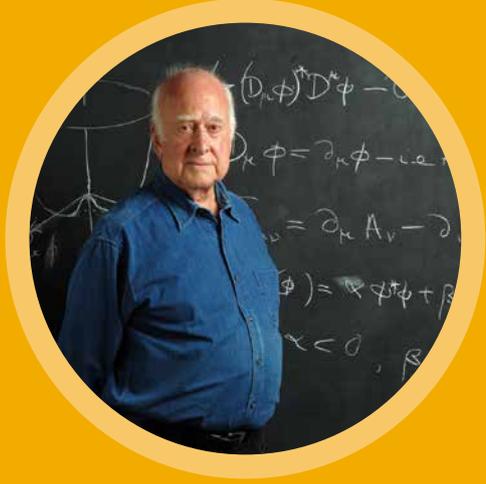




THE UNIVERSITY *of* EDINBURGH

Short online courses





A to Z of all online courses

A

iA Programar! Una introducción a la programación
Animal Behaviour and Welfare
Animal Welfare in the Clinic
Artificial Intelligence Planning
Astrobiology and the Search for Extraterrestrial Life
AstroTech: The Science and Technology behind
Astronomical Discovery

B

Bonnie Prince Charlie and the Jacobites
Breeding Programme Modelling with AlphaSimR

C

Chicken Behaviour and Welfare
Christian-Muslim Relations
Chronic Respiratory Diseases (CRD) in Primary Care Settings
Climate Change: Carbon Capture and Storage
Climate Solutions
Climate Solutions: India (English)
Climate Solutions: India (Hindi)
Climate Solutions: UAE (Arabic)
Climate Solutions: UAE (English)
Clinical Psychology of Children and Young People
Code Yourself (ةجرب الال لوح قةمءقءم الكسفنءب جءرب)
Code Yourself! An Introduction to Programming
COVID-19 Critical Care: Understanding and Application
Critical thinking in Global Challenges

D

Data Science in Stratified Healthcare and Precision Medicine
Data Ethics, AI and Responsible Innovation
Delivering Research Data Management Services

Digital Footprint
Digital Marketing Fundamentals
Digital Marketing Strategy

E

Economic Democracy: The Cooperative Alternative
EDIVET: Do you have what it takes to be a veterinarian?
E-Learning and Digital Cultures
Equine Nutrition

F

Football: More than a Game
Fundamentals of Music Theory

H

How to Create an Online Course
How to Create Video for Online Courses
How to Read a Novel

I

Intellectual Humility: Practice
Intellectual Humility: Science
Intellectual Humility: Theory
Introduction to Marketing
Introduction to Marketing: Tools to Set Enterprises Apart
Introduction to Philosophy
Introduction to Philosophy (Chinese)
Introduction to Predictive Analytics using Python
Introduction to Social Research Methods

K

Know Thyself - The Value and Limits of Self-Knowledge: The Examined Life
Know Thyself - The Value and Limits of Self-Knowledge: The Unconscious

L

Learning for Sustainability: Developing your personal ethic

Learning for a Sustainable Future: Live at COP26

M

Making Blended Education Work

Mental Health: A Global Priority

N

Nitrogen: A Global Challenge

Nitrogen: A Global Challenge (Bengali)

Nitrogen: A Global Challenge (Chinese)

Nitrogen: A Global Challenge (Dari)

Nitrogen: A Global Challenge (Hindi)

Nitrogen: A Global Challenge (Hungarian)

Nitrogen: A Global Challenge (Nepalese)

Nitrogen: A Global Challenge (Portuguese)

Nitrogen: A Global Challenge (Sinhalese)

Nitrogen: A Global Challenge (Spanish)

Nitrogen: A Global Challenge (Urdu)

O

Observing Earth from Space

P

Philosophy and the Sciences

Philosophy and the Sciences: Introduction to the Philosophy of Cognitive Sciences

Philosophy and the Sciences: Introduction to the Philosophy of Physical Sciences

Philosophy, Science and Religion: Philosophy and Religion

Philosophy, Science and Religion: Religion and Science

Philosophy, Science and Religion: Science and Philosophy

Photography: A Victorian Sensation

Research Data Management and Sharing

Predictive Analytics Final Project

Predictive Analytics using Machine Learning

Predictive Analytics using Python

S

Scotland and Wales Vote 2016: Understanding the Devolved Elections

Self Care and Wellbeing: A Practical Guide for Health and Social Care

Sit Less, Get Active

Social Wellbeing

Statistical Predictive Modelling and Applications

Statistics: Unlocking the World of Data

Stereoscopy: An Introduction to Victorian

Stereo Photography

Successfully Evaluating Predictive Modelling

Sustainable Global Food Systems

T

The Clinical Psychology of Children and Young People

The Discovery of the Higgs Boson

The Making of the US President: A Short History in Five Elections

The Sharia and Islamic Law: An Introduction

The Truth About Cats and Dogs

Towards Brexit? The UK's EU Referendum

Towards Scottish Independence?

