ChinaX Course Report

Authors (in alphabetical order):
Michael Friedman, Junjie Liu, Meghan Morrissey, Selen Turkay, Tiffany Wong
Contributors: Glenn Lopez

Executive Summary

The first iteration of ChinaX, a ten-part Massive Open Online Course (MOOC) on the history of China, produced by HarvardX and delivered on the edX platform, concluded after 18 months. This ambitious educational endeavor, engaging over 50,000 learners worldwide, provides an opportunity to reflect and think about lessons learned in the creation of and participation in ChinaX from the perspective of the learner. Through a mixed method study that combined a qualitative analysis of semi-structured interviews with learners, surveys and clickstream data, we aimed to form a holistic understanding of who the ChinaX learners are, what motivated them to take the course, how they went through the course, what engaged them during the course, and the impact the course had on their lives. In this report we are presenting preliminary results.

Key Takeaways and Recommendations

For Course Faculty and Developers:

- Begin with your course goals and learning objectives: what are the goals of the course? How are you going to evaluate the success of these goals throughout the course?
- Consider whether you have any research questions you want answered when you start to develop the course. What research methodologies would be best to answer your question? Who can you collaborate with to answer your question?
- Consider the goals of your learners: what are their goals for the course? How are they evaluating their success? Ask your learners to consider their goals as they start the course.
- Keep in mind that learners are diverse as are their approaches in accessing and interacting with the course. Providing multiple ways to access materials allows for different learners to access the content in a way that is best for them. For example:
  - Transcripts appeared useful for speakers of non-English languages and for taking notes and learning offline.

*Our thanks to Justin Reich for discussions and connecting us with George Veletsianos and Emily Schneider and the Lived Experience project, Michael Rutter for comments on previous drafts, Professors Peter Bol and Bill Kirby for their unending support, Ananda Moore and the rest of the ChinaX team, our ChinaX learners, and to HarvardX and the Harvard Initiative on Learning and Teaching. Please send comments to meghanmorrissey@g.harvard.edu and tiffanywong@g.harvard.edu.*
Learners who have limited access to internet appreciated being able to download video, transcripts and assessments, to use off the platform.

Learners appreciated the flexibility of being able to access content to fit their own schedules.

Some learners appreciated innovation and creativity when presenting content even with technological limitations; others were frustrated with faulty technology. Be supportive during these times.

Learners appreciated having tutorials that explain the platform and new technology and suggestions on how to navigate through the platform and course.

- Keep the creation of the course as an iterative process.
  - Throughout the course build in ways to listen and solicit feedback from your learners through unstructured processes, e.g., pay attention to their discussions, behaviors, likes, dislikes in course forums. Also, pay attention to conversations off-platform, as well as through more formal processes, e.g. conduct surveys (pre-course, mid-course, end-of-course) and interviews.
  - Be open to making changes based on learners’ feedback.

- Emphasize the teamwork required to produce and deliver the content. Learners enjoy knowing who is behind the making of the course and the effort that goes into how it is made. It makes a difference when you are transparent and communicative, as well as relatable to your learners.

- Set up social media sites for learners in order to foster community off the platform. Be open to learners initiating their own sites. Effective collaboration is essential to online learning communities.

- Build and maintain your networks (e.g., social media, alumni base, past participants) to improve learner engagement via community involvement.

- Increase opportunities for faculty and staff to communicate and interact with learners, e.g., via email, social media, office hours, meet-up events.

- Structure the course in a consistent format (e.g. consistent release dates (e.g. weekly releases)), consistent communication (e.g. weekly emails), so learners know what to expect.

**For Participants:**

- **Educators:**
  - Pay attention to pedagogy. Participants mentioned being inspired by the teaching methodology of the course and faculty members, even when it did not relate to the content they taught.
  - Be open to creating programs using MOOC materials.
Libraries can host facilitated MOOC meet-ups with members from their local community.

- This proved successful when the library provided a venue and equipment (projector) to screen the MOOC and a volunteer stepped in to provide programmatic support.

Museums can integrate MOOC content within their exhibitions (physical or online).

Teachers can assign supplemental MOOC material and integrate learned methods and content into their course.

- **Lifelong learners:**
  - MOOCs can take as much or as little time as you want. Think about what you want to get out of the learning experience and tailor your own expectations and needs to your life. Those who were happiest with the course knew what they wanted to get out of the course -- whether it was community, specific content knowledge or something else.
  - Those who persisted through the whole course tended to have a methodological approach to their own learning. For example, having a set time during the week to engage in the course.
  - Different perspectives and worldviews in your interactions are a positive aspect of an online community. By forming a close online community it can facilitate personal long-lasting connections.
  - Be open to content outside your comfort zone.
  - Think about how you learn best.

- **Professionals and Students:**
  - Learners found the course especially useful in identifying gaps in their knowledge and skills as well as filling in those gaps in their existing knowledge and skills.
  - Use effective collaboration in the course’s online community. As you enter into the learning platform, exchange ideas and analysis together, in a meaningful and constructive manner.
  - Work in partnerships and expand your peer support network.
  - Provide each other with useful feedback that relates to your educational and professional lives, posing questions, and thoughtful responses.
  - Learners come from very diverse backgrounds and are at different phases of your educational and professional paths. Learn from one another and challenge your peers in effective dialogue.
For Researchers:
- Identify key areas to improve through purposeful experimentation (e.g., discussion forums).
- Use qualitative methods to inform research and practice.
- Accompany quantitative data with qualitative data to give context to learner experiences.
- Collaborate with course developers.
- Do not make your measurements for success too narrow.

For MOOC Platform Providers:
- Enhance functionalities that support learner community within the platform.
- Work with course developers and researchers to learn about what functionalities are needed to improve learners’ experiences.
- Improve searchability in the discussion forums and a better way to organize responses.

Introduction and Methodology

Learning in online settings is not a new phenomenon. However, the scale and openness that define Massive Open Online Courses (MOOCs) has fundamentally changed the way online learning is studied and taught (Deboar, et al, 2014). The massive amount of data collected in these learning platforms allows for research methodologies and learning analytics that utilize big data and clickstream data to understand human learning (Breslow et al, 2013), such as the implementation of randomized studies. Indeed one of the explicit goals of creating MOOCs identified by MIT and Harvard, as well as other institutions, was to research learning (Hollands & Tirhali, 2014). Thus, edX and Coursera both developed platforms that track learners’ every click as they go through the courseware (Breslow, et al, 2013).

