

A white icon of a staircase with three steps, positioned to the left of the text.

**Future
Learn**



Learning on a massive, global scale

INTERNATIONAL CONFERENCE ON BIG DATA FOR OFFICIAL
STATISTICS

NIGEL SMITH | HEAD OF CONTENT | AUGUST 2016



A white icon of a staircase with three steps, positioned to the left of the text.

**Future
Learn**



FutureLearn

is founded by the
Open University

A pioneer in
distance learning

80+ World Class partners

Designed and built by experts from
online, mobile and media

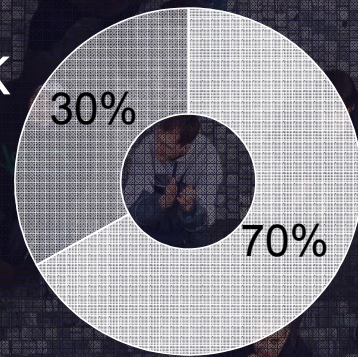
Effective learning design embedded
in all aspects of the platform

Uniquely designed for multi-platform
use - mobile first

Incorporates the best of the social web
with in built social architecture

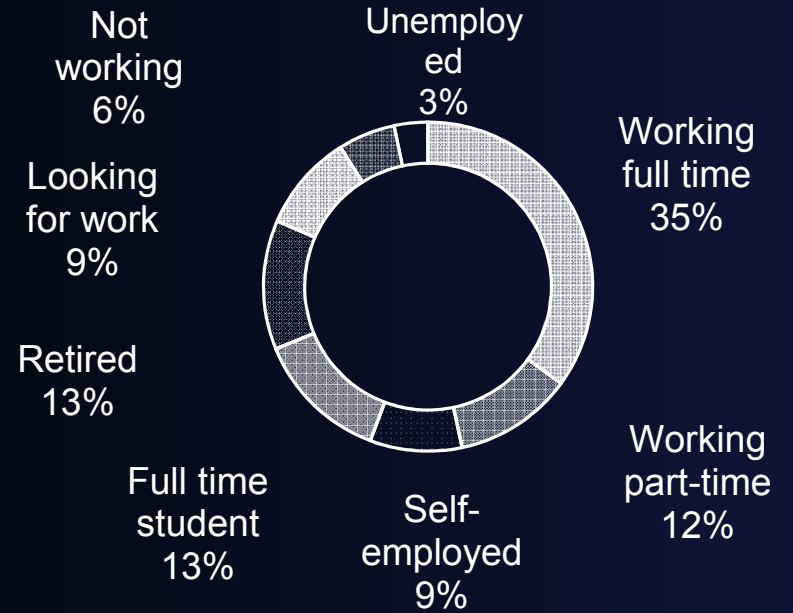
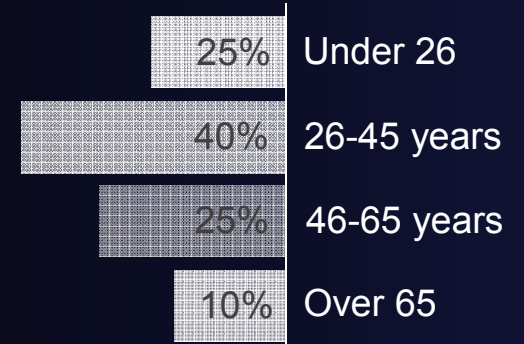
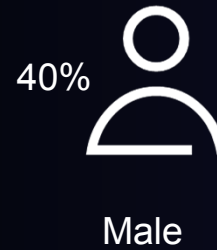
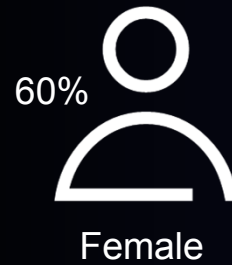
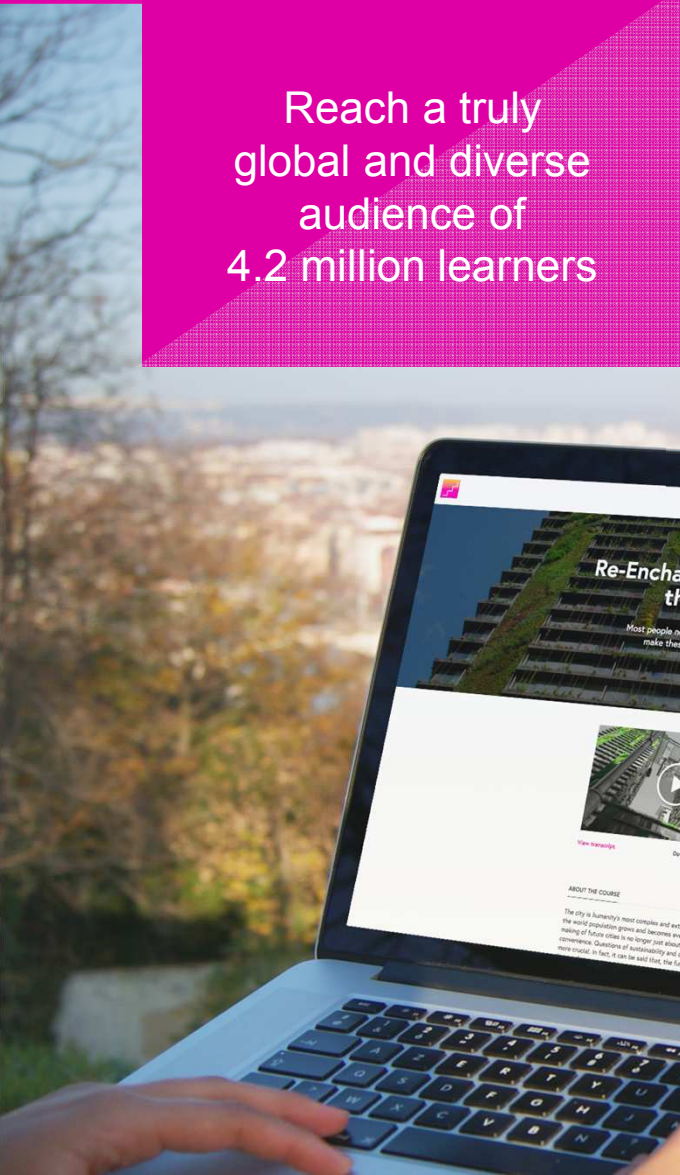
OUR MISSION

