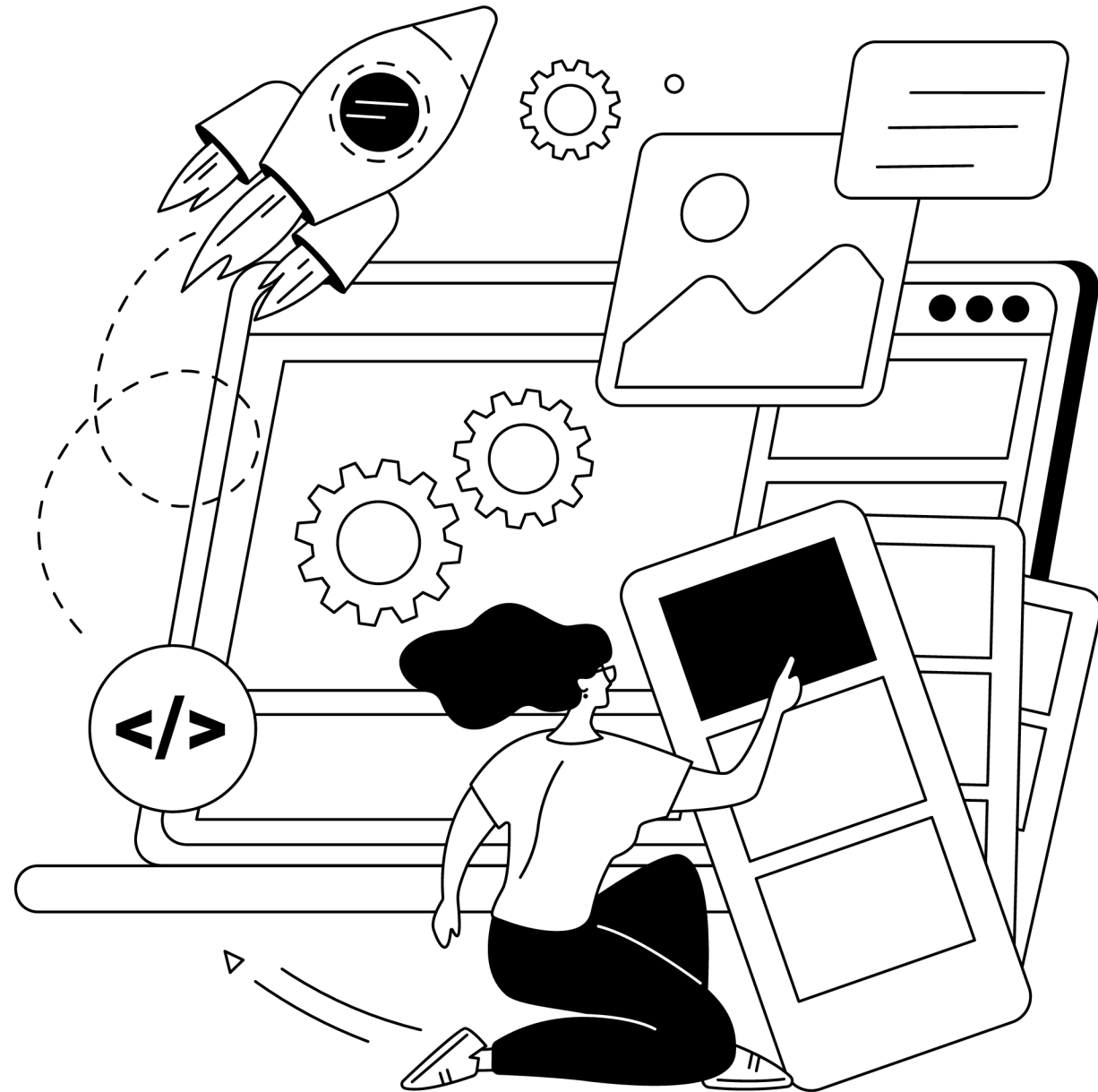




SHARING BEST
PRACTICES



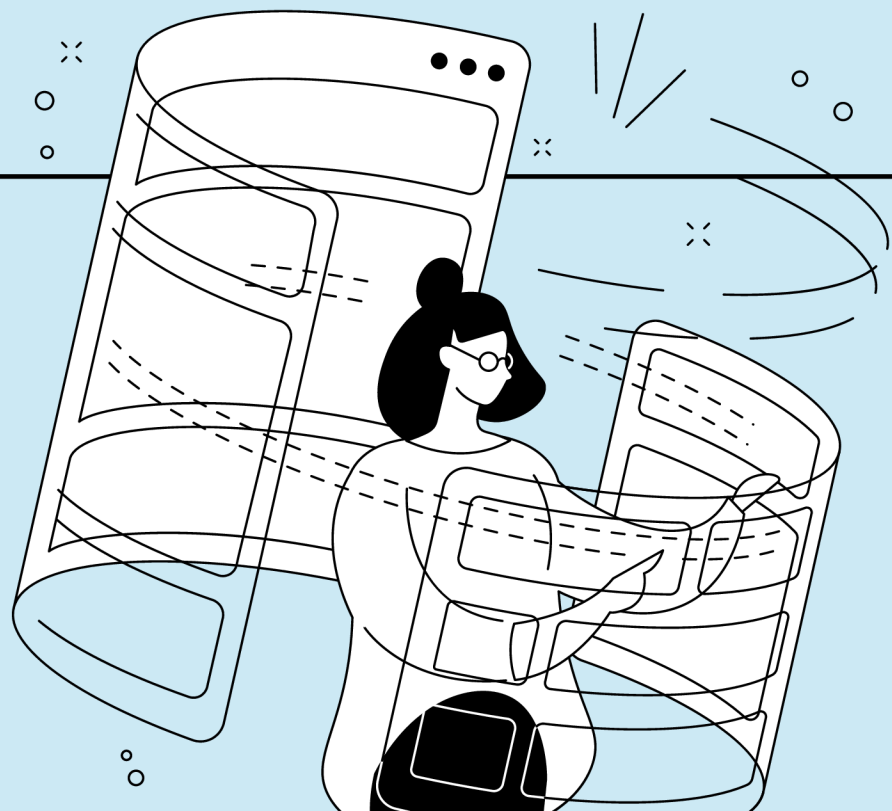
<https://skytte.ut.ee>

MOOC Design Process

Anna Beitane

Head of Digital Education Projects
Johan Skytte Institute of Political Studies
University of Tartu