One challenge faced when studying learners’ experiences in digital learning environments is the focus on log-data, which only tracks on-platform activity. Although log-data is useful, it is unable to fully capture learners’ motivations, values, learning, and impact of participating in MOOCs. To better understand the range of experiences among MOOC learners, we believe the research community should utilize diverse research methods including surveys, interviews and connected ethnographies (Sefton-Green, 2012). Therefore, we interviewed ChinaX participants [called learners (Deboar, et al, 2014)] about their experiences, focusing on their learning behaviors, engagement with and impact from the course in their lives, as these aspects are difficult to understand from on-platform activity alone.
In our mid-course and end-of-the-course surveys, we asked learners to participate in an interview about their experiences regarding ChinaX. Among 1,012 learners who took the two surveys, 475 agreed to be interviewed, of which we (Morrisey, Wong) interviewed 118, by ordering the respondents in alphabetical order and going down the list. Each interview was 30-45 minutes and was transcribed by a professional transcription service. We randomly selected 21 interviews for coding and analysis for this report. After identifying major themes and reaching an acceptable interrater reliability score (k=.71) across authors (Friedman, Morrisey, Turkay, Wong), we proceeded with a grounded theory approach (that is letting the themes emerge from the interview transcripts rather than the literature), focusing on these major themes to identify sub-codes within each.

This report will provide an in-depth introduction and analysis of the ChinaX course and its learners, and present our findings from interviews with ChinaX learners.

What is ChinaX?

"...what's amazing is... through all of your efforts in putting the class together in such a comprehensive way with lectures, visits to the museums, a classroom episode, writings, videos, animations to the entire multimedia experience… through ability to communicate through the boards. They're [ChinaX] really able to replicate a classroom experience very closely, and I think it's quite remarkable. But from a content standpoint it's even more remarkable that I felt, and of course I'm not expert yet, but I felt that I was getting a very similar experience as if I were there in the classroom learning this from really two of the top China guys period, and all you graduate students who are so brilliant and people from China." (Douglas)

Spanning from the Neolithic to the contemporary, ChinaX truly surveyed the breadth of Chinese history. The course consisted of 52.96 hours of video content, over 500 pages of reading, 50 discussion questions, and 580 graded assessments across 18 months--having started on October 31, 2013 and ended on March 26, 2015.

ChinaX was conceived from an undergraduate general education course Societies of the World 12: China, taught by Professors Peter K. Bol and William C. Kirby, its antecedents going back to John K. Fairbank and Edwin O. Reischauer’s survey course on Asia.
ChinaX included 26 faculty across various disciplines including anthropology, archeology, art history, biology, business, economics, engineering, environmental studies, literature, intellectual history, political science, social history, and sociology across Harvard and other universities.

The goal of the course, as stated on the edX “About Page,” was to understand “China's historical experience, its patterns of philosophy and religion, and its social and political thought. These themes are discussed in order to understand China in the twenty-first century and as a great world civilization that developed along lines different from those of the Mediterranean.”

As such, the page stated, “ChinaX introduced new features to make the riches of Harvard's visual collections and the expertise of its faculty more accessible to learners worldwide. We will engage in intellectual and religious trends, material and political culture, the local diversity and the national unity, art and literature, and China’s economic and political transformation— past, present and future.”

Judging by learners' feedback, the course did indeed cover the content in the course description. Learners noted the breadth and depth of the course content as well as the approachability of the professors and staff, the spirit of experimentation present in the course, and the sense of community they felt going through the course. They were quick to compare ChinaX with other courses, noting that MOOCs varied widely across subject as well as presentation.

Throughout the creation and delivery of ChinaX, the course team made a concerted effort to utilize “Action Research” (Lewin, 1946, p.34), that is “research which will help the practitioner” (Lewin, 1946, p.34) that “proceeds in a spiral of steps each of which is composed of a circle of planning, action and fact-finding about the result of the action” (Lewin, 1946, p.38). It differs from simply problem solving since it helps the researcher to "reframe the problem in a more complex way, often leading to a new set of questions/problems"(Anderson & Herr, 1999, p.16) for the cycle to begin again.

As practitioners, ChinaX took on this iterative research methodology of looking, thinking, acting then repeating in order to both continuously improve its practice quickly and efficiently and to improve the practice of course creation in a broader context. The MOOC context offers a powerful means for conducting action research as it in itself is an iterative process of continuous change. A MOOC is not simply an instructor lecturing to an audience, it is a vibrant, active, and diverse community of engaged learners and practitioners that work together to improve the course on a daily basis.
We hoped to keep true to the spirit of action research and create “a systematic approach to investigation that” (Stringer, 2007, p.1) would enable us to find solutions to problems that we confront in our daily practice. We aimed for our practice to be phenomenological, interpretive, hermeneutic (Stringer, 2007, p.20) democratic, equitable, liberating and enhancing (Stringer, 2007, p.11).

In keeping with an action research paradigm, we attempted to focus on learners’ actual experiences in the course in order to empower them to have a voice in the process and build their capacity to reach their full potential. We recognized that there were many stakeholders involved in the course, from the professors, the graduate students, course developers and researchers working on the course to the undergraduates in the flipped classroom experience and the online learners in the MOOC experience. Each had a unique perspective and skill set that made our course better. Collaboration among stakeholders fostered innovative pedagogical approaches to learning and teaching.

**Structure of Course**

_on-platform_

*ChinaX* was divided into 10 mini-courses (also called parts) made up of 52 modules. Each mini-course had four to eight modules that were released every week in the courseware on the edX platform. Depending on the content, a module consisted of about one to two hours of video content broken up into 2-15 minute segments. Between the video segments, there were assessments and open-ended short response questions, as well as readings for learners to complete. At the end of each module learners were required to answer a discussion forum question: an open-ended question designed to push learners to synthesize and consider the whole module. Four days after the modules’ release, a faculty and graduate student would discuss learners’ discussion posts in an “Office Hour” video that was released before the next module came out. A weekly survey was imbedded into the courseware for iterative feedback on the course including a question soliciting further content related questions. These questions were then addressed in the Office Hour video.