To pioneer
the best social learning experiences
for everyone, anywhere

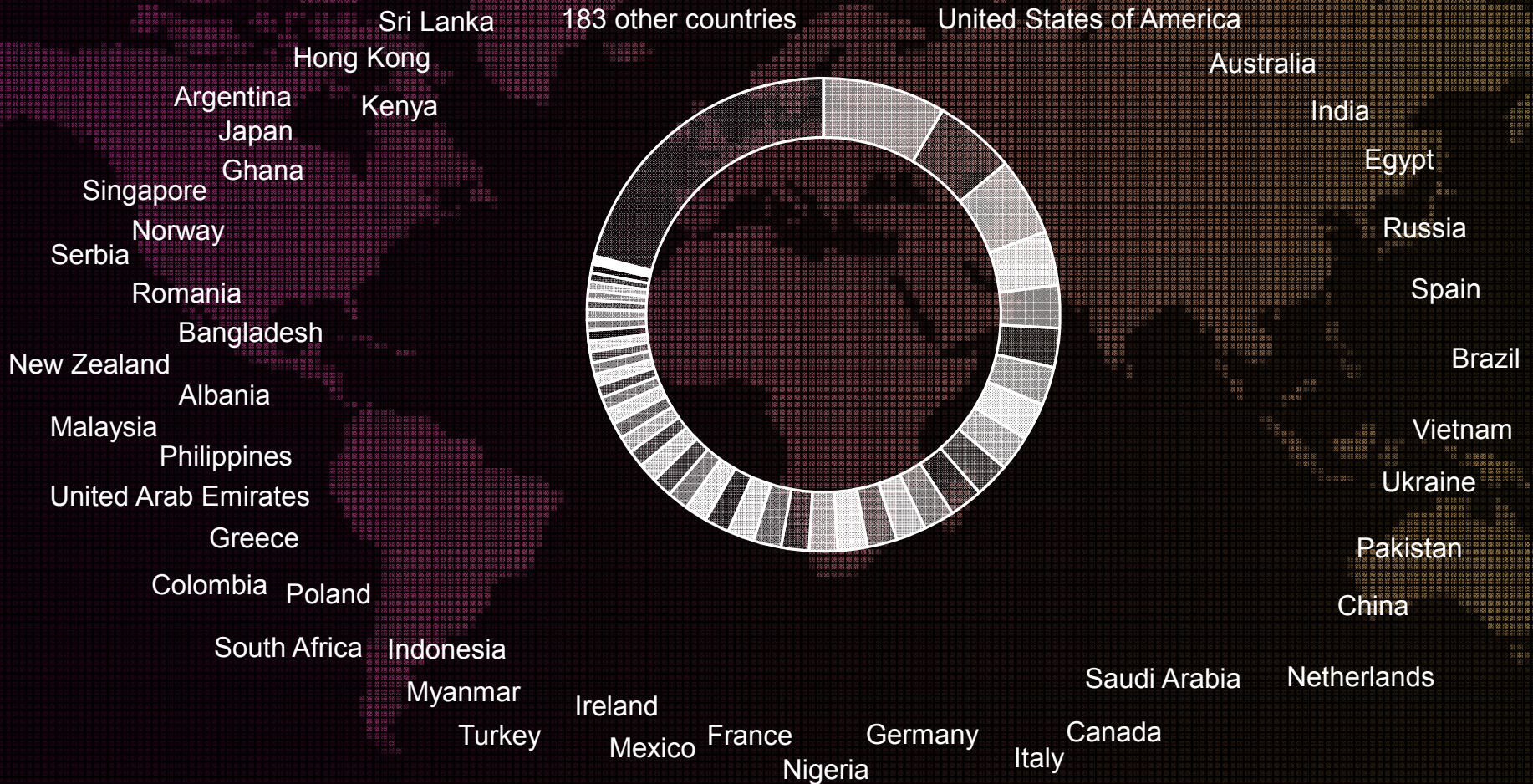


10 million course sign ups
4 million registered learners
from 190+ countries

Reach a truly global and diverse audience of 4.2 million learners



Learner distribution outside the UK



Leading UK Universities



+ 24 more

Leading International Universities



+ 20 more

Specialist Organisations



+ 19 more

Paid products for proof of learning

Certificate of Achievement



Future Learn

Certificate of Achievement

Susanna Rodrigu

has completed the following course:
THE GENOMICS ERA: THE FUTURE OF GENETICS I
 ST GEORGE'S, UNIVERSITY OF LONDON

This course explored the growing role of genomics in healthcare for:

5 weeks, 2 hours per week

Karina Tatten-Down
 Consultant Clinical Geneticist and
 Honorary Senior Lecturer

St George's
 University of London

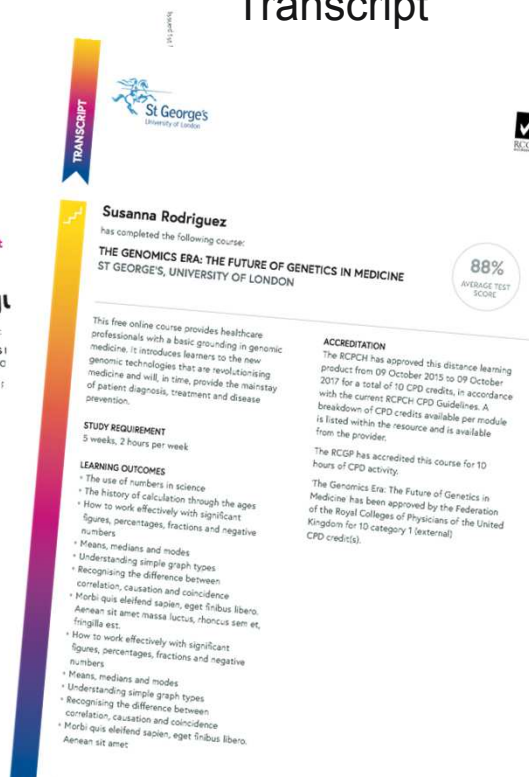
Recognitely

RCGP

The person named on this certificate has completed the activities within the stated time limit. The award is made on the basis of the evidence of learning provided by the student and the staff. It does not guarantee the award of a qualification or any other award.

£34 -
£99

Transcript



St George's
 University of London

TRANSCRIPT

Susanna Rodriguez
 has completed the following course:
THE GENOMICS ERA: THE FUTURE OF GENETICS IN MEDICINE
 ST GEORGE'S, UNIVERSITY OF LONDON

88%
 AVERAGE TEST SCORE

This free online course provides healthcare professionals with a basic grounding in genomic medicine; it introduces learners to the new genomic technologies that are revolutionising medicine and will, in time, provide the mainstay of patient diagnosis, treatment and disease prevention.

ACCREDITATION
 The RCPCH has approved this distance learning product from 09 October 2015 to 09 October 2017 for a total of 10 CPD credits, in accordance with the current RCPCH CPD Guidelines. A breakdown of CPD credits available per module is listed within the resource and is available from the provider.

STUDY REQUIREMENT
 5 weeks, 2 hours per week

LEARNING OUTCOMES

- The use of numbers in science
- The history of calculation through the ages
- How to work effectively with significant figures, percentages, fractions and negative numbers
- Means, medians and modes
- Understanding simple graph types
- Recognising the difference between correlation, causation and coincidence
- Morbi quis eleifend sapien, eget finibus libero. Aenean sit amet massa luctus, rhoncus sem et, fip-gilla est.
- How to work effectively with significant figures, percentages, fractions and negative numbers
- Means, medians and modes
- Understanding simple graph types
- Recognising the difference between correlation, causation and coincidence
- Morbi quis eleifend sapien, eget finibus libero. Aenean sit amet

RCGP

Statement of Participation



Future Learn

Statement of Participation

Susanna Rodriguez

has fully participated in the following course:
THE INTERNET OF THINGS
 KING'S COLLEGE LONDON

This online course explored the innovation & entrepreneurial aspects of the Internet of Things (IoT). It covered topics on the development of an exciting IoT product, the wireless connectivity landscape, security and privacy aspects of the IoT, and business insights for aspiring entrepreneurs.

4 weeks, 2 hours per week

Professor Micha Dolter
 Professor of Wireless Communications
 King's College London

Professor Karen O'Brien
 Vice-Principal (Education)
 King's College London

KING'S COLLEGE LONDON

This statement does not imply the award of credit points nor the conferment of a university qualification. It does not verify the identity of the student.

For more information about Statements of Participation and the effort required to become eligible, visit futurelearn.com/futurelearn/statements-of-participation

£19
-£34

WHY DO OUR PARTNERS JOIN FUTURELEARN?

FutureLearn offers partners new, innovative digital marketing and brand development services



Global audience

Branding and digital marketing to a global audience of over 4 million learners



International partnerships

The world's top universities and institutions, sharing knowledge and building a network



Digital presence

Grow an online footprint – utilising search and social advantages



Widening participation

Opening access to new demographics at unprecedented scale



Alumni relations

New ways to reach, engage and build relationships with alumni

ANALYTICS AT FUTURELEARN

The systematic analysis of data to yield insights which improve learning



DATA VISUALISATIONS

to foster and celebrate learners' progress



REAL-TIME STATS

to enable effective course delivery

Research using

BIG DATA

to advance the learning sciences



PLATFORM ANALYTICS

to inform product development



POST-HOC ANALYSIS

for course evaluation and to inform best practice



LEARNER INSIGHTS

to support university admissions



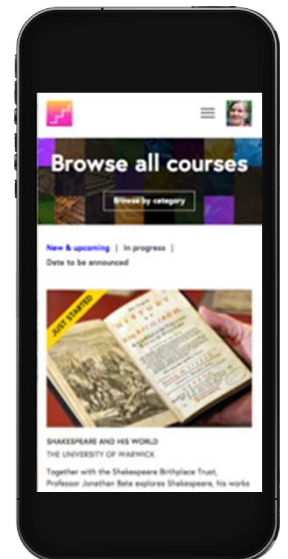
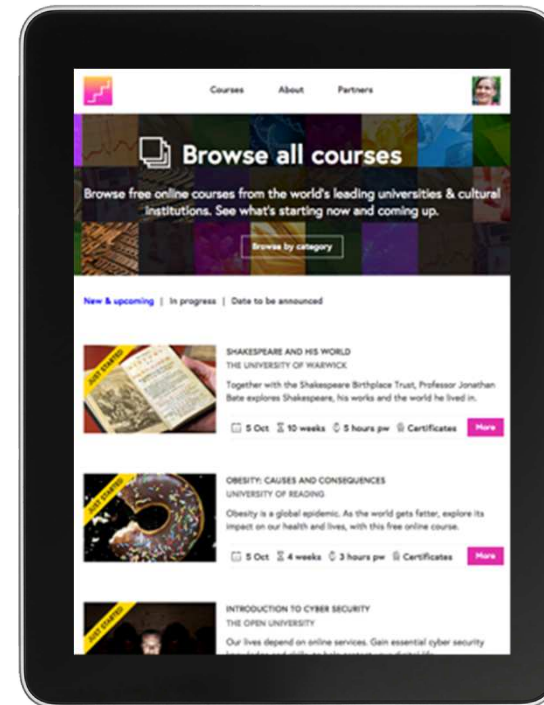
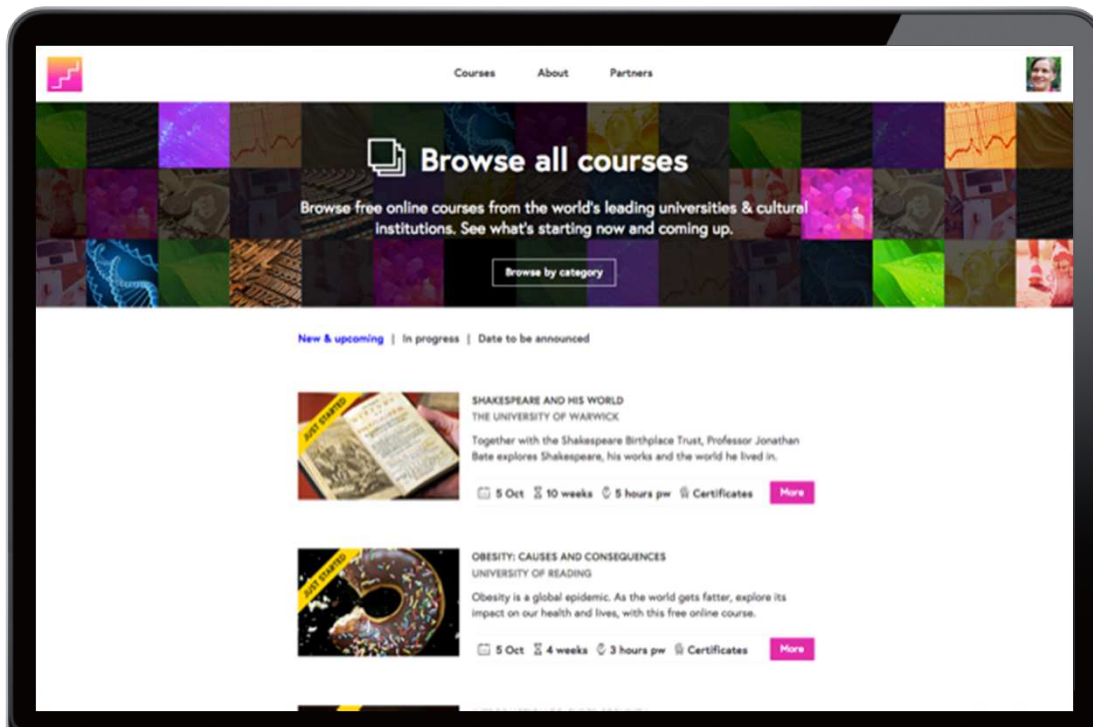
A world-leading social learning platform