U

Understanding Brain Health: Preventing Dementia

Understanding Obesity

Understanding the Referendum

Understanding the UK's 2015 General Election

W

Warhol

Visit our website to find your course:

www.onlinecourses.ed.ac.uk



<https://edin.ac/3owllyr>

CONTENTS



- 01 Introduction p2
- 02 A learning design perspective p5
- 03 Open to the world: open course development p7
- 04 Responding to global issues p13
- 05 Upskilling and continuing professional development p18
- 06 A learner-centred approach p20
- 07 Amplifying our impact through partnerships p23
- 08 Our global reach p29
- 09 The future of online learning p32



Watch



Read

01 Introduction

World leaders in digital education

Melissa Highton, Assistant Principal Online Learning and Director of Learning, Teaching and Web Services



The University of Edinburgh's strategy is to be a world leader in digital education and to offer an outstanding student experience to as diverse a group of learners as possible. Over the last 20 years, we have pioneered the online delivery of 70+ postgraduate degrees and 90+ short courses. The success of this initiative is due to the hard work, enthusiasm and vision from teams across the University schools and colleges as well as strategic leadership in thinking about digital transformation and how higher education institutions can make best use of the Web. The University has developed partnerships with the providers of international platforms and with other universities and cultural organisations to bring a richness and diversity to the courses. We now have the largest portfolio of online postgraduate programmes in the UK and more than 4 million people have benefited from the opportunity to study flexibly online from everywhere in the world. We are very proud of the success of these programmes, which is due to the hard work, enthusiasm and vision of teams across the University. We are constantly scanning the horizon to ensure we can offer subjects that meet the needs of our learners, as well as the very best in academic tuition, technological advantages and personal support. Innovation drives the delivery of our student experience. The University has led the way in developing new pedagogies for public engagement, knowledge exchange and research dissemination.

This brochure tells the story of our world-class short online course portfolio: its academic excellence; its ability to support sustainable development goals and enable global participation in flexible lifelong learning; its technological innovations and the measurable impact that it is having on millions of lives in every corner of the planet. It is also an introduction to what our courses have to offer and what you can expect from your time as a learner when you choose to join our global academic community. I hope you find it interesting, wherever you are and whomever you want your education to help you become.

Melissa was awarded the Open Global Individual Leadership award in 2021 for her significant leadership and longstanding involvement with Open Education.

“Improved digital outreach will see us enabling global participation in education.”

“We will be leading Scotland’s commitment to widening participation.”

Strategy
2030

“Multidisciplinary postgraduate education pathways will support flexible whole-life learning.”

Online course production service – end to end support

Stuart Nicol, Head of Educational Design and Engagement

At Edinburgh we have many years of experience making short online courses. In that time, we have developed robust processes to ensure that our portfolio is of the highest possible quality. From the outset our expert educators are asked to think about how their course ideas will align with University strategy and have the widest possible benefit to the global community of learners. Senior members of the University meet regularly to approve courses and ensure they are strategically aligned and impactful. We partner with three world-leading providers of open courses – Coursera, edX and FutureLearn – who work closely with us to ensure the right course reaches the right people.

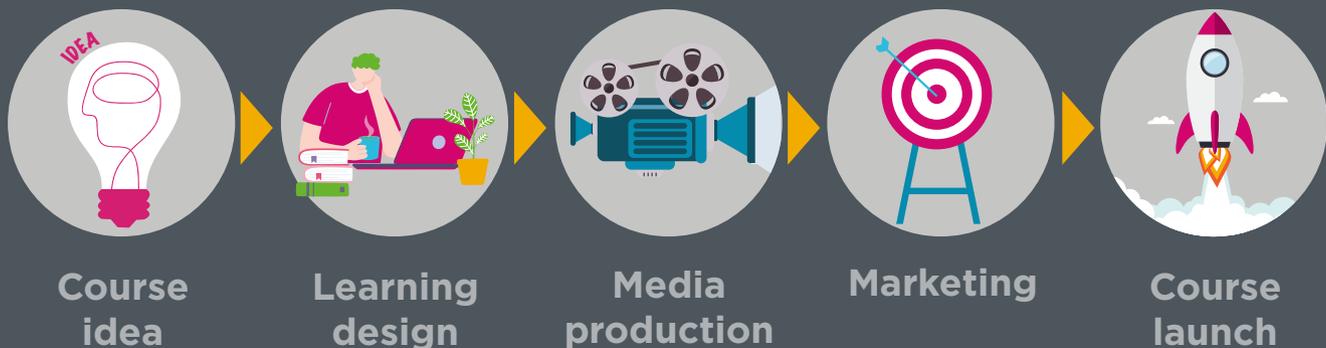
Once given the go-ahead, teaching teams work with our Online Course Production Service to begin designing, developing and building their course. The service team of multi-professionals includes instructional designers, media producers, project managers, copyright and licensing experts and marketing professionals who all help in the process of delivering quality assured and openly licensed courses. We even have a dedicated media production studio that course contributors have access to, and it is set up to produce innovative educational media elements, using presentational devices like Learning Glass.



We have mainstreamed all these processes. Our short online courses are specifically referenced in the University's course and programme approval policy: boards of study take responsibility for academic quality, whilst our service team ensure that the learner experience is always an accessible and excellent one. Every year we report to the University's Senate Quality Assurance group who review our ongoing portfolio, checking that all the courses continue to be relevant. Even those that have stopped being actively taught continue to be useful: all our media assets are shared as openly licensed, embeddable and downloadable files through our open playlists on Media Hopper. Feel free to use some in your own teaching.

“Our team of experts supports the full end-to-end process from initial idea to course launch”

In short, our experience in this area has allowed us to build a world-leading team who build world-leading courses. We're always happy to share what we know, so feel free to get in touch with us if you would like to know more.



We have the UK's largest number of CMALT-qualified Learning Technologists!

02 A learning design perspective

What is learning design? What is the role of the instructional designer in the production of short online courses? Both are important questions that our team is often asked by colleagues around the University.

As instructional designers, we believe it is essential that any course team we work with understands the process of learning design and the role we play in helping them to create their short online course. Without this awareness, we can't work productively or collaboratively.

So, what is learning design? Well, it is many things and learning design is found in lots of places, but many don't realise when they are interacting with learning design, which is the point! Good learning design shouldn't be obvious or feel contrived. It should feel natural and organic. But what is it then?