In agreement with Kop (2010) and Shedroff (2009), our research indicates the importance of community and collaboration, not only between teacher and learner, but among learners. Looking at Kop’s model of learning on an open networked learning environment, preliminary findings indicate that our Office Hour videos are an integral part of facilitating this learning cycle for all stakeholders.
The Office Hours were released in the “Weekly Digest,” which also included the selected discussion questions. These weekly surveys were fundamental in helping the course team to make changes while the course was running and in creating future modules. At the end of the mini-course, a series of summative assessments was released including an open-ended discussion question.

Social media was utilized to encourage online community engagement and for marketing purposes. ChinaX engaged in multiple social media channels to approach various types of learners, mainly seven social media accounts (Facebook, Weibo, Guokr, Renren, Youku, Facebook, Google+, YouTube) for both global and Chinese learners.

Popular social media sites in China:

- Weibo is a twitter-like microblogging service which has a wide range of user types.
- Guokr is China’s largest MOOC aggregator and online community with a clearly-defined target user: MOOC learners.
- Renren is a Facebook-style social media popular mainly among college students.
- Youku is a YouTube-like video site in China. Different from other social channels, users do not need to sign into Youku to see the content, meaning they can watch Youku videos without a Youku account. The ChinaX Youku account has generated 82,000 view counts. Additionally one ChinaX video clip (the Dynasty Song) was viewed over four million times on other people’s Youku accounts/Youku-like video sites within one week after the release of the video.

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Fan Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weibo</td>
<td>15,700</td>
</tr>
<tr>
<td>Guokr</td>
<td>10,900</td>
</tr>
<tr>
<td>Renren</td>
<td>620</td>
</tr>
</tbody>
</table>
Youku 410
Facebook 3,670
YouTube 2,350
Google+ 520
Total 34,170

Different strategies and content were utilized for different social media channels based on the preferences and habits of their specific users, as well as the functionality of each specific social media. Among all the social media channels, Weibo, Youku, Facebook, Guokr, and YouTube were the most successful in their own fashion while Renren and Google+ did not lead to an active community. This may be because the two sites are losing their popularity in general.

In addition to various social media, a community page was also created at the end of ChinaX version 1 to sustain engagement amongst the most active learners and as a platform for sharing additional resources. Overall learners are still very active on social media, especially within their facebook group page, as well as checking into the community page.

As a compliment to the online course, ChinaX also engaged in two physical meetups, one at the beginning of the course as a focus group held at Harvard University Campus in Cambridge, MA, and one in Part 3: Cosmopolitan Tang: Aristocratic Culture at the Harvard Ed Portal in Boston, MA.

Who are the learners?

Table 2
Number of Unique Learners by Participation Type

<table>
<thead>
<tr>
<th>Participation Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered in at least one ChinaX part</td>
<td>88,520</td>
</tr>
<tr>
<td>Went into and viewed at least one ChinaX part</td>
<td>51,214</td>
</tr>
<tr>
<td>Explored* at least one ChinaX part</td>
<td>9,108</td>
</tr>
<tr>
<td>Certified in at least one ChinaX part</td>
<td>4,708</td>
</tr>
<tr>
<td>Certified in all 10 ChinaX parts</td>
<td>890</td>
</tr>
</tbody>
</table>
Received verified ID in at least one ChinaX part 127

Received verified ID and certified in at least one ChinaX part 105

*Explored is defined as completing over half of the courses content.

Table 3
Number of Unique Learners by Participation Type per ChinaX Part

<table>
<thead>
<tr>
<th>ChinaX Part #</th>
<th>Net registered</th>
<th>Viewed</th>
<th>Explored</th>
<th>Certified</th>
<th>Verified ID</th>
<th>Certified &amp; Verified</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>58,283</td>
<td>45,618</td>
<td>13,623</td>
<td>3,691</td>
<td>0</td>
<td>0</td>
<td>39,957</td>
<td>29,804</td>
</tr>
<tr>
<td>Part 2</td>
<td>33,915</td>
<td>12,727</td>
<td>5,419</td>
<td>2,642</td>
<td>0</td>
<td>0</td>
<td>23,625</td>
<td>16,504</td>
</tr>
<tr>
<td>Part 3</td>
<td>32,547</td>
<td>7,320</td>
<td>4,014</td>
<td>2,227</td>
<td>0</td>
<td>0</td>
<td>20,931</td>
<td>15,244</td>
</tr>
<tr>
<td>Part 4</td>
<td>33,636</td>
<td>6,656</td>
<td>2,535</td>
<td>1,788</td>
<td>0</td>
<td>0</td>
<td>21,092</td>
<td>15,497</td>
</tr>
<tr>
<td>Part 5</td>
<td>33,246</td>
<td>5,162</td>
<td>2,970</td>
<td>1,685</td>
<td>0</td>
<td>0</td>
<td>20,576</td>
<td>14,469</td>
</tr>
<tr>
<td>Part 6</td>
<td>33,882</td>
<td>5,364</td>
<td>2,835</td>
<td>1,637</td>
<td>0</td>
<td>0</td>
<td>20,768</td>
<td>15,010</td>
</tr>
<tr>
<td>Part 7</td>
<td>33,863</td>
<td>4,583</td>
<td>2,640</td>
<td>1,505</td>
<td>71</td>
<td>63</td>
<td>19,544</td>
<td>14,199</td>
</tr>
<tr>
<td>Part 8</td>
<td>34,323</td>
<td>4,411</td>
<td>2,563</td>
<td>1,528</td>
<td>67</td>
<td>62</td>
<td>19,424</td>
<td>14,059</td>
</tr>
<tr>
<td>Part 9</td>
<td>35,054</td>
<td>4,126</td>
<td>1,809</td>
<td>1,441</td>
<td>65</td>
<td>60</td>
<td>19,650</td>
<td>14,112</td>
</tr>
<tr>
<td>Part 10</td>
<td>36,732</td>
<td>5,492</td>
<td>1,204</td>
<td>1,258</td>
<td>85</td>
<td>73</td>
<td>20,628</td>
<td>14,897</td>
</tr>
</tbody>
</table>

*the ID verified certificate option only became available in ChinaX 7, thus the previous parts do not have any verified ID or certified & verified.

In total ChinaX learners attained 19,402 ChinaX honor-code certificates.