Simple, delightful, flexible user experience

An innovative social learning approach

High quality content, building on the best of the web

Simple, delightful, flexible user experience



Telling stories: beyond video lecture recordings



Engaging video



Interactive content



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.

Taking your own fingerprints

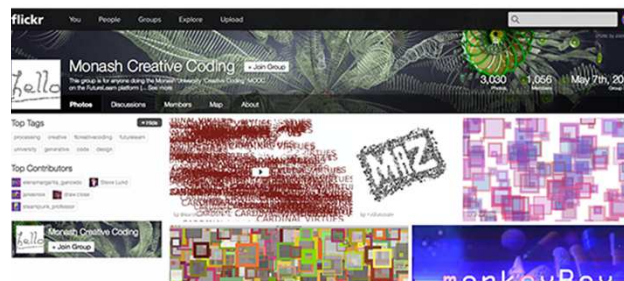
211 comments

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 fingemark 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

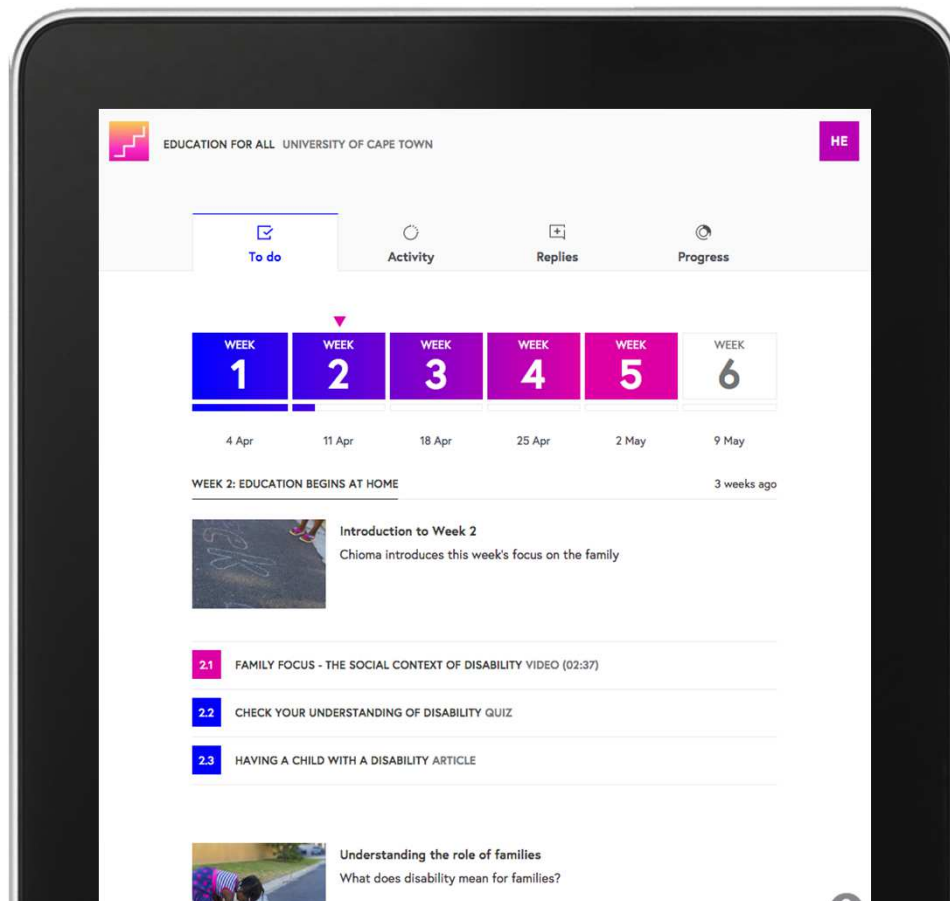
Practical experiments



The best of the web

Robust learning design

Intuitive and easy course structure & navigation



Courses are from 2-8 weeks

Weeks run Mon-Sun and have a title telling you what you're going to learn

Weeks are made up of activities

An activity is a set of steps with a clear learning objective

Activities are made up of steps

A step could be an article, video, discussion, test, quiz, assignment...

Social learning pedagogy

Direct learning from others

E.g. Learner posts questions and gets answers

Knowledge sharing

Learners pass on ideas and information to others

Vicarious learning

Learner is aware of learning activity of others (e.g. notes)

Implicit learning

Learner engages with others to develop shared representations.

Conversational learning

Learner engages in sustained dialogue with others

Orchestrated collaboration

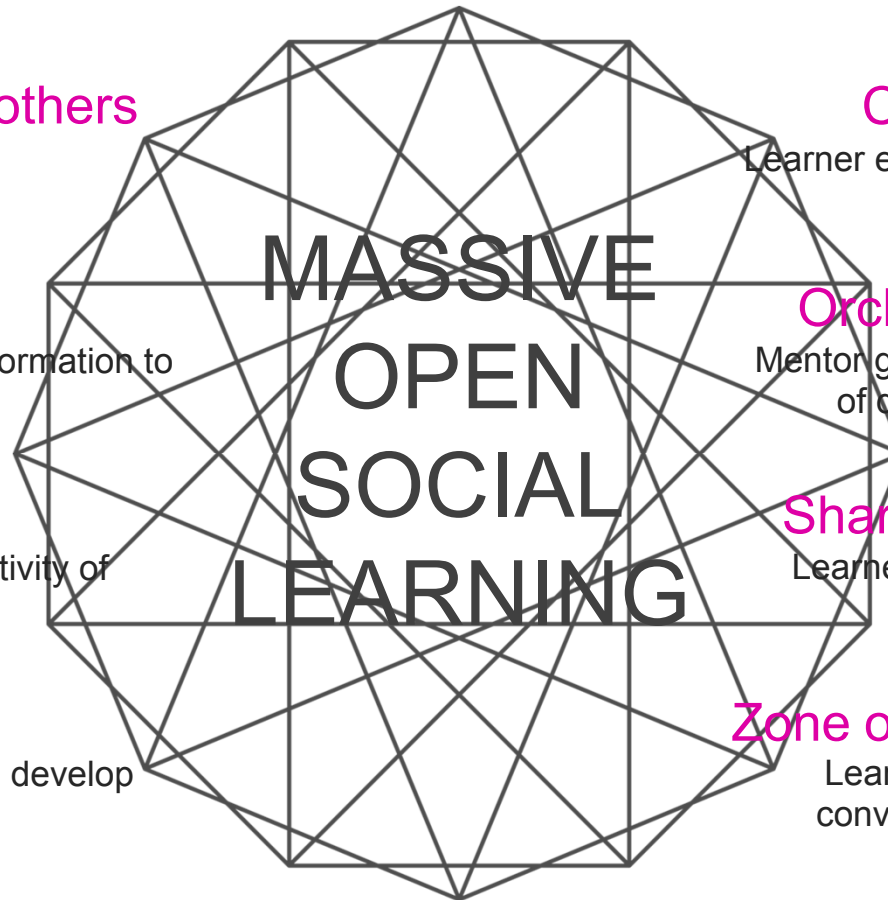
Mentor guides a group towards exploration of difference or shared understanding