In its most concise form, learning design is both the experience of teaching and learning. Learning design can help shape all forms of effective learning. Learning design is a process that encompasses the thoughtful planning of a learner's journey, constructing that journey, delivering it in some form and, finally, reflecting and reviewing on the outcomes. This process can be of huge benefit to the person teaching because it gives them pause to reflect on their teaching styles. It pushes them to consider why and how they will assess their learners. It teaches us all about teaching!

In the Online Course Production Service, a team of instructional designers head up the content design, writing, and production of all our short online courses. Our mission is to ensure that effective learning design is the core of all our courses. We work collaboratively with academic course teams, project managers, marketing and media production to create high quality courses with an emphasis on learning that is engaging, open and accessible.

All our courses begin their life cycle in the form of an ABC Learning Design workshop. In this 90-minute interactive workshop, an instructional designer will collaborate with the academic course team to map out the learner journey using six learning types. Once the course design is signed off, we will work with the course team to write their materials, source media, and script and produce videos and audio podcasts. This phase of production is an iterative process requiring enthusiasm and input from both sides throughout.

We have a suite of tools to make this process as streamlined as possible including content writing templates, the Educational Media Studio, and a robust review process. We are available throughout the content writing process to offer guidance and advice, and we will engage the course team throughout the course build to ensure they have oversight of the final product.

As instructional designers, we seek the answer to the elusive question: what makes good learning? The answer is ever evolving, and it should be. With each new short online course, we are always growing and discovering new tools and ways of thinking. This reflective practice and commitment to engaged online learning is what any University colleague can expect when collaborating with our team.

We run a flexible two-week course - How to Create an Online Course - to enable educators and learning technologists to develop key skills to create effective online materials. It covers key topics such as target audience, learner engagement, open education, and digital tools.



The University of Edinburgh believes that open educational resources play an important role in discovering knowledge, making the world a better place, and ensuring our teaching and research is diverse, inclusive, relevant and accessible to all.

03 Open to the world: open course development



The Online Course Production Service works closely with the Open Education Resource (OER) Service to source, create and publish all course materials under open licence. This makes a major contribution to achieving the aims of the UN's Sustainable Development Goals (SDGs). Our approach to developing and delivering digital education opportunities champions the fourth SDG goal; to ensure inclusive and equitable education and promote lifelong learning opportunities for all, as learners anywhere in the world, at any stage of life, can gain access to free, accessible materials on a broad range of subjects.

To ensure that our resources are open, sustainable and accessible, we share the videos created for each course through our Open Media Bank, where over 600 videos can be downloaded under open licence for reuse by all.



Explore resources on Open Media Bank
<https://edin.ac/39Taj1v>



Our COVID-19 Critical Care course was created at the start of the pandemic to help people learn the principles and practice of critical care. It was produced in just two weeks during the first UK lockdown and now has over 50,000 learners worldwide, with a score of 4.8 (out of 5).

Fundamentals of Music Theory – adventures in open textbooks

The Fundamentals of Music Theory course, revised in 2022, introduces learners to the theory of music, providing them with the skills needed to read and write Western music notation, as well as to understand, analyse, and listen informedly. We decided to make the content from this popular course available as an open textbook.

Some people prefer a book-style format for learning. We employed three music students from the University of Edinburgh to work with our OER team and convert content from the popular short online course, Fundamentals of Music Theory, into an open e-textbook.

The open and online format makes the course content readily and freely available for both teachers and learners in an accessible and alternative format.



Access the textbook
<https://edin.ac/3PLscoe>

Media Hopper playlists

Openness is deeply integrated into our online course production process. We encourage course teams to use openly licensed resources in their content and, likewise, to make course materials (whether that's sound, text, image, or multimedia) freely available under an appropriate Creative Commons licence. Many of our videos have been collated on Media Hopper and are available for reuse.



View playlists
<https://edin.ac/3wR9blv>



Sharing our expertise

The Online Course Production Service has embarked on a strategy to share our knowledge and expertise in digital education widely.

We have created two short courses that provide essential training for subject matter experts:

How to Create an Online Course

This course will equip subject matter experts with the skills and knowledge to create online learning materials that are open, accessible, and engaging. The course provides practical activities to explore key topics such as target audience, writing style and narrative, active learning, and digital tools. This course aligns to the University's Strategy 2030.

How to Create Video for Online Courses

This course will show educators how to take a sustainable and responsible approach to educational media production. It will emphasise not only how easy it can be to create good quality media, but also the legislative and ethical responsibilities of which educational media producers should be aware. It will help educators understand how a considered approach to media production can help them align to the UN Sustainable Development Goals in their practice.



Enrol on How to Create an Online Course

<https://edin.ac/3GmDRWs>



Enrol on How to Create Video for Online Courses

<https://edin.ac/3IMUPDP>



Course production templates open for reuse

We have collated a variety of resources that offer support and guidance for writing for online courses, as well as for creating media content, whilst making this open and accessible.

Here are a few things you may wish to get started with. All are available to download.