ChinaX Learners by Geography

Figure 1 through 4 show diversity of ChinaX learners by geography within each participation type.
Figure 1. ChinaX registrants by country

Figure 2. ChinaX 1-10 on edX viewers by country
Figure 3. ChinaX 1–10 on edX certifications received by country

Figure 4. ID verified ChinaX learners by country
Figure 5. ChinaX Participants Across U.S. States Normalized by Population

Figure 6. ChinaX Participants Across U.S. Counties
Figure 7. ChinaX Participants Across Greater China

Figure 8. Completed Education Composition of ChinaX Participants

In our surveys, we asked participants whether they are teachers or instructors. Thirty nine percent identified themselves as an instructor or a teacher (see Table 4). Of these, almost one third still taught (see Table 5). Furthermore, we wanted to know how many have taught materials related to ChinaX content. Majority of the respondents have not taught ChinaX related materials (see Table 6). Lastly, more than half of the participants who identified themselves as an instructor or a teacher have taught at colleges or universities (see Table 7).

Table 4

<table>
<thead>
<tr>
<th>Number of Learners Identified Themselves as an Instructor or a Teacher</th>
<th>Yes</th>
<th>1,002</th>
<th>39%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>1,405</td>
<td>55%</td>
</tr>
</tbody>
</table>

Figure 9. Average Age Composition of ChinaX Participants in Part 10 which reflects all other parts.

Teachers and Instructors

| Unsure   | 166 | 6%  |
| Total    | 2,573 | 100% |

Table 5  
*Number of Learners Who are Currently Employed as an Instructor or Teacher*

| Yes   | 337 | 34% |
| No    | 658 | 66% |
| Total | 995 | 100% |

Table 6  
*Number of learners who have taught material related to ChinaX*

| Yes   | 111 | 11% |
| No    | 857 | 87% |
| Unsure | 22  | 2%  |
| Total | 990 | 100% |

Table 7  
*Number of learners by settings their instruction takes (or took) place*

| Primary      | 154 | 16% |
| Secondary    | 281 | 28% |
| College or University | 573 | 58% |
| Outside the scope of a traditional school | 383 | 39% |

**What Engaged Learners?**

“... *I haven’t engaged with them [other MOOCs] as much, largely because of time, ‘cause I do have a life as well outside.*” (Brandon)

Each MOOC competes for learners’ time and attention. We found that ChinaX engaged learners for a plethora of reasons, from a specific topic to interactivity among learners. Below is a summary of what engaged learners in ChinaX.
Learners engaged with ChinaX content for several reasons, including familiarity, prior interest, curiosity and utility. They found specific sessions or topics more engaging than others while some learners also expressed an interest in the whole scope of the topics covered, preferring the breadth ChinaX provided. For instance, Craig liked the case studies because he had experience learning with business cases during his MBA. On the other hand, Vince knew nothing about Qing Dynasty and his engagement with this content was primarily driven by curiosity. Several participants also mentioned they liked that the curriculum was so detailed (even if it felt overwhelming sometimes) and not “dumbed down”. A representative quote from Maria, "I felt that almost all the time, that far from dumbing it down...You were presenting the material the way you would within the university." In addition to details, participants also liked having diversity of modality to present content (e.g., illustrations, interactives). Douglas emphasized that the interactive maps were critical to his engagement and learning. In a similar vein, Jakob found the combination of the use of visuals in the videos, such as maps and historical artifacts, to be a very nice enhancement.

Learners sought additional information to ChinaX content. Two participants talked about how much they enjoyed reading relevant books and materials. They appreciated professors recommending books to them. For instance, Sophia said that she purchased all the books that Professor Peter Bol recommended to the learners. She describes reading all these books during her school break as the most memorable experience of the past year. The willingness to seek further information indicates high level of engagement and interest in the content that the course achieved to ignite.

Sense of community was both a motivation and a motivator for further engagement. Participants mentioned how much they liked the sense of faculty and staff presence and the sense of cohort. One of the participants from Australia, Brandon, even described this experience as “... almost a family experience.” He also emphasized that professors had a big impact on giving them this feeling by their attitudes and by designing the course as it is. Some of the aspects of ChinaX that facilitated these feelings were discussion forums, social media groups, and office hours.

Vince emphasized that taking the course with others provided him opportunities to interact with other learners in discussion forums. He said, "I like the way it was designed where there was quite a lot of interaction and the questions that you need to respond to through the various forum, and you can see the response from the other people and you can comment on that. So this was I think very nice to have that feeling of community.” When he was completing modules at his own pace, however, he felt that even though you still “post on the forum but it’s not very interactive because that is basically... It was
clearly better when people were doing the course all at the same time..." A learner from Greece, Sibyl, remarked that “... it was very interesting to read my co-learners' discussions. And I think I really learned a lot and enjoyed that very, very much.” In summary, learners thoroughly enjoyed the office hours and seeing interactions among the teaching staff and fellow learners. This created a strong sense of community for them.

Moreover, learners talked about how much they liked the experimentation in ChinaX. For instance, Maria said she liked, "this spirit of experimentation that you were willing to just throw things out, try things, see how they work... Like, trying every way you could to make the experience as kind of lively as possible for the people who were online. So, I really liked that spirit of experimentation." This willingness also helped to cultivate the community.

All of these features together created an immersive experience, similar to a classroom, as reported by several learners. As a closing note, Jean described her learning experience as “…so involved and involving. And, I got so caught up in it…”

**How did Participants Learn?**

“The real learning starts when you close the book. The real learning starts when you take what you may have read, and then start chewing it over in your head…” (Wayne)

One challenge facing learners in digital learning environments is lack of instructor oversight and feedback, which makes effective self-regulated study and effective learning within MOOCs critical (Bjork, Dunlosky, & Kornell, 2013). Since learners that completed all ChinaX content were exceptional and highly motivated to persevere in finishing the 18-month course, and due to the lack of data on study behaviors in MOOC environments, we were particularly interested in learners’ study behaviors, both on and off the edX platform.