Shared knowledge building

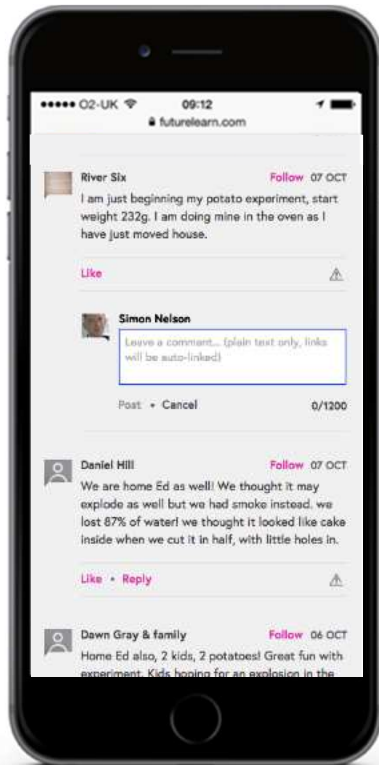
Learner develops knowledge with others through dialogue and interaction

Zone of proximal development

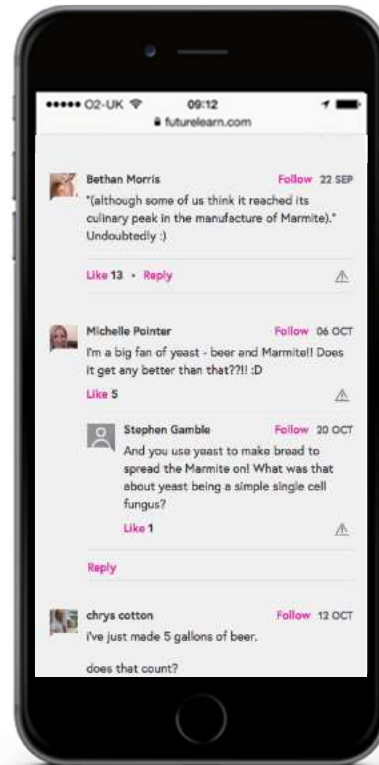
Learner learns through interaction and conversation with more knowledgeable other



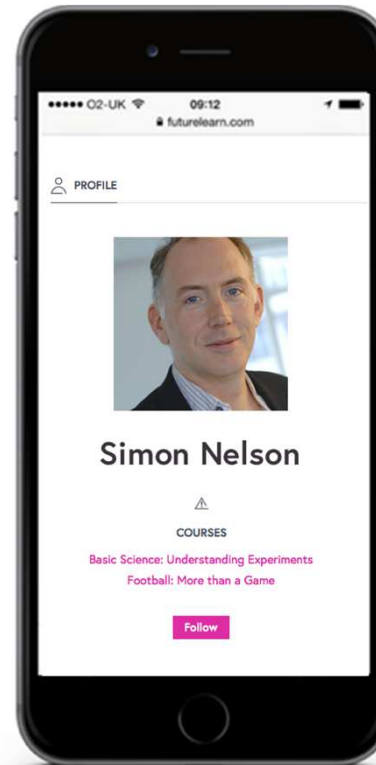
An innovative social learning approach



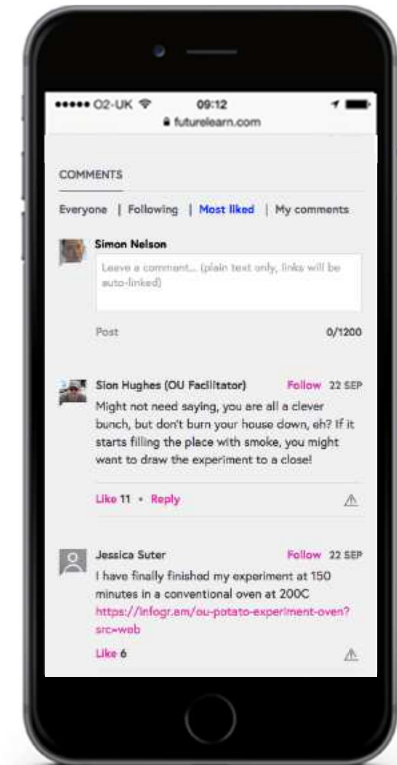
Replies



Likes

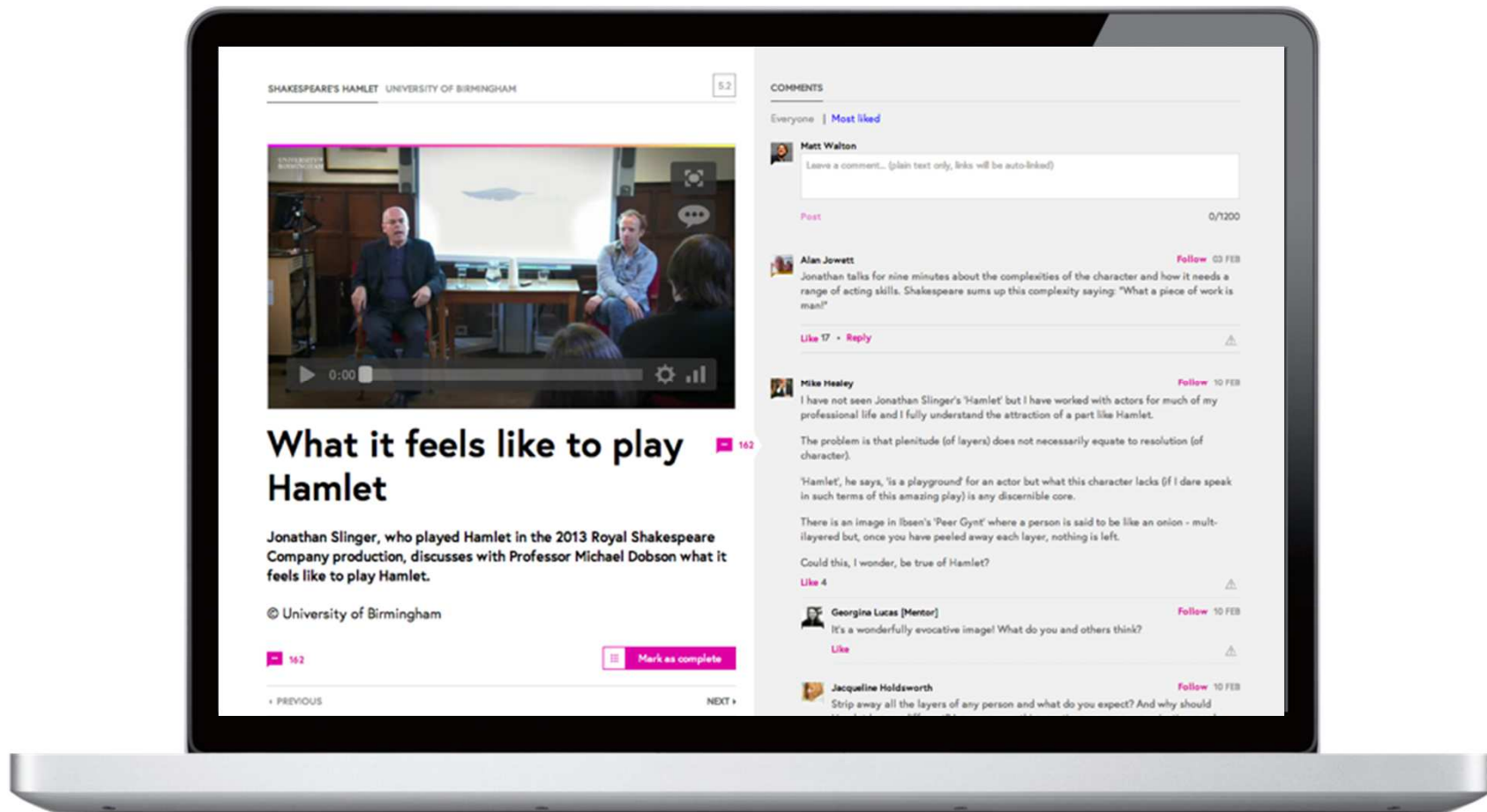


Following



Filtering

Contextual Conversation



Study groups

To do Activity **Study group** Progress

Welcome to your study group - a place to share your thoughts on any aspect of this course with a small group of other learners. We learn best when we learn together, so jump in - introduce yourself or join a discussion now.

OK

Group members (32) • Leave group

MEDICINE AND THE ARTS UNIVERSITY OF CAPE TOWN

To do Activity **Study group** Progress

Group members (32) • Leave group

AK Alla Kholmatova

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

Post 0/1200

Sam Garton LEAD EDUCATOR

Last week we talked about the effect of music therapy as an effective treatment. How is the effect of art therapy different? 1.4

Reply

Corina Duyn

Biofuel policy is a good example of unintended but foreseen consequences, and of contested or contradictory scientific evidence, vested interests and all those other messy factors that make policymaking difficult. Good summary here <http://biotechnologyforbiofuels.biomedcentral.com/articles/10.1186/1754-6834-1-9> In many areas of public policy, the scientific...

