

IT BEGAN IN CANADA...

"IT'S DISRUPTING EVERYTHING!"

"IT'S A TSUNAMI OF POORLY UNDERSTOOD PEDAGOGY!"

# DAY OF THE MOOC

STARRING: George SIEMENS, David WILEY, Dave CORMIER and Stephen DOWNES  
Connectivists Unleashed a Force They Cannot Control!



<p>Some activities are based purely around discussion with peers – like this one...</p>	<p>Weekly email from tutor</p>	<p>Clean interface. Easy to navigate, and aesthetically pleasing</p>	<p>Each week's topic broken into 15+ bite sized activities</p>	<p>Each activity has an accompanying discussion thread. Just one, simple thread so very easy to follow</p>
<p>No expectations, no cost...and if you only dip in once or twice or for three hours every day, <b>it doesn't matter!</b></p>	<p>The feedback area allows participants to make suggestions and recommendations so that future iterations of the course can be improved</p>		<p><b>MOOC</b></p>	<p>Activities consist of a 3 minute film or audio clip or a short reading of 1 or 2 paragraphs, and are no more than 'appetisers'.</p>
<p>Self assessment at end of each week by way of online quiz</p>		<p>If you complete (and there is no pressure to do so) you do get a rather lovely certificate!</p>		



Hello Rebecca,

We knew that there were 10,000 of you, but were not quite prepared for the level of engagement. I am overwhelmingly impressed by both the volume and quality of the responses, especially around the discussion points. As I write this, it seems that there are over 2350 contributions to the first debate in week 1, and nearly 1500 to the second - and comments are still coming. This is awesome.

We designed this as an entry-level introduction to 15th century England, and assumed no prior knowledge of the period, or formal qualifications. It has obviously appealed to many who possess both, but it was great to see people without any previous knowledge join in the debates - and I hope that the contributions continue to be supportive, informative and recognise the diversity of knowledge and expectation of the group as a whole. A particular thanks to the re-enactors, who shared their perspective and expertise in a very generous way. I hope that everyone will continue to participate in future discussions. Some of you clearly wished for a bit more historical detail, but a degree of simplification was necessary, in the interests of the many. I reflect on the discussions from week 1 in more detail at the end of this message.

The course is intended to take no more than two hours per week but it is obvious that many have taken the short articles much further, and spent many hours pursuing particular themes, and following up websites etc. We also aimed at keeping it entirely free, which is why we have not recommended any 'core texts' for purchase. Unfortunately, suitable good books are expensive, and/or unlikely to be freely, publicly accessible outside the UK - and you come from all over the world! It is very clear that some learners want to read some more, so there are a couple of suggestions for next week below.

There were a couple of typos and a few other glitches in our first episode, where much of the condensed detail of dates and events occurs - many thanks to those who helpfully pointed these out - I believe they have now all been fixed. If you downloaded any of the transcripts or the family tree before Thursday, it might be wise to obtain the latest copy from the site.

=+=+=+=

We now move on to week 2, and a look below the headlines at daily life for the peasants, farmers and landowners of the period. This is where archaeology becomes particularly useful, under the radar of much written material.

Two books that you might find useful for this week are as follows. Note that these are entirely optional reading for those who want to study the area in more detail, and are by no means necessary to complete the week:

C. Dyer *Standards of Living in the Later Middle Ages: Social Change in England c.1200-1520* (Cambridge Medieval Textbooks) 2nd edition (1998) Cambridge University Press:

<http://www.amazon.co.uk/Standards-Living-Later-Middle-Ages/dp/0521272157?tag=futur05-21>

C. Dyer *Everyday Life in the Middle Ages* Hambledon Press (2001)

<http://www.amazon.co.uk/Everyday-Life-Medieval-England-Christopher/dp/1852852011?tag=futur05-21>

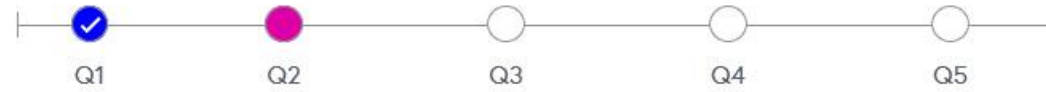
I look forward to seeing your contributions to this week's discussions - one creative one in particular!

Best Wishes,

Deirdre



# End of week review



## Q2

Which fifteenth century king of England initially grew up in exile in Brittany?

- Richard III
- Henry VII
- Edward III
- Henry VI
- Edward II

**Correct**



Educator • Deirdre O'Sullivan

Correct! Henry spent years in exile on the continent, trying to drum up support for his claim to the throne.

You may find [1.4 Personalities and reputations](#) useful.



8.14 PUBLISHING THE RESULTS ARTICLE

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8.15 COMPARE ACADEMIC AND PUBLIC DISSEMINATION DISCUSSION

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8.16 GREYFRIARS SEASON TWO VIDEO

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Test yourself: review of the week

Test your knowledge and understanding of this week's topic through a short multiple-choice quiz.