Learners showcased their diversity in how they accessed and learned course content. While computers were the most common medium for accessing content, learners reported using tablets, smartphones, and even media-streaming players (e.g., Apple TV, Chromecast). Several of them also reported downloading and listening to the audio of the associated content. A majority of learners reported spending approximately three to four hours learning the new content for ChinaX each week, usually either in one long study session or two to three shorter sessions during evenings or on weekends (typical non-working times). Interestingly, many learners reported their initial weekly study
session occurred on Fridays, which coincided with the release of new content for the course, and highlights learners’ eagerness to engage with the material.

Learners reported reviewing the content multiple times during the week. They typically reviewed content associated with the assessments or to better engage with other learners on the discussion forums. The prior behavior is somewhat informative to the point that the majority of learners also reported not taking notes and needed to review content. The remainder of learners that did take notes were equally split on whether they took notes on paper or digitally. Lastly, the modal response from learners was that they read the transcripts that accompanied each video and watched the videos at “normal” speed (as opposed to at a faster pace).

Despite taking the course in physical isolation from other learners, many learners engaged in off-platform learning and social learning behaviors. Specifically, learners often reported finding books or additional resources to read about China and Chinese history online, and often these readings would overlap with their specific interests highlighting learner motivation. Additionally, learners reported that the discussion forums were an excellent resource for them to express their ideas and insights, as well as clarify any questions that they had about course content. Interestingly, a few learners also reported discussing the course content with their friends and family that were not enrolled in the course, possibly indicating that “learning by teaching” (a known learning strategy for improving comprehension and retention) was occurring both online (discussion forum, social media) and offline. Collectively, these reported behaviors showcase that ChinaX learners were not only learning course content, but engaging with it and attempting to transform it or better-relate to it in meaningful ways.

Learners’ study behaviors changed and became more streamlined over the duration of the course. The most common pattern was that learners reported transitioning away from traditional note-taking behaviors in favor of annotating the video transcripts or reviewing peers’ notes (often citing that their learning progressed more quickly after doing so). Importantly, across all of the different behaviors reported within our interviews, many learners indicated some metacognitive awareness about how they learned best. As an example, in describing her decision on how to take notes, one learner said that:

“I use Evernote too for school and I find it very useful, but there’s something about writing, physically writing, that I find also useful, so I don’t know…Well, it also probably depends on how close you are to have been a student. I’m pretty
far away from my student's age and I'm not really familiar with all of the new technology that students have available to them these days either” (Anna).

Quotes like this suggest that successful MOOC learners have sophisticated theories regarding their own learning, and will adapt their environment or behaviors to optimize their online learning experiences.

While this is only preliminary work in an emerging area, successful online learning relies on self-monitoring and effectively regulating the conditions of learning. Successful learners within ChinaX expressed differing degrees of awareness of how they think they learn best and attempted to create a learning environment that best served them. Importantly, their methods sometimes changed over time, which may reflect an organic trial-and-error process to better optimize their experiences within MOOCs.

What was the impact?

The impact of ChinaX on learners is evident across several areas, specifically on learners’ sense of belonging to a community, the gaining and sharing of content knowledge, as well their transformative thinking.

Sense of Community

Learners felt a strong sense of community as they formed connections with learners worldwide, as well as with ChinaX professors, staff, and Harvard University itself. ChinaX represented a foundation from which learners could experience together what many described as ‘invaluable,’ ‘enriching,’ and ‘long-lasting.’

As learners immersed in the content and learning experience, strong bonds and supportive learning networks formed on and off the platform. Like many other learners, Jean found in ChinaX a community that was absent in her own local context. She described ChinaX learners and meeting them as “fantastic people, very nice people informally. They're all in different countries, but where I live, in a rural area in the middle of nowhere, coming across people with the same interest as me is very difficult, impossible, practically; so it's very nice to be able to meet people that have common interests and to be able to communicate a bit more than talking about sheep and the weather.”

Interactions among learners and teaching staff enhanced learners’ sense of community. Even only observing these interactions was enough for some learners. Summer
described that “seeing interactions between the professors, and between the professors and the graduate students, and hearing what other students had said, that it felt a lot like a community, even though I was always behind. I think that sense of community and learning is something I’ll take away. It’s not really a single moment. But it’s a sense that I’ll take away with me.”

Learners strongly related to the graduate students and faculty stating, “Yeah, that's what I feel when I got your [the staff] email "Oh, alright well she doesn't know me but I feel like I know her," so, which I felt was a great strength of this class that I think it had to do with the personalities of professors and the rest of you, but it... I just really felt it had in a good sense, a very personal feel, I felt like I was really encountering real people, and so that was actually I think a very positive part” (Maria).

Following the course, learners’ sense of community persisted, as their sense of global connectedness enabled many ChinaX learners to stay connected through Facebook, other social media as well as in other MOOCs. Albert observed, “Tsinghua University has a course that they're doing now on edX on the Zizhi Tongjian, they call it "History From Warring States to the Tang," but really it's about Sima Guang, Zizhi Tongjian, and there are a lot of ChinaXer's taking that course video. So you see a lot of the same names of those ChinaXer's, and I've been checking that, it's fascinating.”

Additionally learners mentioned social media, specifically Facebook, as fostering community that continued to persist outside of the edX platform to this day. From the course launch to the present, learners have utilized Facebook to communicate and extend their learning through each other. They have done so through setting up their own ‘closed’ Facebook Group Page, which currently has 946 members, as well as checking the staff created “ChinaX Course Page” which 3,954 people have currently ‘liked.’ Learners mentioned Facebook as a place “that was like an extension of ChinaX and that worked very nicely... people exchange... were very generous giving information and exchanging tips and books, references, articles. So that worked very well. It was like an extra part of the campus” (Jean). Anna echoed this sentiment stating, “Yeah, and I like that people have discussions, well not discussions, but they have suggestions about films or books, or different things, which I really appreciate. Yeah, that's something I enjoy looking at.”

Learners also reported feeling connected to Harvard University despite the lack of proximity to the university. Sophia remarked, “I will never be able to afford to go to the States. But ever since I was a little kid it was my dream to be at Harvard, so the course made my dream.” ChinaX was a bridge connecting learners to Harvard University.
It further engenders positive feelings in alumni towards Harvard due to their satisfaction with ChinaX. One such alumnus stated,

“I think it's a tremendous course and in all honesty I wouldn't be able to compare to other courses, but my sense is that the way the material is presented, the way the effort that had gone into creating it, and also the subject in itself probably put it, at least for me, on top of any course I've heard of or seen. So, I think it’s a tremendous achievement itself...I do think that moving first in this area is important and ChinaX, my impression had set the bar for everybody else. You can debate whether we can really compare this to teaching enduring subject or not, but as far as this kind of subject is concerned I think it did set a bar. And, yeah, I think Harvard and ChinaX should keep pushing it” (Jakob).

