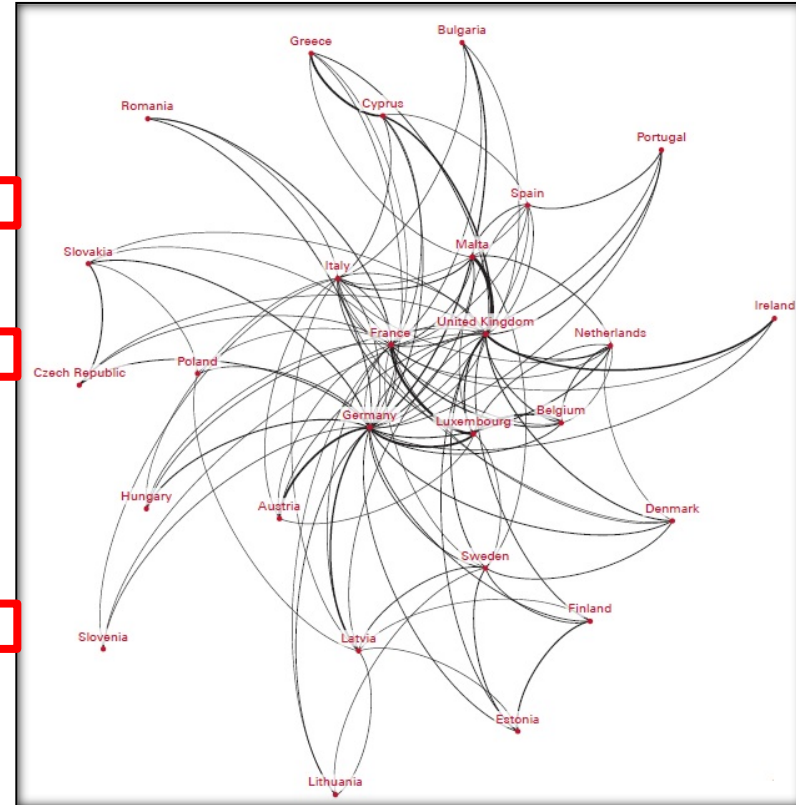
COULD YOU MAKE IT A BIT MORE MOOCY?

| LAW 3021 TERRORISM 2014-15 | | |
|----------------------------|-------|--|
| Week Commencing | | Topic |
| 1 | 29/09 | Module Intro & Development |
| 2 | 06/10 | RESEARCH EXERCISE |
| 3 | 13/10 | The Nature and Definition of Terrorism |
| 4 | 20/10 | Methods |
| 5 | 27/10 | Financing Terrorism I |
| 6 | 03/11 | Financing Terrorism II |
| 7 | 10/11 | Financing Terrorism III |
| 8 | 17/11 | Relationship between Municipal, Regional & International Law |
| 9 | 24/11 | Relationship between Municipal, Regional & International Law |
| 10 | 07/12 | Relationship between Municipal, Regional & International Law |
| 11 | 08/12 | Regional Responses to Terrorism |
| 12 | 15/12 | PIL |
| 22/12 - 05/01 | | |
| 13 | 12/01 | PIL |
| 14 | 19/01 | Case Study: Cyberterrorism |
| 15 | 26/01 | Case Study: Cyberterrorism |
| 16 | 02/02 | Case Study: Gaza & Israel |
| 17 | 09/02 | Case Study: Gaza & Israel |
| 18 | 16/02 | Case Study: ISIS |
| 19 | 23/02 | Case Study: ISIS |
| 20 | 02/03 | Case Study: Nuclear Terrorism |
| 21 | 09/03 | Case Study: Nuclear Terrorism |
| 22 | 16/03 | Role and Control of Security and Intelligence Services |
| 23 | 23/03 | UK Counter Terrorism |
| 24 | 30/03 | UK Counter Terrorism |
| 06/04 - 13/04 | | |

- Closed cohort
 Week-by-week
- Lectures
 - Seminars
 - Workshops

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| 06/04 - 13/04 | | |



COULD YOU MAKE IT A BIT MORE MOOCY?

Feedback from students:

- Idea was good
- Clear signposting of what was needed
- Limited interaction with network (focus was on content/level at this stage)
- Risk of who is involved outside class group
- More of a sense of belonging in a classroom setting
- More obvious if people aren't engaging
- Level was fine – ILOOC was designed partly as one element of a bridging course to M-level

COULD YOU MAKE IT A BIT MORE MOOCY?

Are Schrag, Pistone and Hoeffner right that this is the future of law schools?

In 1968, when writing for the RAND Corporation about planning, Norman Dalkey wrote:

"The notion that the future is hidden – that prediction is in the realm of seers, necromancers and other unsavory types – is part of our cultural heritage.

It makes the engineer qualify any comment about twenty years from now with great caution; and when it comes to predicting social change, it keeps the eye of the social scientist on day after tomorrow.

Of course, there are better reasons than the traditional distrust of the fortune teller for circumspection.

Technological breakthroughs, or major social events, involve enormously complex processes for most of which we only have a dim understanding."

COULD YOU MAKE IT A BIT MORE MOOCY?

As it was in 1968, so it is today.

The time of the pure MOOC may be now, or tomorrow, though most likely it was yesterday.

Equally, it seems probable that legal education tomorrow will not be the same as it was yesterday – notwithstanding the LETR.

A blend of MOOC elements alongside more traditional learning and teaching allows students to explore the network from a structured platform – it is a compromise, but a useful one.