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8.17 END OF WEEK REVIEW QUIZ

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8.18 END OF WEEK 8 ARTICLE

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Reflect on the Past

You have now completed the course. We invite you to reflect on the last eight weeks, and see if you gained what we envisaged from your participation.

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8.19 REVIEW OF THE COURSE ARTICLE

---

8.20 DID WE MEET YOUR NEEDS? DISCUSSION





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8.21 ACKNOWLEDGEMENTS ARTICLE





## Knowledge Base browse articles

-  [What happens when I complete a course?](#)  
As proof of your achievement, everyone who takes part i...
-  [Will you be introducing ways to filter comme...](#)  
Comments & discussions are areas of the site we've had ...
-  [How can I change the name, password or e...](#)  
You can change your name by clicking on the 'Edit my pro...
-  [Are there any hidden charges?](#)  
No. There is a plan to introduce printed statements of acc...

## Feedback browse ideas

-  [Break up discussion forums into smaller gro...](#)  
**PLANNED** - 370 votes - 28 comments
-  [Notification on comment](#)  
**PLANNED** - 202 votes - 11 comments
-  [enable a download to local device of the vid...](#)  
**STARTED** - 182 votes - 13 comments
-  [See progress / how much of my course is le...](#)  
**PLANNED** - 178 votes - 13 comments

 [Give feedback](#)

or

 [Contact support](#)

### How can we improve FutureLearn?

Category (optional) 

Describe your idea... (optional)

 [Attach a File](#)

Signed in as Rebecca Ferriday <FerridayR@cardiff.ac.uk>

**Post idea**



I HAVE COMPLETED

100%

OF THE COURSE SO FAR:  
119 STEPS OF 119







Rebecca Ferriday

Follow 29 NOV

So lots of close combat then? That must be far more harrowing, psychologically, than using a distance weapon like a longbow? And why were maces for Knights only - because they cost a lot to make or because they were carried by soldiers on horseback - who would have been of a higher class than a foot soldier?

Like



Charles Drew

Follow 29 NOV

The nice fancy maces that survive were certainly high status weapons. However a club or cudggle amounts to the same thing really.

Like



Paul Hedges

Follow 29 NOV

Maces were a relatively cheap to produce and effective weapon against armour. As Charles say, some of the more Ornate ones would have been owned by higher ranking soldiers,, and some high ranking Knights fought on foot,(Richard and Montagu Neville at the Battle of Barnet 1471, who apparently dismounted to Show the footsoldiers that they wouldn't just ride away if the battle turned against them) whilst lower ranking ones fought on horseback scurrers ( scurrers / scourers / prickers )

[http://books.google.de/books?id=ubXnWRMt6uoC&pg=PA9&lpg=PA9&dq=war+of+the+roses+knights+fighting+on+foot&source=bl&ots=9wS\\_5Cb\\_gx&sig=t9KPh-gC2dJiPcQJnemCs61jzU&hl=de&sa=X&ei=07CYUvmCG8iGtAavsoCgCA&ved=0CHUQ6AEwCDgK#v=onepage&q=war%20of%20the%20roses%20knights%20fighting%20on%20foot&f=false](http://books.google.de/books?id=ubXnWRMt6uoC&pg=PA9&lpg=PA9&dq=war+of+the+roses+knights+fighting+on+foot&source=bl&ots=9wS_5Cb_gx&sig=t9KPh-gC2dJiPcQJnemCs61jzU&hl=de&sa=X&ei=07CYUvmCG8iGtAavsoCgCA&ved=0CHUQ6AEwCDgK#v=onepage&q=war%20of%20the%20roses%20knights%20fighting%20on%20foot&f=false)

Like 1



Tom Herrington

Follow 29 NOV

I would suggest that the mace was too cumbersome and heavy to carry around on foot, also when in close quarter, hand to hand fighting, you wouldn't have the required space to wield it, unlike on horse back where you could swing and bring it down with full force.

Like



Paul Hedges

Follow 30 NOV

Maces, being cheap to produce were commonly used, shorter versions by footsoldiers, longer more ornate versions being used by mounted ones

<http://www.medievalwarfare.info/weapons.htm#clubs>

Single handed maces don't weigh a lot, 1-2kgs and are around 40 - 60 cms Long,

[http://i4.photobucket.com/albums/y110/Nephtys/Weapons/horsemans\\_hammer\\_16th\\_C\\_02.jpg](http://i4.photobucket.com/albums/y110/Nephtys/Weapons/horsemans_hammer_16th_C_02.jpg)

As cumbersome or not, as a sword, which, being longer than a mace would Need even more space to use, unless being used in a two handed stabbing method as here

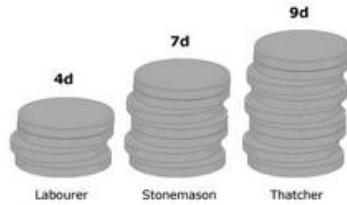
<http://www.youtube.com/watch?v=nv7Zz-WdXUc>



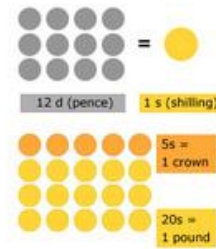
# Medieval lifestyle infogram

The infogram below highlights some of the facts and figures about money, markets and lifestyle in the mid 15th century. You'll be using some of this data in the next exercise.