Gaining and Sharing Content Knowledge

Through ChinaX, learners understood the world that they were living in, in concrete, subtle, and even life-changing ways. Adalene said, “It’s really been wonderful. It’s been a life changer. I’m not going to tell a lie. I’m not telling a lie, it really has been a life changer.”

The knowledge gained from ChinaX impacted learners in both their personal and professional lives. Learners were personally interested in learning about Chinese history and culture for many reasons, some of which were learning for the sake of learning, for filling gaps in their knowledge, for relearning previous knowledge, and for understanding the geography of the country as well as their own country. Learners reported that gaining content knowledge about China and its rich history made them even more engaged and interested in learning Mandarin, traveling to China, learning about other histories, and for putting China-related news into context.

Summer said that she developed “a much stronger appreciation of where China's come from and where it might go in the future and so that's obviously useful in my work [an economist in Australia] because we do have quite a few relations in China, and also just generally reading news in the newspapers. It's definitely made me more interested in going to visit China. And it was last year, I did two terms of Introductory Mandarin. It definitely made me more engaged and interested and appreciative of the rich history and culture where China comes from.” Maria’s enhanced background and understanding of China assisted her when reading articles in the newspaper about China. Sharon felt a greater sense of China and its history and geography, and found
her visits to the China gallery in the British Museum in London to be very rewarding as she “understood it much more than I would have if I just walked in off the street not learning anything at all.”

For Jean it rekindled her interest in Chinese and as a result she is watching Chinese television most of the time and reading Chinese again, and even remarked that she now has very little time to do anything else, like gardening. Learners were also inspired to pursue further knowledge, as Helen said that the “two units on the Qing were absolutely brilliant, and they really sort of inspired me to learn more about it.”

ChinaX also impacted the daily lives of learners who were living in China. For Anna, ChinaX enabled her to take part in intelligent discussions on China, as she explained,

“I was in that milieu of people who are very interested in China; I was always going to events, lectures, movies, whatever that had to do with China. So, it was very enriching for me personally, and also, I could add more to any kind of group discussion. So, here my life is quite different. I can't imagine how. I just feel a lot more solid in my knowledge about China, and China is. It's a topic. It's a topic that people talk about. So, I guess just having that good basic history is a huge help when you're talking about China.”

While many learners enrolled in ChinaX with no goal beyond learning for the sake of learning and for personal enjoyment and benefit, other learners found practical purposes that related to their professional lives. For John, it provided context for business discussions about China. “When I'm doing deals in China or I'm involved in the Chinese entrepreneurial community quite a lot in London, sometimes in conversation historical elements are relevant.”

Considering the large number of learners who identified themselves as an instructor or teacher, a few conversations revealed the integration of ChinaX content and pedagogy to enhance teachers’ curriculums as part of their professional development. Others incorporated ChinaX material directly into their classroom complimenting their existing content.

ChinaX learners not only remarked how much knowledge they gained from ChinaX, but also, how often they shared it with others. Sibyl said “Be sure my family has learned everything from me. I was repeating everything I learned to them.” Similarly, Craig shared videos with family and colleagues to show them how it worked. Maria described rhapsodizing about the class to her family after finishing modules, as she would repeat
knowledge, gained perspectives, and understanding from other learners. As an example, she described how the course enhanced her ability to understand a time period in Chinese history that impacted her daughter-in-law’s family; moreover, she was learning and sharing things with her daughter-in-law about a time in history that she herself hadn't really had the chance to learn about in her own country.

Learners showed materials not only to family members but also to colleagues and to their wider community. Eugene, who was living in China and assisting students with applying to college in the United States, stated that, “understanding them [students] and their culture and just living there, was helpful. So it couldn't have been more relevant to what I was doing at the time.”

Transformative Thinking

Learners discussed ways in which the course entered into and changed their thinking, perceptions and behaviors, as often as everyday. As the course entered into their mindset, vocabulary, and daily chats, it changed their perceptions as they critically thought about topics from different angles. Learners also reported an increase in their ability to understand and interact with those from other cultures as they learned more about China and interacted with learners from around the world.

Sophia remarked as early as in the first set of modules how the course dispelled myths that are so often held around China’s history. Sophia said, “It would continuously be on my mind through the week. We have archaeological sites in New Zealand that are directly related to our Chinese history in our country. I understand those sites a lot more.” Similarly, Helen said, “So it was great to find this new world, and all these things. Now I can explore. I think that’s the value of it, the fact that it’s so opened my eyes to so many things. So it’s been great to kind of challenge my own perceptions and I think that’s what ChinaX has given me. The opportunity to do that and to realize that maybe there is a bit more to life than medieval knights and Viking Warriors.”

As a teacher, Sophia remarked, “It was in my own teaching, I found that the courses made me just realize the multiple ways I could involve my own students. And I teach undergrads because of the institution I’m in, but I have them coming now with me to conferences and presenting. It's actually really been enriching in many ways.”

Helen described being able to converse more and understand better a volunteer from her yoga studio who studied Asian Studies in college. She said, “I actually have had
some more interaction with people because of it (*ChinaX*). We’re able to sort of engage a lot more, and I can sort of understand where she’s coming from a little bit better now.”

**What do Learners want for 2.0?**

Learners had many recommendations which covered a large range of topics. They had recommendations for *ChinaX* content changes and additions, *ChinaX* delivery changes, platform changes, and structural changes of the course.

**Content Changes**

Learners had a plethora of wishes for additional content including more social history topics (e.g., focusing on the daily life of normal people and women), science and technology, archeology, architecture, art, cinema, geography, international relations, military history, late imperial china, literature (specifically Qing/Ming dynasty novels and poetry), philosophy and intellectual history, politics, the Chinese language, and contemporary China (mentioning economics, education, environment, healthcare and religion specifically).

