A Theory of Change Approach to Evaluating Long-Term MOOC impact

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• Identify the diverse needs of multiple stakeholders.
• Allow for consideration of a wide range of contextual factors that may enable/limit impact.
• Allow for analysis of complex mechanisms of change.
• Allow for consideration of multiple interpretations of causality.
• Allow for both quantitative and qualitative evidence to be used as support for the evaluation.
• Offer the flexibility for iterative refinement in light of emergent findings and for multiple stakeholders in diverse settings.
## THE LOGIC MODEL

### Inputs
- Human resources
- Financial resources
- Organisational systems
- ICT and audio visual equipment
- External platform and staff

### Activities
- TEL MOOC as a facilitated course
- TEL MOOC as a network
- TEL MOOC as open educational resources

### Outputs
- Number of learners on the course
- Number of learners completing the course
- Number of learners openly sharing 'activity plans'
- Number of comments in the discussion areas

### Short-term outcomes (for course participants)
- **Knowledge & skills**
  - Develop TEL implementation skills
  - Gain knowledge of TEL practices
  - Gain knowledge of open educational practices (OEP)
  - Learn about TEL application in diverse contexts
- **Attitude changes**
  - Buy into the value of TEL
  - Gain confidence in TEL use
  - Become more positive about openness
  - Gain confidence in use of OEP
- **Behaviour changes**
  - Implement/experiment with TEL practices
  - Increased OER use
  - More reflective practice
  - Use wider range of resources
  - Share knowledge and skills and TEL MOOC resources with colleagues
  - Influence institution leaders within and beyond institution
  - Increased use of distributed networks for peer support, knowledge and resource sharing

### Intermediate outcomes
- Participants' colleagues learn from TEL implementation examples
- Participants' colleagues experiment with/insert TEL pedagogies
- Institutional policy/strategy change
- Distributed peers outside the home institution are influenced by participants and their practices change/they study TEL MOOC

### Long-term impact
- Increased capacity in respect of TEL-skilled/open practitioners across diverse countries and contexts, especially in the global South
- Improved outcomes for students (access, retention, grades, engagement, participation etc.)
- Social impact re. education's contribution to achieving other Sustainable Development Goals
‘TEL MOOC participants make changes in their own practice as a direct result of their study of the course (and any contributory factors), leading to longer-term impact on learners and on society more generally.’
IMPACT PATHWAY 1

Social impact: re education's contribution to achieving other Sustainable Development Goals

Long term impact:
- Improved outcomes for students/learners (access, retention, grades, engagement, participation etc)
- Increased capacity in respect of TEL-skilled/open practitioners across diverse countries & contexts

Mid term impact:

Outcomes for TEL MOOC participants:

Activities
- TEL MOOC as facilitated course
- TEL MOOC as network

Knowledge & skills
- Participants develop TEL implementation skills
- Participants gain knowledge of TEL practices
- Participants gain knowledge of OEP

Attitude changes
- Participants buy in to the value of TEL
- Participants gain confidence in TEL use
- Participants become more positive about openness
- Participants gain confidence in use of OEP

Behaviour changes
- D: Use wider range of resources
- C: More reflective practice
- B: Increased OER use/sharing/adapting/creation
- A: Implement/experiment with TEL practices
‘TEL MOOC participants share knowledge, skills and resources with colleagues, who are also influenced by participants’ change in practice, leading to practice changes for colleagues and subsequent longer-term impact on learners and society.’
‘TEL MOOC participants influence institution leaders, leading to institution-wide policy/strategy change, and long-term impact on learners and society.
‘TEL MOOC participants’ learning is enhanced by their being part of a massive cohort of MOOC learners, functioning as a community of practice. They gain networking experience and skills, and make connections that last beyond their study of the course and are a source of peer support as they experiment with the application of their newly gained skills and knowledge to their own practice.’
ASSUMPTIONS

Technology-related
Lack of ICT equipment & software
Lack of funding for new technology
Lack of IT support

Infrastructure-related
Power cuts
Slow/unreliable internet connection

Institution-related
Lack of time to experiment
Lack of support from colleagues
Institutional policies and priorities
Lack of support from managers
Curriculum constraints

External
Feeling unsafe in open online spaces
Women and girls restricted in online participation
Concerns about children participating online

OVERARCHING ASSUMPTIONS

- Assumptions in boxes below will vary with context
- Some assumptions are more significant than others
- Where an assumption does not hold it poses a risk/barrier to impact
- Impact of behaviour change outcomes outweighs any negative impact of external influences

ASSUMPTIONS 1

- Participants achieve TEL MOOC learning outcomes
- Participants are active in TEL MOOC network
- Increased knowledge leads to increased confidence

ASSUMPTIONS 2

1. Educators have capacity & autonomy to make changes (A, B, C)
2. Curriculum allows flexible resource use & pedagogies (A, B, C, D)
3. Peers are supportive of OER use (B) and TEL implementation (A)
4. Relevant OER are available (language, culture, subject, currency, level) (B)
5. Educators have sufficient ICT skills (A, B, G)
6. Internet connectivity & platform availability (A, B, D, G)
7. Necessary resources are available (hardware, software) (A, B)
8. Institutional priorities align with planned changes (A, D, F)
9. Peers/colleagues are supportive of changed practice (A, B, D)
10. ICT support is available (A, C, D)
11. Educators feel safe and confident networking online (G)
12. Networking is culturally acceptable (e.g. for women) (G)
13. Learning is facilitated through networking (connectivism) (G)
14. Language problems are not encountered (G)
15. Channels for influencing institution leaders are available (F)
16. Literacy levels are sufficient to allow the implementation of TEL
17. Parents allow their children (especially girls) to use online resources and sites.

ASSUMPTIONS 3

- Assumptions in 2 are true for participants’ colleagues (H, K)
- Colleagues have desire to make changes
- Institutions have autonomy to make changes (I)
- Institutions have capacity to support policy changes (I)
CONTRIBUTORY FACTORS

Group A (re impact on participants)
- Performance targets & promotion aspirations
- Colleagues'/other peers’ support,
- Institutional priorities/policies and funding,
- Government policies
- Other professional development
- Access to resources

Group B (re impact on participants’ colleagues/peers)
- As group A

Group C (re impact on stakeholders beyond participants & colleagues)
- Student ICT skills,
- School attendance,
- Family influences on students,
- Students’ financial situation
- Community support

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THANK YOU

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