Understanding Your Learners

- Personas guidance
- Personas user research

Course Design

- ABC learning types and activity examples
- Active learning in online courses
- Diversifying the curriculum

Content and Media Production

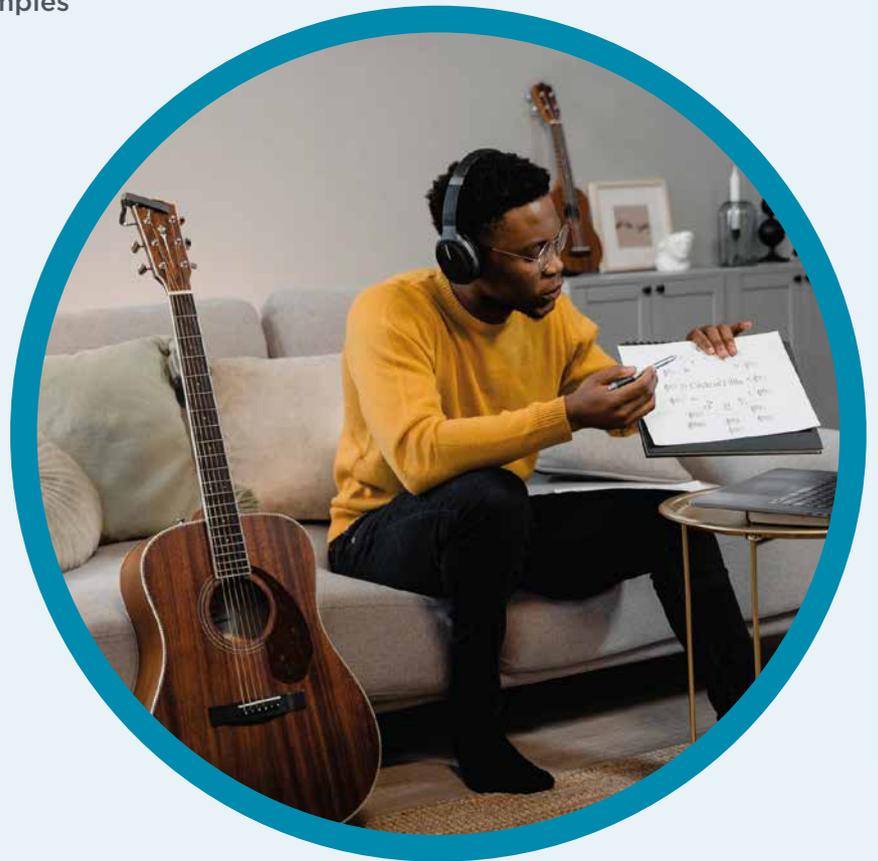
- Content writing cheat sheet
- Media guidance and resources

Accessibility

- Creating accessible materials
- Top 15 accessibility tips

Open Educational Resources (OERs)

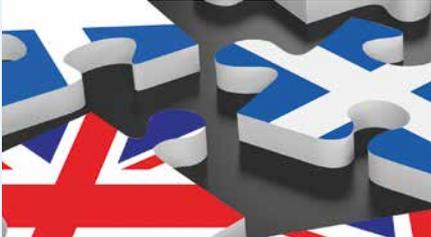
- About CC licences
- Re-using and re-purposing OERs
- Understanding open licences



Download our open course production templates
<https://edin.ac/38KHQzW>

Showcasing archived courses

Some of our earlier courses have gracefully retired and are no longer available, but remain an important part of our portfolio. They depict the journey we have taken in developing our fascinating and diverse range of courses. In some instances, you can still access the course videos and audio files on the University Media Hopper site (our media repository) for free. These playlists allow you to work through the resources in your own time.

Artificial intelligence Planning	Economic Democracy	The Clinical Psychology of Children and Young People
Critical Thinking in Global Challenges	Introduction to Social Research Methods	E-Learning and Digital Cultures
Towards Brexit? The UK's EU Referendum	Equine Nutrition	Warhol
Photography: A Victorian Sensation	Towards Scottish Independence? Understanding the Referendum	Stereoscopy: An introduction to Victorian Stereo Photography
		



Browse archived course playlists
<https://edin.ac/3wR9blv>

04 Responding to global issues

For nearly two decades, the University has been delivering a large, diverse digital education portfolio which includes more than 90 short online courses. The University's strategic values are woven into the course production process from the outset and all new courses must align with values from our 2030 Strategy.

Our vision is to make the world a better place. The United Nations' Sustainable Development Goals provide a meaningful and comprehensive manifesto to which we already contribute. By making our short courses openly accessible online around the world, we are ensuring that our actions and activities deliver positive change locally, regionally and globally.



Sustainable Development Goals

Our courses also play an important role in supporting the United Nations' 17 Sustainable Development Goals (SDGs), which provide "a shared blueprint for peace and prosperity for people and the planet, now and into the future". Every one of these courses demonstrate and celebrate our commitment to providing free, open-access-learning on a global scale.



“Ensure healthy lives and promote well-being for all at all ages”

Chronic Respiratory Diseases (CRD) in Primary Care Settings
Mental Health: A Global Priority
Self-Care and Wellbeing: A Practical Guide for Health and Social Care
Sit Less, Get Active
Understanding Obesity



“Ensure inclusive and equitable education and promote lifelong learning opportunities for all”

COVID-19 Critical Care: Understanding and Application
How to Read a Novel
Introduction to Philosophy (available in 2 languages)
Making Blended Education Work



“Make cities and human settlements inclusive, safe, resilient and sustainable”

Data Ethics, AI and Responsible Innovation
Predictive Analytics Using Machine Learning
Successfully Evaluating Predictive Modelling



“Reduce inequality within and among countries”

Christian-Muslim Relations
Critical Thinking in Global Challenges
Intellectual Humility: Theory



SUSTAINABLE DEVELOPMENT GOALS

13 CLIMATE ACTION



“Take urgent action to combat climate change and its impacts”

Climate Change: Carbon Capture and Storage

Climate Solutions: India

Critical Thinking in Global Challenges

Nitrogen: A Global Challenge (available in 9 languages)

Sustainable Global Food Systems

15 LIFE ON LAND



“Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss”

Artificial Intelligence Planning

Sustainable Global Food Systems

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



“Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”

Data Ethics, AI and Responsible Innovation

Intellectual Humility: Practice

Intellectual Humility: Theory



Presentation: Making a Global Impact

<https://edin.ac/3NFi7rf>

i DID YOU KNOW

In the 2022 Times Higher Education Impact Rankings, the University ranked 6th in the UK and 29th in the world for its positive impact on the United Nation's Sustainable Development Goals.