Reply Like

It's interesting to see this course address tax fraud and evasion in this way: it brings me to wonder how the financial institutions will develop internationally. Will there eventually be an international taxations system or an international enforcement of individual states' policies?

Reply Like

Social learning in action

RS

Rie Shimura

Follow 12 MAY

When I first watched the video I was a bit confused; why a silhouette "the mystery man" in the line-up is able to reduce the false identification rates. So I read through the posted comments, and I maybe see the point but not really sure yet.

Does that mean that the mystery man gives a sort of option to children and elderly people to choose if they feel they are not able to recognize anyone in the line-up?

Or since no one is really able to see that mystery man's face, it gives a chance or helps children and elderly people to admit that they fail to recognize anyone or they are still not that sure?

Could anyone help me to understand this better?

♡ Like 2



DH

Dorothy H

Follow 13 MAY

Rie, remember the very first time in the this course when we were told to choose someone and remember the letter, but the perp wasn't there? In that case, if there had been a mystery man, how many of us would have chosen that one?

People, when they are told to make a choice, try to choose. If one of the choices is... NO ONE, then they have done what they were told to do.

I think it's absolutely brilliant and works so well with everything else I know about psychology.

I bet it would help not only children and older adults, but everyone. We all have a part of us that wants to please and we have been especially been trained through



FREE ONLINE COURSE

Africa: Sustainable Development for All?

Learn what progress Africa has made towards inclusive development and consider challenges post-2015 in this free online course.

Go to course – started 25 Jan



also classified

[View transcript](#)

[Download video: standard or HD](#)



FREE online course

Duration: 6 weeks

3 hours pw

Certificates available

ABOUT THE COURSE

Africa as a continent is rich in natural resources and minerals and has increasing rates of wealth in some countries. The course will explore why there continues to be many sub-Saharan African countries which perform poorly on development indicators for reducing poverty, hunger and unemployment and improving maternal health and access to quality reproductive health services.

SHARE

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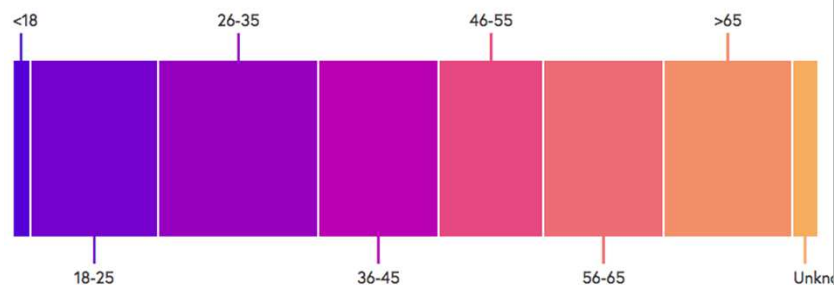


Data dashboards

Demographics

European Culture and Politics - 26 Sep 2016

COUNTRY AGE



Enrolments by age range

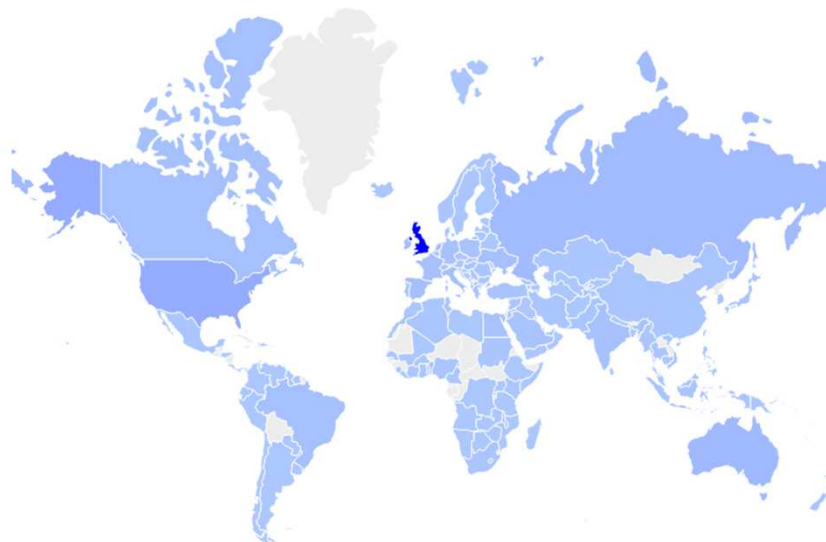
① Average

<18	2%	<div style="width: 2%;"></div>	3%
18-25	16%	<div style="width: 16%;"></div>	20%
26-35	20%	<div style="width: 20%;"></div>	24%
36-45	15%	<div style="width: 15%;"></div>	16%
46-55	12%	<div style="width: 12%;"></div>	14%

Demographics

Spanish for Beginners 1: Meeting and Greeting - 8 Aug 2016

COUNTRY AGE

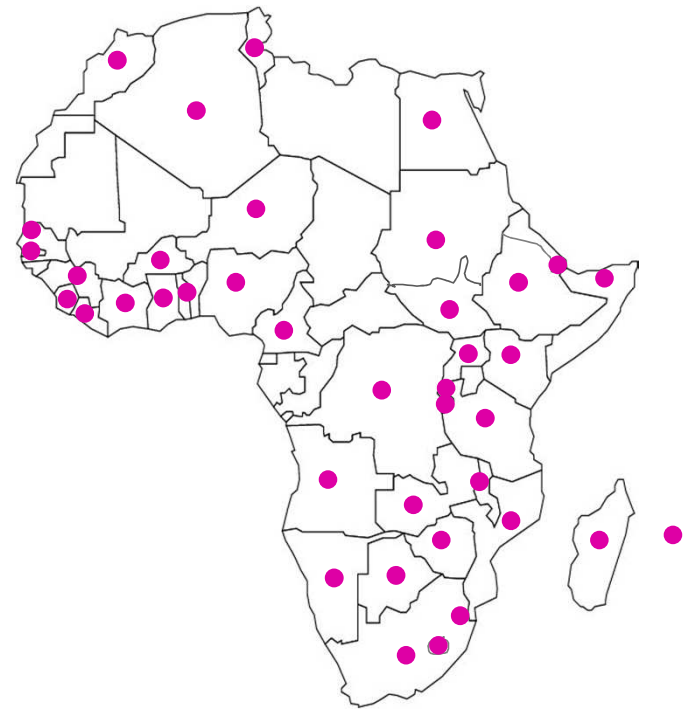


COURSE DEMOGRAPHICS

Africa: Sustainable Development for All?



- † 43% of joiners were from 39 African countries. Of these, the largest cohorts were from Nigeria, Kenya, Ghana, South Africa, Ethiopia and Uganda
- † Approximately 50% of these learners were female



Source: data from run 3 (25 Jan 2016) of the course (across 3 runs there were 15,254 enrolments)

once and for all. Dressed all in white, hundreds of them sat by the roadside, on the route taken daily by President Charles Taylor, rebel leader-turned-president.



© Women of Liberia Mass Action for Peace
(https://en.wikipedia.org/wiki/History_of_Liberia#/media/File:LiberianWomen.jpg) by USChick licensed under CC BY-SA 3.0

The president's motorcade swept past, slowing down only briefly for a contemptuous glance. But the women returned, day after day. In pouring rain and blazing sunshine alike, they danced and prayed. In the words of Comfort Lamptey, author of a book on the Liberian peace movement of those years, the women were 'fighting for the right to be seen, heard, and **counted.**' (emphasis added)

Taylor mocked the women for 'embarrassing themselves.' Still, though, the protests gained momentum. Religious leaders - imams and bishops alike - spoke out in support of the women's demands. Radio stations

PE patricia erdmann Follow 20 FEB
Recently women protested in Malawi against girls being forced into early marriage. They worked in their local community first and then moved on to working with Parliament members. There is now a new law that makes the legal age for marriage for girls at 18 rather than 15.

Like 5 Reply

ADEKUNLE IBUKUN Follow 15 FEB
The event is still fresh in my memory, few years ago when the world was thrown into state despair by the kidnapping of over 200 female students in Chibok, Nigeria. many series of peaceful protest follows after it all around the world.

Like 5 Reply

Elliot Pfebve Follow 16 FEB
HOZA(women of Zimbabwe arise) is a peaceful civic group of women who every year demonstrate by giving out roses on Valentine day demanding the end of government brutality. But each year they are rounded up and beaten by government security forces. Jane the leader has been arrested and detained several times Mugabe's brutality has been forceful and merciless..

Like 4 Reply

PN Phumla Ngwenya Follow 16 FEB
1956 Women's march in South Africa where women marched against the apartheid pass laws.