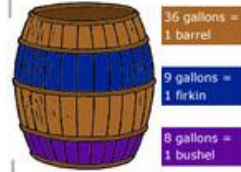
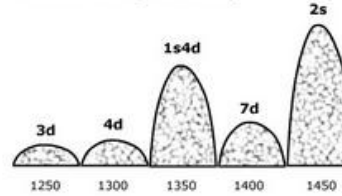
## Daily wage, by profession 1450



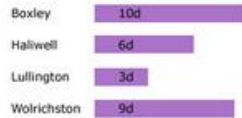
## Weights & Measures



## Price of salt (1 bushel)



## And by area 1400



## Size of horses



## Cost of goods 1450



## The changing landscape

+ 12

We can learn a lot about how England changed in the course of the 15th century by looking at the rural landscape. The enclosed fields - a mesh of pastures, meadows, woodland and arable that can be seen today - is largely a product of the economic and social changes that followed in the wake of the disastrous plagues of the 14th century, which, as we will see, had far reaching consequences.

The open, arable fields of the 13th and 14th century supported not just a system of agriculture; they also incorporated a world view, in which common rights and both individual and collective responsibilities were embedded in the very fabric of the land. As we will see, a landscape dominated by crops of corn and peasants working hard to reap often meagre surplus, was gradually replaced by one where much of the arable was replaced by pasture; the new system accommodated many more sheep, and more cattle, but far fewer peasants.

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+ 12

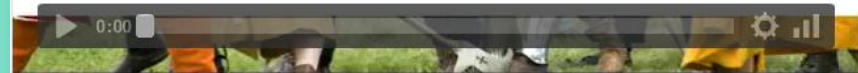
Mark as complete

◀ PREVIOUS

NEXT ▶

**Richard Knox**

LEICESTERSHIRE COUNTY COUNCIL



## Re-enactment: An interview with Richard Knox

+

I asked Richard Knox, Keeper of Bosworth Battlefield Museum, to share with me his thoughts on re-enactment. He oversees much re-interpretation activity at Bosworth, and you can hear and see some of the value he thinks it brings in this video.

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+ 66

Mark as complete

◀ PREVIOUS

NEXT ▶







## Royal relationships 236

In this short animation, I describe the competing dynasties which laid claim to the throne of England, and caused the conflict which led to the Wars of the Roses.

Note: some of you have helpfully noticed some errors in an early version of the transcription and family tree. These have been edited and the correct versions were uploaded to the site on Monday 25th November at 4pm GMT. Some of you may have downloaded/printed the earlier version and if so we suggest that you go back and download the later version. We apologise for any inconvenience, and thank you for your quick feedback!

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### COMMENTS



Rebecca Ferriday

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

Post

0/1200



Sarah Benson

15h

If anyone is interested, I've started a blog on the Wars Of The Roses. I'm not a historian by any stretch but it's a bit of a labour of love. Feel free to check it out and there's an article on the beginnings of the family relationships here: <http://theyorkistlass.wordpress.com/2013/11/28/the-wars-of-the-roses-the-origins-of-conflict-edward-iii-to-henry-iv/>

Reply • Like



David Turner

17h

Although initially I thought the family tree was rather simplified I can appreciate that it does sum up the relationships between the feuding cousins in a very concise manner. However, as with all diagrams it leaves out as much as it includes. Henry the seventh claimed the throne on the basis of conquest and not decent because the latter claim was very weak. He was descended from the Beauforts who were the illegitimate children of John Gaunt and Kathryn Swynford, who had been legitimised by Richard II on the understanding that they were to be excluded from the royal line.

Reply • Like 1



Sarah Benson

16h

I thought that too! It is concise, but as you say, it leaves out a good deal of detail. I think the section about the Beauforts is particularly relevant because you need to understand that to really see where their eventual claim, and the birth of the Tudor Dynasty, comes from.

Reply • Like



Philip Woodman

20h

I cannot comment on the history of the Kings and other hopeful participants in this battle for supremacy as I only had a basic secondary school education but I will download the amendments for the scripts.





## Rebecca Ferriday

Learning Technologist and Doctor Who freak, Cardiff University

LOCATION CARDIFF

[Edit my profile](#)

CURRENT COURSES

[England in the time of King Richard III](#)

12

0

0

ACTIVITY

FOLLOWERS

FOLLOWING



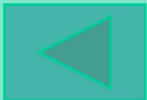
You made a comment

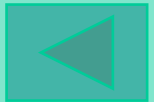
29 NOV

DISCUSSION: THE NATURE AND VALUE OF RE-ENACTMENT DISCUSSION

1. The WotR was a big turning point in English history, and still resonates today - I have friends who are from Yorkshire and Lancashire who enjoy friendly rivalry (and we Brits love a bit of rivalry don't we? Look at our allegiances to football teams as an example!) The red and white roses are still very much in the...

[Reply](#)







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MOOCing all over the World (Part 1)

MOOCing all over the World (Part 2)

MOOCing all over the World (Part 3)