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Philosophy/Intellectual History</td>
<td>300</td>
<td>63%</td>
</tr>
<tr>
<td>1</td>
<td>Art history</td>
<td>235</td>
<td>49%</td>
</tr>
<tr>
<td>7</td>
<td>Literature</td>
<td>214</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>Law and Governance</td>
<td>212</td>
<td>45%</td>
</tr>
<tr>
<td>6</td>
<td>Language (Mandarin)</td>
<td>197</td>
<td>41%</td>
</tr>
<tr>
<td>4</td>
<td>Economics</td>
<td>172</td>
<td>36%</td>
</tr>
<tr>
<td>3</td>
<td>Education</td>
<td>160</td>
<td>34%</td>
</tr>
<tr>
<td>2</td>
<td>Business</td>
<td>147</td>
<td>31%</td>
</tr>
<tr>
<td>10</td>
<td>Other</td>
<td>127</td>
<td>27%</td>
</tr>
<tr>
<td>9</td>
<td>Public Health</td>
<td>89</td>
<td>19%</td>
</tr>
</tbody>
</table>

*Figure 10. Survey response on what “What topic(s) they would you like to learn more about on ChinaX”*

**Delivery Changes**
Within ChinaX delivery changes, learners' also had many suggestions including assessment improvements, additional resources, peer-learning, discussion forum improvements and video style.

For assessment improvements, learners wanted the level of difficulty of the assessments to remain the same across the course as one learner put it “so I think perhaps you could improve some assessments. Sometimes, it's too easy and sometimes, it's too difficult or not enough clear” (Craig). Learners wished for more rigorous writing assignments with the possibility of peer review, suggesting, “I think if there was more opportunity to reflect and to write, I think this is where you would make these realizations, or a little bit more nuanced points or comparisons or other ways of setting history...you could have a look at the peer-to-peer thing, but it has obvious weaknesses, but... The University of Leiden, it's Terrorism and Counter-terrorism, I think is the name of the course, yeah, but it takes a different approach. You have to review six essays... and the machine, the system, tells you which ones you're gonna review” (Wayne). In addition to written peer review, one learner (Craig) also suggested oral peer assessment which another course he took had incorporated.

In terms of additional resources learners wished for audio files to hear Chinese pronunciations, online flashcards such as Cerego, map and annotation tool improvements, comparative timeline, and more readings and reading suggestions. In terms of maps, many learners acknowledged the existing work we had put into it, and some loved them, “by the way, the maps were excellent, absolutely. The interactive maps were critical.” (Douglas), while others felt they could be made clearer. For example, “One of the things that I had a specific small criticism, but I know that you had worked quite a bit on innovating in this area, I didn't find the maps very helpful...I felt that when you had them... I found them almost more confusing, and I was always trying to get a fix on where are these things and where are they relative to modern China. So, it was just a small thing” (Maria).

Regarding peer learning, learners wanted to be able to let other learners know about local events, things in the news, and having synchronous discussions (both on and offline) (Wayne, Jean, Anna, Jakob).

Learners expressed frustration with utilization of the discussion forum. Below is a representative quote.

“The biggest single issue I had with the course...is a lot of the questions that were asked were open-ended questions intended to promote discussion. And
that had two effects for me. It tended to generate repetitive answers...There were some people who spent a lot more time on it and came up with some extremely intelligent creative answers...how do you create what seems like a worthwhile discussion when you've got thousands of people doing it. ... I don't know whether there were ways to make some kind of more real time interactive discussion with people who happen to be online, so you could have a real discussion, rather than favoring the people who had the time to write long answers and interact with threaded lists and things like that” (John).

Another learner also echoed these thoughts and provided further suggestions to how to improve the discussion forum experience,

“I do think that exchange between the students is an important part of the learning experience, that's what the in-class experience at Harvard consist of. So I think it's worthwhile. I don't know if I am the only one who feels that way, but it's worthwhile to think through options to make the online discussions more interesting. I notice there are quite a few people who actually post lengthy pieces and comments, but somehow I didn't like it that much myself. So, I don't know, maybe remove from this asynchronous discussion, to a synchronous way of discussing issues towards a scheduled life check kind of comment. I don't know if it would be better, but it would be different than maybe it is altogether, I don’t know” (Jakob).

It is important to note that other learners also really enjoyed the discussion forum stating, “In other online things I've taken, I've encountered intelligent people, but the quality of the discussions was so great, I really felt... I haven't experienced this before in an online class where I really felt that I was learning a lot from the people participating in the discussions, not everyone obviously but... And I did find... I started to look for particular names of people who I thought always had thoughtful comments, and so that was a very... That was another good part of this class” (Maria). Another learner reiterated the sentiment stating “And at the beginning, I was not so keen to participate, but it was really, very interesting to read of my co-learners' discussions. And I think I really learned a lot and I enjoyed that very, very much. I enjoyed every part of it. I must tell you that and I want to extend my thanks to everybody there” (Sybil).

Platform Changes

Regarding platform changes, learners wanted better search functionality within discussion forums and had issues with certain assessments when they were using
mobile and touch devices. Regarding discussion forums one learner stated that in Coursera “the fact that they are threaded for a start, that you can see at a glance what are the topics, what people are discussing and so you can choose and you can find your own contributions very easily” (Jean). Another learner, Sophia, reiterated this fact “in Coursera, what I can do is I can actually go into my own profile and see the discussions that I'm following, the discussions I've started and go directly to that thread and to that point” and added that “I couldn't navigate myself around edX that well. So, I really didn't engage in the discussions as well as I should have” (Sophia). This was further echoed by Brandon who stated “Well, I always had difficulty with the discussion forums and actually knowing how to save my input at all where I never seem to be able to get into the right group.”

An additional quote that echoes many learners’ feedback on inflexible nature of the course platform:

“It's very clumsy. It's not a nice platform especially when it comes to discussions or trying new things. When you try the annotation tool it all collapses and it... But it's bad. It's very inflexible. It's very inflexible in the assignments as well and you cannot modify just one word and if you change one word from the expected answer you lose marks even if the reply is correct. So it has many, many problems. I think it tried to be too ambitious and to be too technical and it just can't cope. I don't know whether it's because we have too many students. The numbers are very high, but there's also the way it was structured. It must be very mathematical for computer people rather than for humanity, so it doesn't quite work. If you look at Coursera or some of the other MOOCs, they are less structured and they have more flexibility to evaluate replies or to organize discussions. It's simpler and it works better” (Jean).