Commitment to accessibility

Linguistic accessibility

A farmer from China once spent 16 years teaching himself law to sue a big chemical firm for polluting his land. He used a dictionary to help him understand legal jargon.

At the heart of our MOOCs (Massive Open Online Courses) is a passion to steer us closer to an ideal world where education would be open and accessible to people from all walks of life, regardless of where they're from, the language they speak, or their current level of education. Our Nitrogen: A Global Challenge MOOC on edX is a wonderful example of our commitment to accessibility. In this case, linguistic accessibility was prioritised to deliver the course to targeted regions to maximise its impact by reaching practitioners such as farmers around the world in their own languages. This course is currently available in nine languages with more to come.



Nitrogen: A Global Challenge on edX will soon be available in 11 languages including English, Bengali, Urdu, and Hungarian. This allows us to reach practitioners whose daily work is directly affected by nitrogen, including farmers around the world.

“The response to our MOOCs, and especially to the translations into the national languages of South Asia, has been incredible. Education and increased awareness are right at the core of tackling global challenges like nitrogen.”

Professor Dave Reay,
Professor of Carbon Management & Education
Instructor on Nitrogen: A Global Challenge



Read full blog
<https://edin.ac/3wP8nVW>

Climate Solutions course

To increase the accessibility and global reach of the Climate Solutions course, we are developing a suite of iterations focused on priority nations around the world. Each of these international versions will provide the same accessible climate change knowledge and insights as the UK version, but with in-country contributions and contexts and with content translated into the relevant national language.

The overarching aim of this eventual suite of courses is to maximise the accessibility and relevance of our open access climate change education provision to a global audience.

05 Upskilling and continuing professional development



Responding to market needs

The pandemic has reshaped our lives and thrown online learning into the spotlight. We've seen increased demand for short courses that can be stacked together to build a more substantial qualification, such as our Professional Certificate in Digital Marketing Fundamentals on edX. Both individuals and employers are seeking courses that meet their needs, so we are putting in place a supporting infrastructure for Continuing Professional Development (CPD) and short commercial courses to make it easier for colleagues within the University to expand their portfolio and to make it easier for prospective learners to find the course they need.

Doing data right

One key strategic area we are supporting with our short courses is upskilling people in data skills. The University is part of the Data Skills Gateway which brings together the City Region's industry, universities, colleges, schools and others to provide routes into data or digital careers, with the aim of making Edinburgh the Data Capital of Europe. Our data-related courses and open resources ensure that data is part of a just and sustainable world and address the need for data-driven solutions to the challenges we face globally:

- Data Ethics, AI and Responsible Innovation
- Statistics: Unlocking the World of Data
- Delivering Research Data Management Services
- Introduction to Predictive Analytics using Python
- Observing the Earth from Space
- Data Science in Stratified Healthcare and Precision Medicine
- Sustainable Global Food Systems
- Research Data Management Service

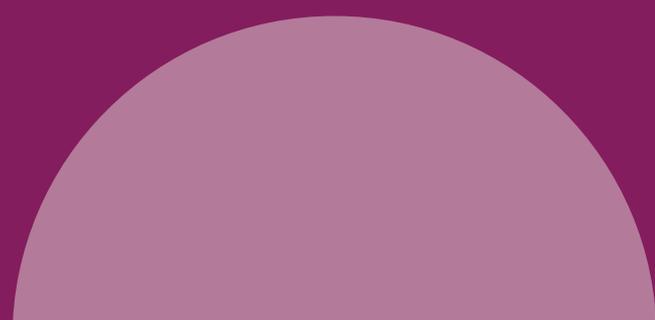
“Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges.”

“We will be a global leader in artificial intelligence and the use of data with integrity.”

**strategy
2030**

06 A learner-centred approach

Making the course materials as engaging as possible is one of the key things we focus on while creating our courses. In this section, we'll be elaborating on how we focus on the learners by considering their needs and listening to their feedback to create better content.



Crowdsourcing teaching assistants in a crisis

In April 2020, we asked a large team of retired healthcare professionals to support the development of our COVID-19 Critical Care course. It was crucial to provide a breadth of knowledge to frontline clinical staff caring for critically ill patients during the pandemic.

At an extremely challenging time, with ever-evolving information and practices, this diverse team of experts was key in the development of the course and helped us ensure that the course content was as relevant and useful as possible to the learners.

Watch our video of learners talking about their experience.



<https://edin.ac/39ZEt88>



Communicating clearly

We use the written word to share learning materials, build community, and create instructor presence in our courses. Not all our learners are native English speakers, and even those who may struggle with jargon-heavy content. This is why we write our English language courses in Plain English. There are many advantages for writing in plain English:

- It is faster to write.
- It is faster to read.
- You can communicate key ideas more easily, more clearly, and in a friendlier way.

This is just one of the many things we do to make our short online courses inviting, engaging and motivating for learners.



Read blog

<https://edin.ac/39XhVVC>



Encouraging learners to share and engage with one another

We've been experimenting with "Social prompts" on FutureLearn. Social prompts are a bank of prepared questions written by FutureLearn's Learning Designers. The prompts are assigned to article, video, and audio steps within a course to encourage peer-to-peer learning and discussion.