Like 4 Reply

Sylvia Hove Follow 18 FEB
The women in Nigeria in ref to taxes
<http://www.vanguardngr.com/2013/06/awka-market-women-protest-tax-imposition/>

Like 3 Reply

Oluwafemi Yanga Follow 29 FEB
The Bring back our Girls.. civil society and advocacy group agitating for the release of the school girls , kidnapped by Boko-Haram in Northern Nigeria

Like 3 Reply



To do

Activity

Replies

Progress

Discuss

Can you think of any other consequences of migration and displacement in sub-Saharan Africa? If so, please share some examples.

© University of Aberdeen

235 comments

Mark as complete

PREVIOUS

NEXT

COMMENTS

Everyone | Following | Most liked | Your comments



Holly Edwards

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

Post

Max 1200 chars



Phoebe Mitchell

Follow 24 FEB

Other consequences could include the fact that families disintegrate as it is often the male members of the community who have to migrate to search for work. This results in further





[View transcript](#)

Download video: [standard](#) or [HD](#)



 FREE online course

 Duration: 6 weeks

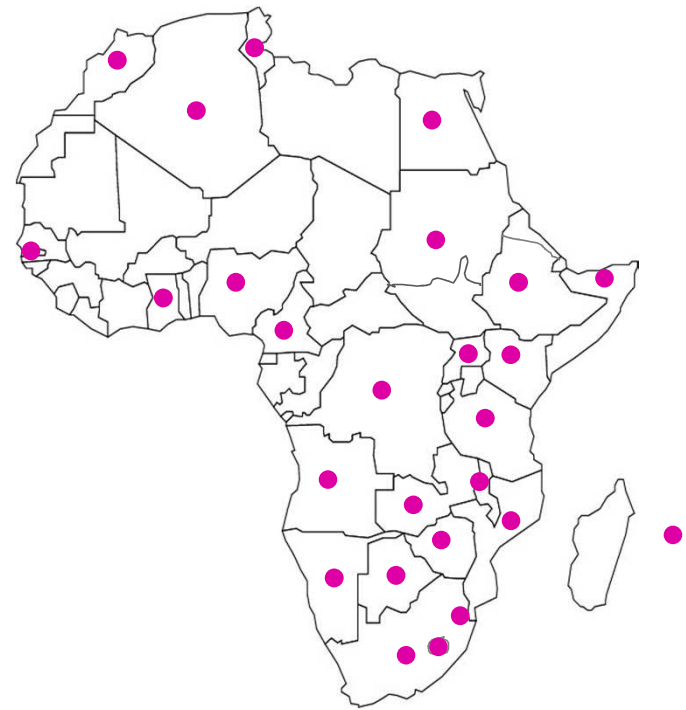
 4 hours pw

 Certificates available

[ABOUT THE COURSE](#)



- † 41% of joiners were from 26 African countries. Of these, the largest cohorts were from Nigeria, Ghana, South Africa, Kenya, Tanzania and Uganda
- † Approximately 45% of these learners were female



Source: data from run 1 (7 March 2016) of the course (there were almost 6,000 enrolments in total)



To do



Activity



Replies



Progress

SN

Samuel Nwaokoru

Follow 18 APR

Male, public health officer in a HIV/AIDS programme

I live in Nigeria

My motivation is to improve my knowledge on occupational health and safety because I work with potential hazards everyday

Occupational health in healthcare



Like



Reply



AA

Arit Archibong

Follow 16 APR

I am a family physician /F/ Nigeria. In my previous roles, I have been responsible for ensuring the health and wellness of employees from diverse industries. This course will equip me with the skills and knowledge to provide better care.



Like



Reply



OO

oluwamayokun ojo

Follow 13 APR

My name is Mayo, I am a medical doctor and i am currently practicing as a occupational health practitioner at a mining company. this course will enrich my knowledge and help me to give my patients optimum care through prevention of occupational health diseases.



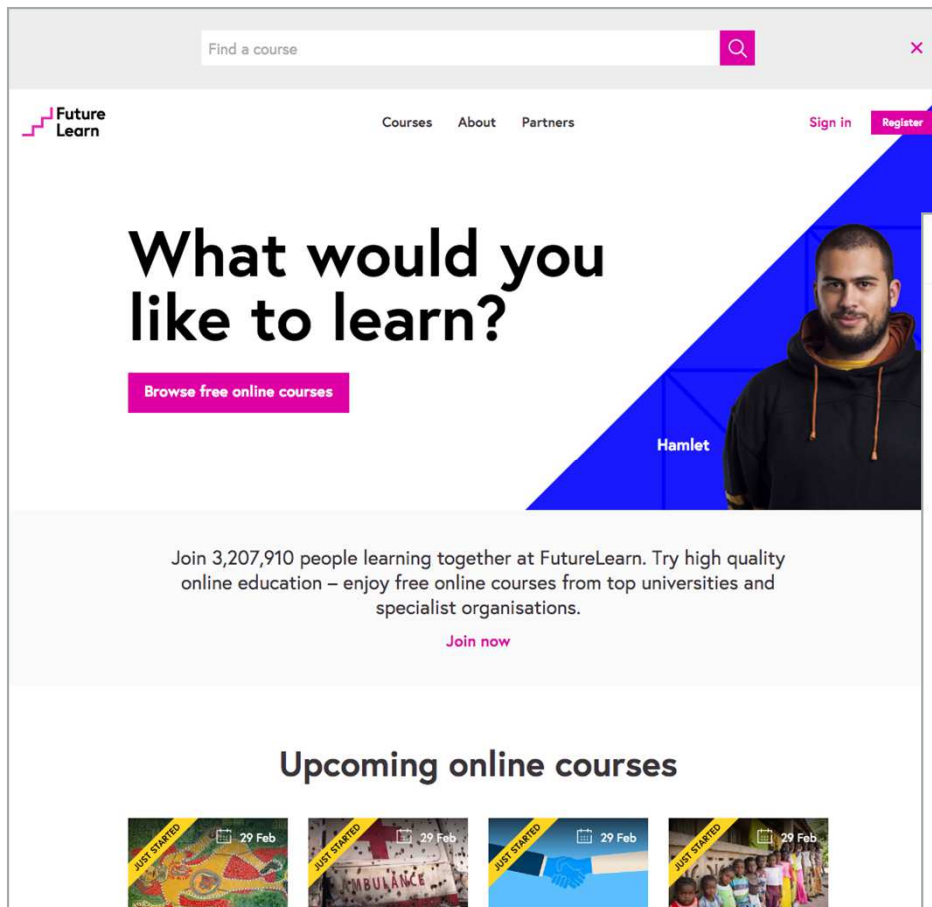
Like



Reply



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Future Learn

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Hamlet

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Join now

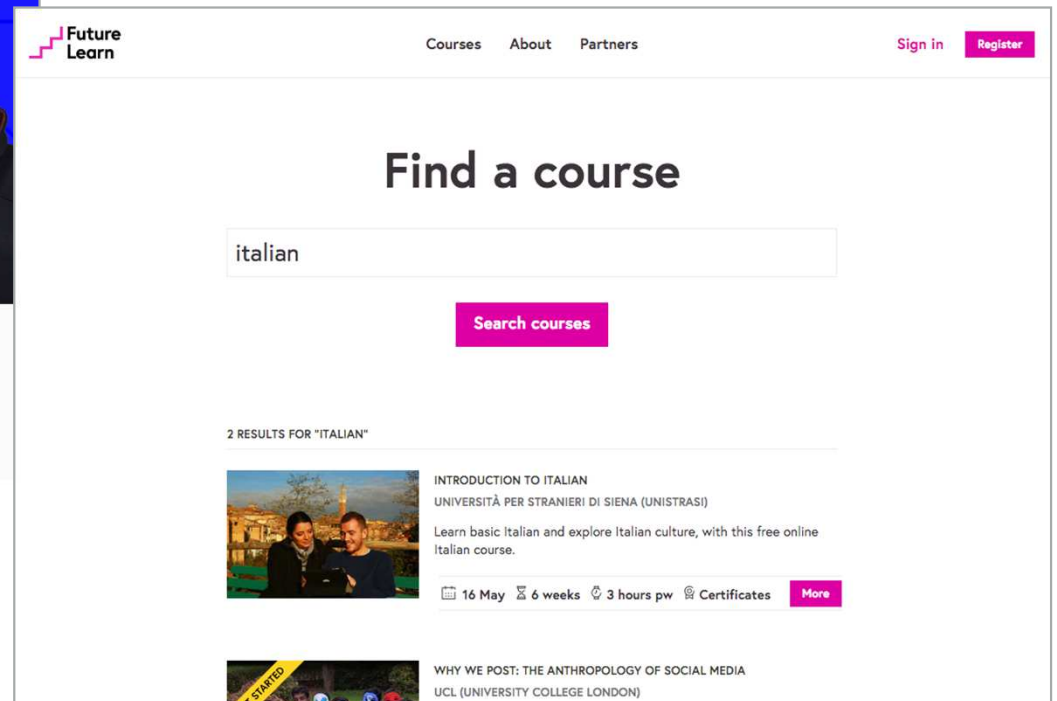
Upcoming online courses

JUST STARTED 29 Feb

JUST STARTED 29 Feb

JUST STARTED 29 Feb

JUST STARTED 29 Feb



Future Learn

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Sign in Register

Find a course

italian

Search courses

2 RESULTS FOR "ITALIAN"

INTRODUCTION TO ITALIAN
UNIVERSITÀ PER STRANIERI DI SIENA (UNISTRASI)

Learn basic Italian and explore Italian culture, with this free online Italian course.