Structural Changes

Many learners would prefer to have options to choose whether to take it chronologically or pick and choose modules in conjunction with a thematic offering, finding “great value to going through it historically the way you did” (Douglas) with the idea that “You've got to have narratives for any history to be coherent. What you can do, though, is develop general themes in parallel.” (Wayne).
Outreach

Learners suggested posting the information on discussion forums on different websites related to the study of China and the study of the Chinese language such as the Chinese language learning service called ChinesePod. One learner stated that “When I found out about it and signed up for it I posted it on my... In the ChinesePod discussion boxes, and I know several people indicated they were going to take it, and some people indicated they had taken an earlier version...So even a simple little post like that is... Lets other people know around the world” (Matthew).

Summary of 2.0 changes

In conclusion, ChinaX learners had varied and sometimes contradictory recommendations for the next version of ChinaX, reflecting the diverse nature of the learners themselves. However, overall many of the interviewed learners simply wanted ChinaX to remain the same stating, “You guys ...knocked yourself out. You were phenomenal, phenomenal. There ain't... You can't improve. The only way you can improve is stay on longer” (Adalene), and another stating “I would like you to do exactly what you did. I wouldn't change it” (Douglas).

Conclusion

In this comprehensive report, we combined qualitative analyses of semi-structured interviews with learners, surveys and clickstream data. This approach allowed us to present a thick description of the ChinaX learners’ experiences, which we could not have done using clickstream data alone. Although the learners interviewed represented, for the most part, our most dedicated learners who overall had an overwhelmingly positive experience with ChinaX, we believe these interviews provided a window into the lives of our learners that was unattainable through clickstream data alone. It was clear even before we commenced interviewing that the ChinaX experience was integrally shaped by our learners. With this in mind, we chose a method to understand their experiences through their own voices.

As we listened to learners share their experiences, we began to see that ChinaX was many different things to different people. Not only did our learners come from extremely diverse backgrounds, they engaged with the content in diverse and meaningful ways. They were sophisticated in their study behaviors. For example, learners engaged in active learning (Grunert, 1997) by sharing their new knowledge with peers online, with family members, and those in their local community by discussing and teaching the
content. They also discovered new methods, such as annotating transcripts, to streamline their learning.

Furthermore, learners engaged with ChinaX content for several reasons, including familiarity, prior interest, curiosity and utility. Sense of community was a motivation, both to start, and to continue the course. ChinaX learners from around the world formed invaluable connections with each other, as they discovered new and transformative ways of learning about China’s history and culture, as well as understanding how history is relevant to the present and their own lives.

Listening to ChinaX learners was integral to the creation and success of ChinaX. Our interviews and surveys confirmed the importance of experimentation in MOOCs to improve our pedagogy, and the experiences of the learners. They also helped build strong relationships with learners in the process.

We believe that researchers, course creators, and learners should engage in activities where they can learn from both each other and from each other's goals. This would allow course creators to iterate course design based on learners’ feedback and research results. It would also give researchers insights to be able to devise innovative research that can assist course developers to design better experiences for learners. Most importantly, such collaboration can allow learners to have a voice in course design.

Appendix A

Table 1A. Participants' Demographic Information*

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Country (during the interview)</th>
<th>Number of Completed Parts (defined by passing grade of 75% or more). *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adalene</td>
<td>81</td>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Albert</td>
<td>69</td>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Anna</td>
<td>66</td>
<td>China</td>
<td>10</td>
</tr>
<tr>
<td>Brandon</td>
<td>65</td>
<td>Australia</td>
<td>10</td>
</tr>
<tr>
<td>Craig</td>
<td>56</td>
<td>France</td>
<td>10</td>
</tr>
<tr>
<td>Douglas</td>
<td>59</td>
<td>USA</td>
<td>3</td>
</tr>
<tr>
<td>Eugene</td>
<td>43</td>
<td>China</td>
<td>10</td>
</tr>
<tr>
<td>Gregory</td>
<td>71</td>
<td>USA</td>
<td>1</td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Country</td>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Helen</td>
<td>48</td>
<td>UK</td>
<td>10</td>
</tr>
<tr>
<td>Jakob</td>
<td>55</td>
<td>Germany</td>
<td>5</td>
</tr>
<tr>
<td>Jean</td>
<td>69</td>
<td>UK</td>
<td>10</td>
</tr>
<tr>
<td>John</td>
<td>50</td>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Maria</td>
<td>67</td>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Matthew</td>
<td>76</td>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Sharon</td>
<td>70</td>
<td>England</td>
<td>10</td>
</tr>
<tr>
<td>Sibyl</td>
<td>66</td>
<td>Greece</td>
<td>10</td>
</tr>
<tr>
<td>Sophia</td>
<td>42</td>
<td>New Zealand</td>
<td>10</td>
</tr>
<tr>
<td>Summer</td>
<td>48</td>
<td>Australia</td>
<td>9</td>
</tr>
<tr>
<td>Vince</td>
<td>42</td>
<td>UK</td>
<td>8</td>
</tr>
<tr>
<td>Wanda</td>
<td>unknown</td>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Wayne</td>
<td>unknown</td>
<td>UK</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: All names used in this report are pseudonyms. Grades are determined by correctly answering assessments.

Appendix B

Interview Protocol Questions

1) Can you tell me about yourself. What do you do? What are your interests?

2) How did you find out about this class? Tell me about how you decided to enroll? What other courses have you taken?

   a. Why did you decide to take ChinaX?
   b. Are you interested in the certificate for each part? Why?

3) What has been your most memorable experience participating in this course? Tell me what you remember about that experience in detail.

4) When do you normally engage with course content? (Design comment: Meant to tease out both the time and frequency of their commitment, but also if they study with other people, if they watch videos at 2x speed, if they download transcripts, took notes etc...
a. What content did you find most interesting?
b. What would you want more of?

5) Describe your experience with the course. What and how do you use the platform (videos, assessments, discussion forums). When and how are you taking the course?

6) What is your impression of the layout of the edX platform?

7) How would you value the course? What is your willingness to pay?

8) How does the course relate to your daily life? How are you physically engaging with the course?
References


Shedroff N. (2009). Experience Design 1.1 a manifesto for the design of experiences. Experience Design books