Prompts help learners to engage with key learning such as reflection, real-world application of skills, further exploration of a topic, knowledge sharing, and summarising of ideas.

Learners who engage socially get more out of the content and community, and are more likely to complete the course.



Learners said | We listened

We made changes to the **Fundamentals of Music Theory** course after listening to learner feedback:

Learners said: "We'd like a better explanation of rhythm and durations in music notation."

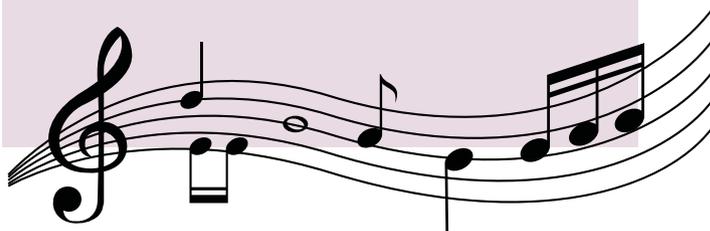
We listened: We've improved by developing new material on these topics using a fresh learner-centred approach.

Learners said: "We come from such diverse backgrounds! To manage our expectations, we'd like to know a bit more about the context and background of music theory study."

We listened: We hear you! Acknowledging our wide range of learners, we've produced new material explaining what it means to teach historically European music theory in a contemporary global context.

Learners said: "We'd like more guidance on how to complete the weekly tests, and more detailed feedback from the tutors"

We listened: We've included more guidance for the tests, and comprehensive feedback for every right or wrong answer to help learners integrate their knowledge of the material.



07 Amplifying our impact through partnerships

We have had the opportunity to work with many amazing external organisations in the co-creation of our short online courses. These partners have made high quality contributions to our courses and their involvement always brings a different perspective for our learners. By giving us access to prospective learners within their wide-ranging networks, these partners help us take our courses to a much larger global audience and amplify our impacts globally.

One of our longest-standing partnerships is with the Edinburgh International Book Festival, collaborators on our How to Read a Novel course. With 60,000 learners, the course has become one of the biggest virtual book clubs in the world! Taking place every August to coincide with the James Tait Black Prize, the course helps festival-goers and book-lovers get the best out of their reading.



British Council and Learning for Sustainability Scotland

Courses: Learning for a Sustainable Future and Live at COP26 (launched 2021)

Climate change, gender equality, health, social equity, and inclusion are issues that affect us all, impacting human well-being and economic stability. How to live a sustainable life affects – and connects – us all. In partnership with the British Council and Learning for Sustainability Scotland, we created two courses to help learners develop an informed personal response to these major challenges.

Our partners made a vital contribution to the entire process, from course content creation and delivery to marketing. This tripartite partnership enabled us to tap into a global education network and bring in learners from communities in far-flung corners of the world.

“*Their enthusiasm, passion and knowledge about the latest climate change issues and research is reflected in the content and delivery of these two courses. The British Council and Learning for Sustainability Scotland had a positive, proactive attitude to working with young people and activists, who in turn made invaluable contributions to the course content and discussions.*”

Lizzy Garner-Foy, Instructional Designer



National Museums Scotland

**Course: Bonnie Prince Charlie and the Jacobites
(launched 2017)**

Inspired by the National Museums Scotland exhibition of the same name, this course was developed as a collaboration between the University of Edinburgh and the National Museums Scotland. Exploring the material culture of the Stuart dynasty, their Jacobite followers and their opponents, the course used iconic objects drawn primarily from the Museums' collection, enabling those who were unable to attend the exhibition to experience the topic in depth and connect with the collection remotely.

“*As Academic Lead on the Bonnie Prince Charlie and the Jacobites MOOC I found myself interacting with a much larger population of learners than I typically encounter in the lecture theatre or the seminar room. I was repeatedly impressed with their appetite for learning and in some cases, their existing expertise. They kept me on my toes throughout the live period and made me look and think again about material I have been working on for years in some instances.”*

Professor Vicky Coltman, Edinburgh College of Art

“I thoroughly enjoyed this course. This was linked to an exhibition in Edinburgh which unfortunately being a poor pensioner on the south coast of England I could not attend, but I feel that I got a very good insight into the whole subject.”

Learner on the course



International Primary Care Respiratory Group

Course: Chronic Respiratory Diseases (launched 2021)

The World Health Organisation has recognised that chronic respiratory diseases such as asthma and chronic obstructive pulmonary disease (COPD) place a huge burden on healthcare services worldwide. The University of Edinburgh is the lead partner on RESPIRE, a research project which aims to reduce the impact of chronic respiratory diseases in low- and middle-income countries (LMICs). The RESPIRE project team, comprised of international respiratory-health experts, recognised the need for free, easy to access, high-quality training to give healthcare workers the tools they need to improve health outcomes for chronic respiratory diseases. A key partner in this course was the International Primary Care Respiratory Group (IPCRG), a community of practice with a global remit to improve respiratory healthcare in primary care. IPCRG has considerable experience of working with professionals in LMICs and introduced us to many of the primary care RESPIRE partners in Bangladesh, India, Pakistan and Malaysia who have actively contributed to the course.

“Featured very useful tools freely available to enable patient centred management and also low tech interventions applicable in any primary care setting.”

Learner on the course



Collaborations with other academic institutions

Code Yourself / iA Programar!

Academics from the University of Edinburgh and Universidad ORT Uruguay collaborated in 2015 to launch English and Spanish versions of a five-week coding course for young teenagers. Code Yourself / A Programar introduces learners to programming with the use of Scratch, while promoting the development of computational thinking and the use of best practices in software engineering. More than 84,000 students attended the first session in March 2015 and since then 307,000 and 167,000 learners have taken the English and Spanish courses respectively.