16 May 6 weeks 3 hours pw Certificates More

WHY WE POST: THE ANTHROPOLOGY OF SOCIAL MEDIA
UCL (UNIVERSITY COLLEGE LONDON)

QUEENSLAND UNIVERSITY OF TECHNOLOGY

Big Data Analytics

Get a practical insight into big data - and popular tools for collecting, analysing and visualising it - with this flexible program of online courses from Queensland University of Technology.

4 courses

THE OPEN UNIVERSITY

Business and Finance Fundamentals

Develop your fundamental business and finance skills, with the prospect of earning 30 credits towards a Business Management BA, with this flexible program of online courses from The Open University Business School.

8 courses

THE OPEN UNIVERSITY

Management and Leadership

Take your first step to becoming a Chartered Manager with this flexible program of online courses from The Open University Business School and CMI.

2 courses

MIDDLESEX UNIVERSITY BUSINESS SCHOOL

Social Enterprise

Understand what it takes to launch and run a sustainable social enterprise with this flexible program of online courses from Middlesex University Business School.

3 courses

THE OPEN UNIVERSITY

The Digital Economy

Develop the business, management and marketing skills to thrive in the digital economy and take your first steps towards an MBA, with this flexible program of online courses from The Open University Business School.

4 courses

RMIT UNIVERSITY

Online Business Success

Gain the skills to launch, market and run your own online business with this program of online courses from successful entrepreneurs at RMIT University.

4 courses

THE OPEN UNIVERSITY

Finance Fundamentals

Develop your understanding of financial planning, budgeting, borrowing and investments with this flexible program of online courses from The Open University Business School.

4 courses

ST GEORGE'S, UNIVERSITY OF LONDON

Genomics in Healthcare

Gain insight into the role of genomic technologies across the breadth of medicine, with this flexible program of online courses from St George's, University of London.

3 courses

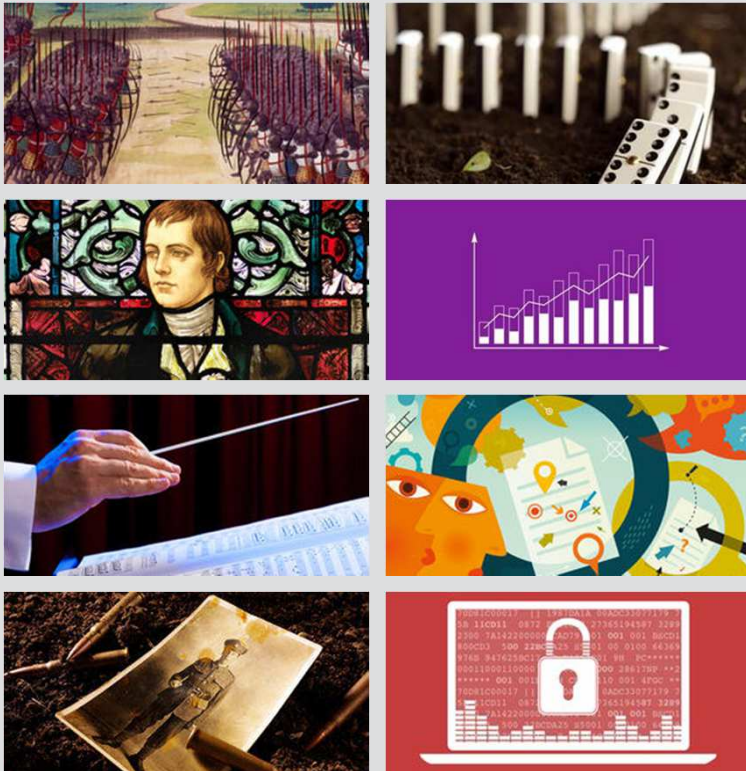
BRITISH COUNCIL

Teaching for Success: Practices for English Language Teaching

Understand and plan your professional development as an English language teacher, with this flexible program of online courses from the British Council, looking at the 12 professional practices from its CPD Framework.

3 courses

COURSE RUNS BY FULL PARTICIPATION



23%

Average full participation (of joiners) across top 50 courses

50%

Average full participation (of learners) across top 50 courses

IELTS COURSE GIVES US THE WORLD'S BIGGEST MOOC (OVER 440,000 LEARNERS)

The news was broken by the BBC



A screenshot of a BBC News article. At the top, the BBC logo is on the left, and navigation links for "Sign in", "News", "Sport", "Weather", "iPlayer", "TV", and "Radio" are on the right. Below this is a red "NEWS" header with sub-links for "Home", "UK", "World", "Business", "Politics", "Tech", "Science", "Health", and "Education". The "Education" link is highlighted. Underneath, there's a sub-link for "School Report". The main headline is "UK 'biggest online university course'", followed by the author "By Sean Coughlan, Education correspondent" and the date "13 May 2015" with a category tag "Education & Family". The main image shows a woman with her hair in a bun, wearing a grey sweater and scarf, sitting at a desk with a laptop and a desk lamp, looking at the screen.

A screenshot of a FutureLearn article. At the top is the logo for "THE TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS". Below this is a navigation bar with links for "HOME", "NEWS", "COMMENT", "FEATURES", "BOOKS", "RANKINGS", "AWARDS", and "JOBS". The "NEWS" link is highlighted. The main headline is "'Biggest-ever Mooc' starts on FutureLearn". Below the headline is a short paragraph: "FutureLearn, the UK massive open online course platform, has this week commenced what it believes is the biggest-ever Mooc." The date "MAY 15 2015" is displayed. At the bottom, it says "BY CHRIS PARR" and "FOLLOW AUTHOR ON CHRISPARRTHE" with social media icons for Facebook, Twitter, and LinkedIn.



FREE ONLINE COURSE

Ebola in Context: Understanding Transmission, Response and Control

How has the Ebola outbreak become a humanitarian emergency? Learn about the science behind the crisis.

[Go to course – started 13 Apr](#)

©EC/ECHO/Jean-Louis Mosser



Download video: [standard](#) or [HD](#)



 FREE online course

 Duration: 3 weeks

 4 hours pw

 Certificates available






To do


Activity


Replies


Progress



WEEK 1: THE EPIDEMIC

54 weeks ago



Introduction

Welcome to the course on Ebola in Context. Understand the key principles that underlie infectious disease spread, and the role of context in determining transmission and shaping the control efforts in the Ebola outbreak

1.1 WELCOME TO THE COURSE VIDEO (01:32)



Infection and the importance of context

Understand what Ebola does, modes of transmission, the first outbreak, and why this outbreak is different

1.2 PETER PIOT INVESTIGATING THE FIRST OUTBREAK VIDEO (05:43)

1.3 WHAT IS AN INFECTIOUS DISEASE? INFECTION AND MODES OF TRANSMISSION VIDEO (04:09)






To do

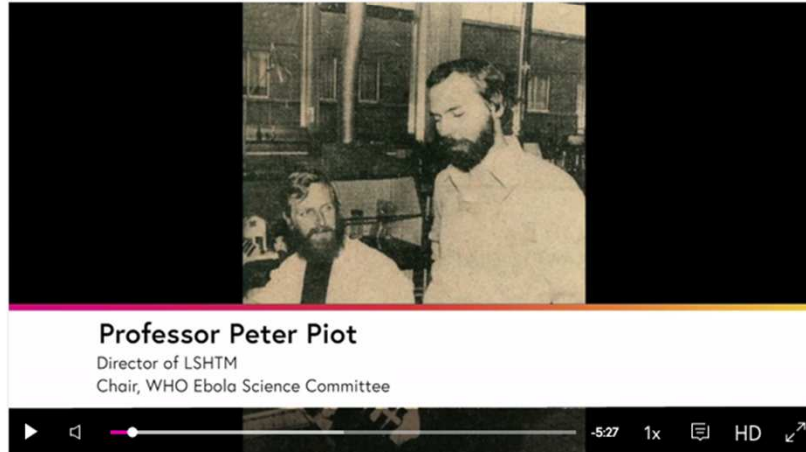

Activity


Replies


Progress

1.2

YOU'VE COMPLETED 1 STEP IN WEEK 1



[View transcript](#)