Making Blended Education Work

We were the lead partner in developing and delivering this course which addresses the challenges that confront higher education policy makers and educators regarding the design and set-up of blended education, as well as its continuous quality improvement. The course was one of the intellectual outputs of a European project, EMBED (European Maturity model for Blended Education), managed by the European Association of Distance Teaching Universities, in partnership with six academic partners: Katholieke Universiteit Leuven, Technische Universiteit Delft, Tampere University, Dublin City University, Aarhus University, and the University of Edinburgh.

Chicken Behaviour and Welfare

This course explains the general principles of chicken behaviour and welfare, and the behavioural and physiological indicators that can be used to assess welfare in chickens kept in hobby flocks through to commercial farms. It draws on expertise from Scotland's Rural College (SRUC), the University of Glasgow and poultry vet practitioners from St David's Poultry Team.



Supercomputing

Developed by the Partnership for Advanced Computing in Europe (PRACE), coordinators of many of the largest supercomputers in Europe, this course covers how supercomputers work and the real-life scientific breakthroughs made possible by today's computer simulations.

Career Management for Early Career Academic Researchers

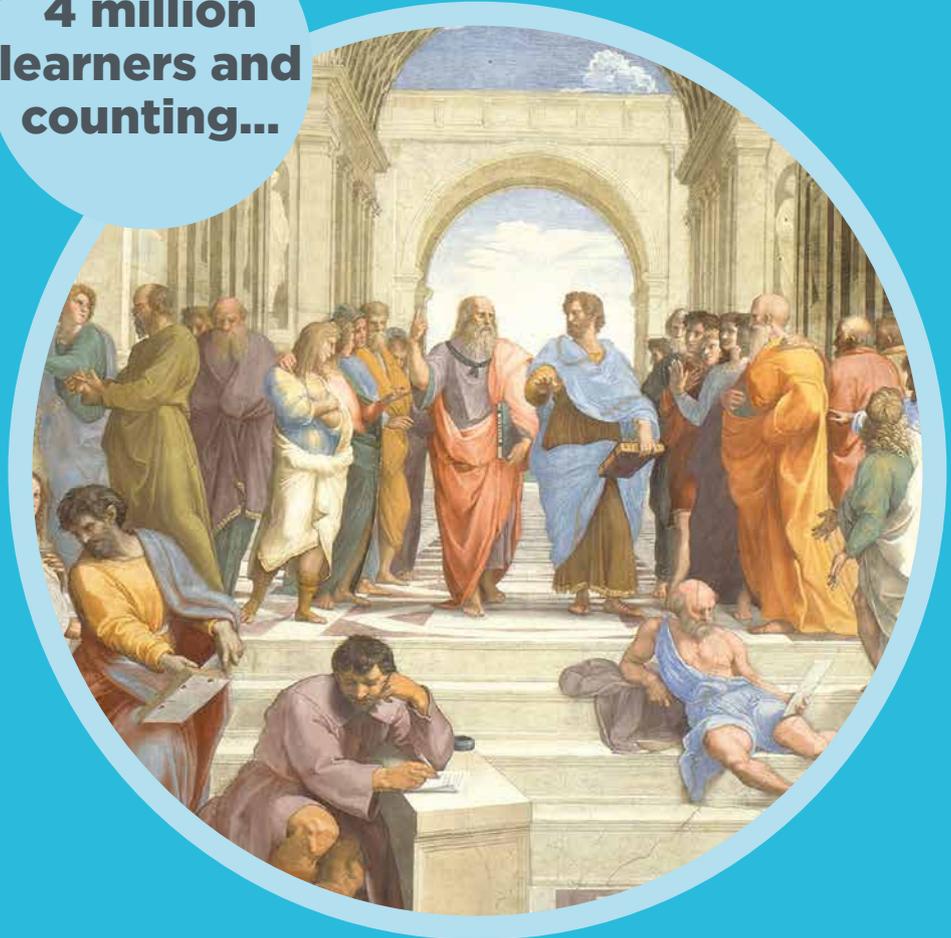
This course was a collaboration between the Careers Services at the University of Edinburgh, University of Glasgow and University of Sheffield and enables early career researchers to explore different career options and understand how to implement good career decisions.

Growing partnerships



08 Our global reach

**4 million
learners and
counting...**



90 courses on 3 global platforms

coursera



39 courses
launched since 2012

3.6 million learners

41,000 certificates
awarded

**Future
Learn**



22 courses
launched since 2013

289,000 learners

3,700 certificates
awarded

edX



27 courses
launched since 2016

296,000 learners

11,000 certificates
awarded

Where do our learners come from?



We have attracted learners from 237 countries out of the 251 countries (based on UN data) so far! They are spread across all 7 continents, including Antarctica. Here's our top 10 countries.

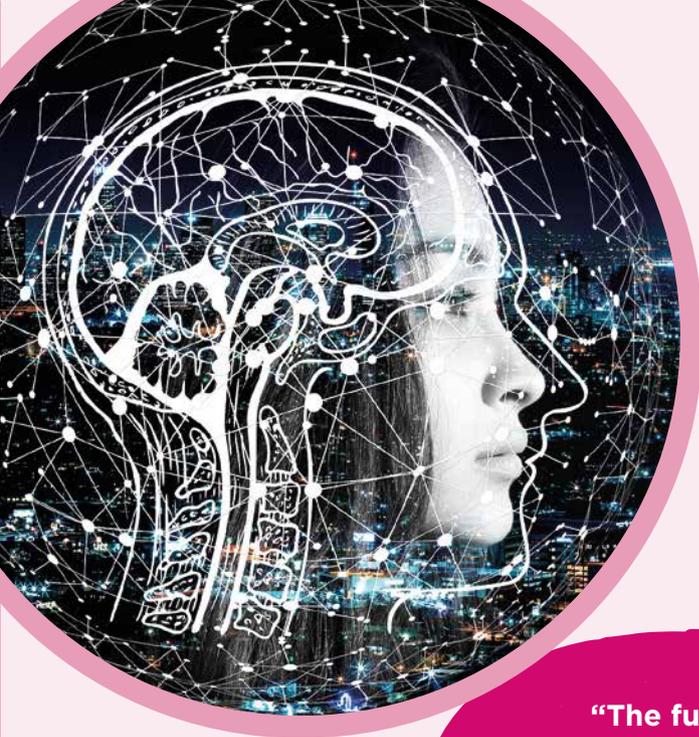
09 The future of online learning

We've been involved in digital education for almost 20 years, and it's embedded in our vision for the education we deliver in the future.

Learners on our short online courses bring their wealth of experiences in life and work to the table. Their unique vantage points on the world, combined with the subject expertise of our educators, is what makes online learning special, resulting in a global community and network of like-minded people who can share knowledge and learn together. We are listening to what prospective learners want and watching how digital technologies evolve so that we can continue to enable global participation in our portfolio of flexible whole-life learning options.

The University of Edinburgh has shaped learning for close to half a millennium... the digital world is one where we will continue that tradition with a vibrant and future-focused approach.

Professor Colm Harmon, Vice Principal (Students) and Professor of Applied Economics



The short online courses we create will continue to be an integral part of the University of Edinburgh's online learning portfolio. In an ever-changing society, we asked our colleagues and partners how they see the future of online learning.

“The future of online learning and the educational landscape can be captured in one word – possibility! Changes in technology, culture, and educational approaches, all provide opportunities for learners and educators alike where they can explore, create, learn, and be part of a community. High quality, accessible, and meaningful learning content can inspire and equip the learner with the skills and knowledge to facilitate change in many areas around the world.”

**Dr Louise Connelly,
Teaching Fellow in Digital Education
Instructor on Digital Footprint**



The University is one of the renowned Higher Education Institutes for Earth Observation (EO) in the UK. Our staff are involved in international space missions and world-class EO research. We worked in partnership with the UK Space Agency to promote our Observing Earth from Space course.

Football: More than a Game

“The lessons for the future depend on who such interventions are primarily for and how they are used. The visionaries or the users or the hybrid model or the complete online experience. Text and image-based resources are more useful and re-useable than video-heavy and immersive deliveries, easier for mobile access, easier to find via Google searches.

We can create new ways of doing things but ultimately, people will use the materials and learning based upon how they find it useful. You can either facilitate this explicitly or engineer experiences to encourage different new ways of engaging with the material.

The future of Football More than a Game could include co-production with communities, thus being a way to further democratise education. Should resources allow, more bespoke country specific materials would encourage even further international engagement.

Our partnership with FC Barcelona has been mutually beneficial in delivering online education and therefore another lesson for the future would be to partner with likeminded providers. ‘Football More than a Game’ has appeared more than 20,000 times through the official club website of one of the most famous clubs in the world.”

**Professor Dr Grant Jarvie, Chair of Sport and Director (Academy of Sport),
Instructor on Football: More Than a Game**

**“Locally or internationally
Football More than a Game will
continue to deliver education
through football”**

“Online learning in the future needs to be more responsive to learners’ needs. We are continually testing and trying new things, like in 2018 when we launched the UK’s first MicroMasters programme. In addition to traditional qualifications, learners are looking for shorter courses to evidence their professional development, and the trend to be able to study while working will remain important for whole-life learning. In the near future, we’ll be offering digital badges as a way for learners to demonstrate a fuller range of skills on their CVs, including those gained through informal learning.”

Nikki Stuart, Digital Programme Manager



“ Like everything else that has been reshaped by COVID-19, education and how it will be delivered has been forever altered. As a premium is placed on the time we have in-person, education for students and workers alike will become blended—incorporating a mix of in-person and online learning that will continue throughout our lives. In response, I see ‘higher ed’ expanding its offerings of alternative credentials and programs that meet people where they are, with right-size, right-time, affordable learning. These three tenets of flexibility, affordability, and relevance will be non-negotiable for all education moving forward.

Anant Agarwal, edX Founder, 2U Chief Open Education Officer, MIT Professor

coursera

“ Online learning will continue to enhance equity and accessibility, reaching the many students, who, for whatever reason, are unable to participate in on-campus programs. From mobile access to AI-powered coaches and analytics, it offers world-class learning in a personalized, flexible, and affordable way. As technology continues to change the way we work, education over the course of a lifetime will become essential – and online learning will be key to make that possible for all.

Betty Vandebosch, Chief Content Officer at Coursera

Future Learn

“ We’ve witnessed widespread transformation across the sector, which continues to reinvent itself for a post-COVID future. Learners are increasingly seeking more choice, flexibility and affordability in their education, and institutions are looking to hybrid or blended models to deliver this learning. At FutureLearn, we are evolving our platform to address these new trends and opportunities.

Andy Hancock, CEO of FutureLearn

Contact us

✉ online.learning@ed.ac.uk

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🌐 [University-of-Edinburgh-Online-Masters](https://www.ed.ac.uk/online)

🌐 www.onlinecourses.ed.ac.uk



When shortlisting fiction for the James Tait Black prize each year, our academics and postgraduate students read more than 400 books! The final four shortlisted books are featured each summer in our How to Read a Novel course.

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The University of Edinburgh www.ed.ac.uk/is/graphic-design

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