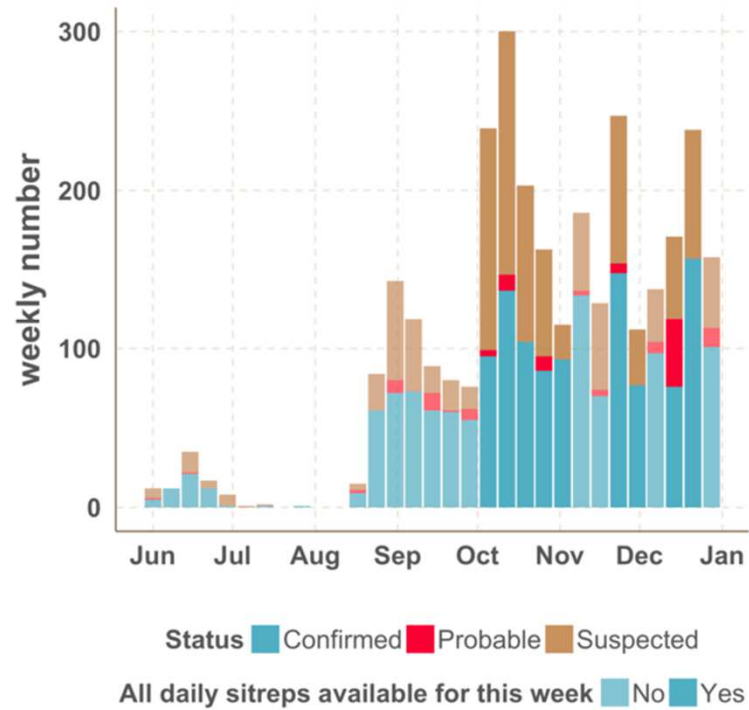
Peter Piot investigating the first outbreak

 130 comments

In this video, which uses archive footage from 1976 and narration

Below are the epidemic curves for Guinea, Liberia and Sierra Leone as of December 2014. Note they are drawn to different scales.

Guinea



[Click to expand](#)

MSP Group

SIERRA LEONE

...sed our level of knowledge about the
...transmission of infectious diseases.”



Analytics Dashboard – illustrative



Courses

About

Partners



Course analytics

Course joiners

2,453



Avg. Time on step

05:43



Avg. Steps completed

1,253



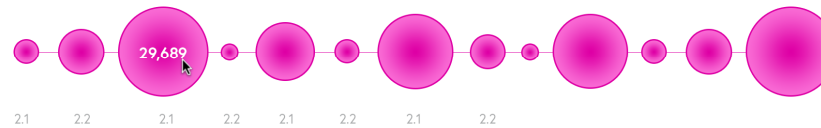
Comments in last 24 hrs

352



CURRENT ACTIVITY

Week 2 32,054 total comments



COMMENT HIGHLIGHTS

STEP HIGHLIGHTS

Completion Time spent Social

Top comments

It's got to be The Euler line! I love the way this theorem reveals surprising patterns in simple, familiar shapes. The beauty and power of mathematics...



Susie Mothimontot

4 HOURS AGO, 17 LIKES

I really love Euler's equation. It's such a simple formula but encapsulates something beautiful and pure about the nature of sphere.



Maggie Santahgiy

4 HOURS AGO, 15 LIKES

It's got to be The Euler line! I love the way this theorem reveals surprising patterns in simple, familiar shapes. The beauty and power of mathematics...



Susie Mothimontot

4 HOURS AGO, 12 LIKES

I really love Euler's equation. It's such a simple formula but encapsulates something beautiful and pure about the nature of sphere.



Maggie Santahgiy

4 HOURS AGO, 5 LIKES

Most popular steps

2.4

SEEING BENEATH THE LAKE ARTICLE

Completed by 2545 people

2.5

THE HEXAGON - TRAJANIC EXPANSION OF PORTUS VIDEO

Completed by 2545 people

2.10

SEEING BENEATH THE LAKE ARTICLE

Completed by 2545 people

2.18

PORTUS AND ROME VIDEO

Completed by 2545 people

2.20

SUMMARY OF THE WEEK VIDEO

Completed by 2545 people

Least popular steps

2.4

SEEING BENEATH THE LAKE ARTICLE

Completed by 2545 people

2.5

THE HEXAGON - TRAJANIC EXPANSION OF PORTUS VIDEO

Completed by 2545 people

2.10

SEEING BENEATH THE LAKE ARTICLE

Completed by 2545 people

2.18

PORTUS AND ROME VIDEO

Completed by 2545 people

2.20

SUMMARY OF THE WEEK VIDEO

Completed by 2545 people

Recent Twitter activity

 **#FLhiggs**

I really love Euler's equation. It's such a simple formula but encapsulates something beautiful and pure about the nature of sphere. **#FLhiggs**

$1 = 0.99999999\dots$ The quantity 0.999, followed by an infinite string of nines, is equivalent to one. Beautiful. **#FLhiggs**

OPPORTUNITIES TO IMPROVE LEARNING

FutureLearn works with partners to capture and analyse learning data and analytics



We generate course reports to highlight cohort or whole-course patterns, enabling improvements to future iterations of the course in the pursuit of increased retention and stronger learning outcomes.

Enrolment
cumulative growth

Conception change

Learner
demographics

Quizzes/tests:
attempts to correct

Activity by step and
by week

Learner retention

Comments overview

Activity heat-maps:
step completions,
comments

Comment sentiment


Formative Assessment

Question 2

When guiding someone who has limited sight, do you...

- ...push or pull the person?
- ...allow the person place their hands just above your elbow, so that they walk a step behind you?
- ...walk normally and give details of the upcoming area?

Incorrect
Select another option

 Judith McKenzie LEAD EDUCATOR

Somewhat correct and somewhat incorrect. This is a risky approach on its own as you may not describe everything, for example, a pavement or even a hole in the road. However, you should describe the environment as you are walking but this should be accompanied by guiding. There is another answer which we're looking for.

Immediate Feedback


Intro 1 2 3 4

Question 3

What does the social model of disability entail?

- The child cannot learn because he or she has a disability
- The child can learn only after the disability is fixed
- The child can learn, but the school and curriculum need to be adjusted to fit the child's learning style

Correct

 Judith McKenzie LEAD EDUCATOR

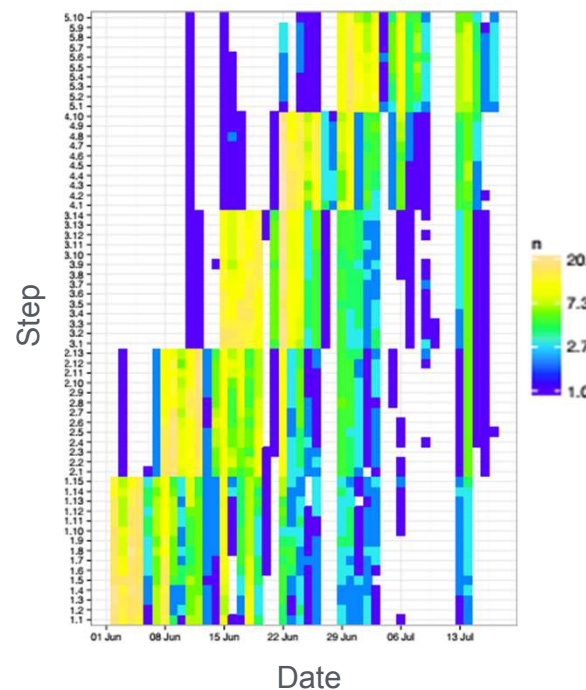
Yes, exactly, as I described, the social model of disability looks at what barriers society is putting in place which prevent all children from learning.

Celebrate Progress

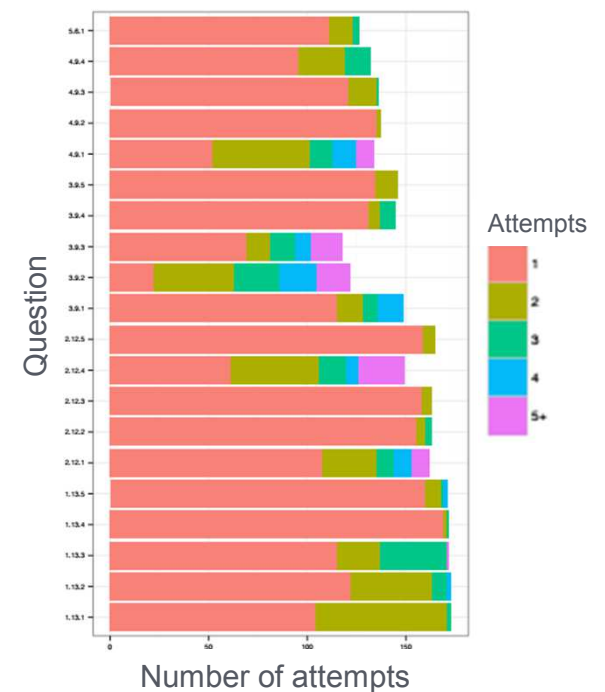
Rich data and course reports

- Gain insights into the links between content, course length and retention
- Assess efficacy of test questions and quizzes, and see which areas need more attention
- Monitor engagement levels through comment length, sentiment and prolificacy
- Rich data source provided to enable bespoke analysis by partners themselves

Activity Heat-maps
Step completions



Quizzes and Tests
Attempts to correct





Thank you

@nigelcsmith

A white icon of a staircase with three steps, positioned to the left of the text.

**Future
Learn**