Agenda



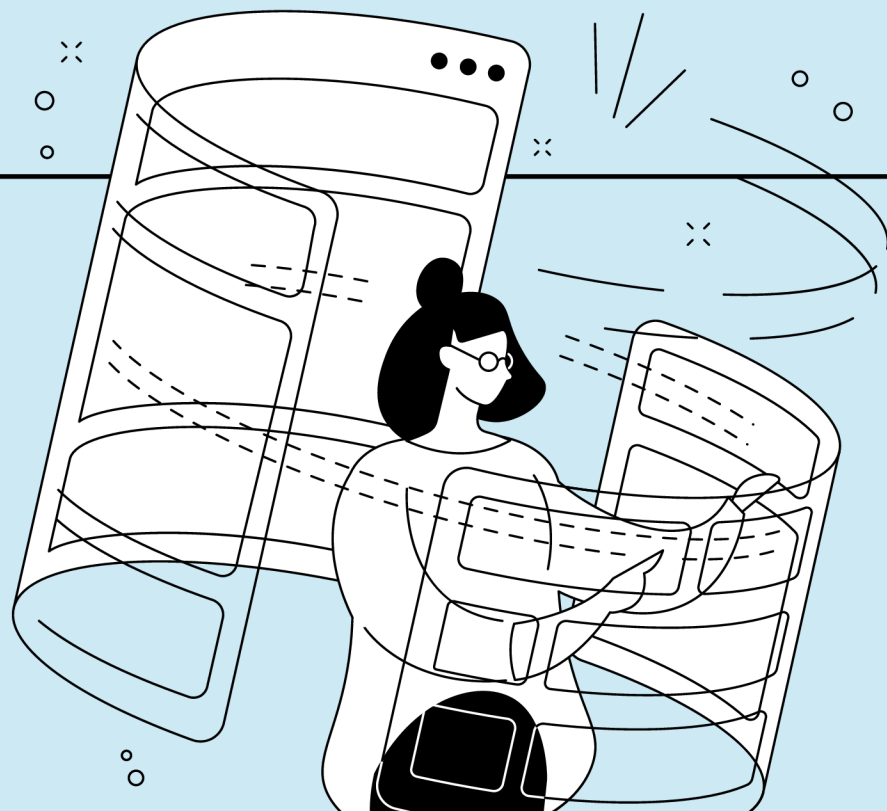
↘ E-LEARNING AND MOOCS AT SKYTTE

Brief stats about e-learning activities of the institute and our competences in the field

↘ MOOC BASICS

Brief overview of distinctive features of a MOOC. How it differs from a traditional e-course?

Agenda

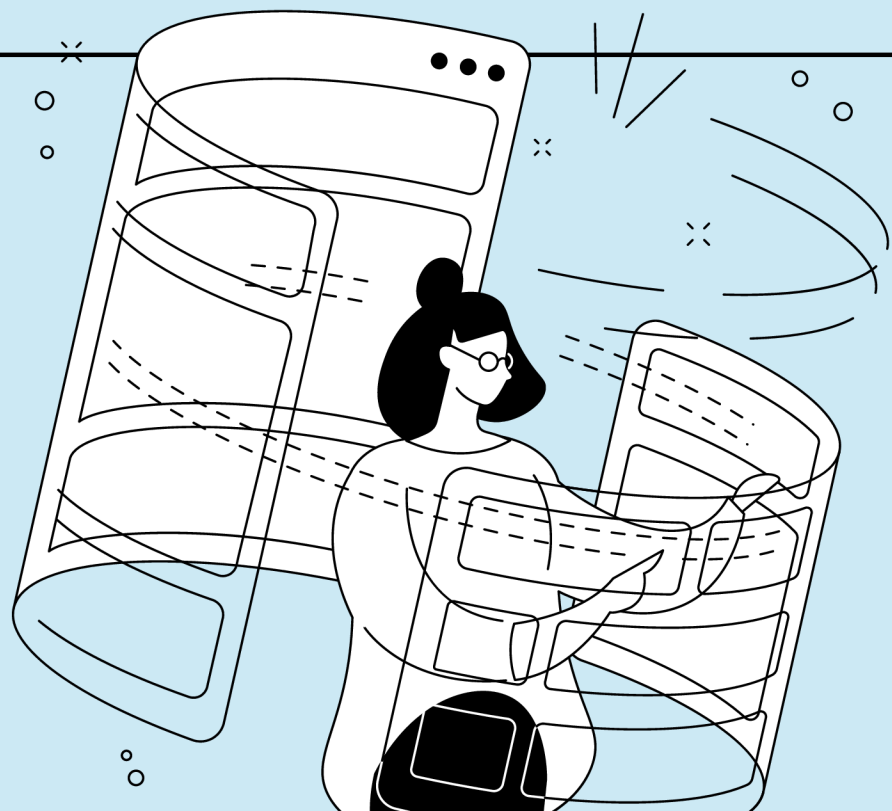


- ↘ DESING AND IMPLEMENTATION
PROCESS OF MOOCS

Insights on design and didactics
of e-courses and MOOCs
development on the example of
Common Challenges course ("E-
course of the Year 2022" in
Estonia).
- ↘ CONCLUSION AND
RECOMMENDATIONS

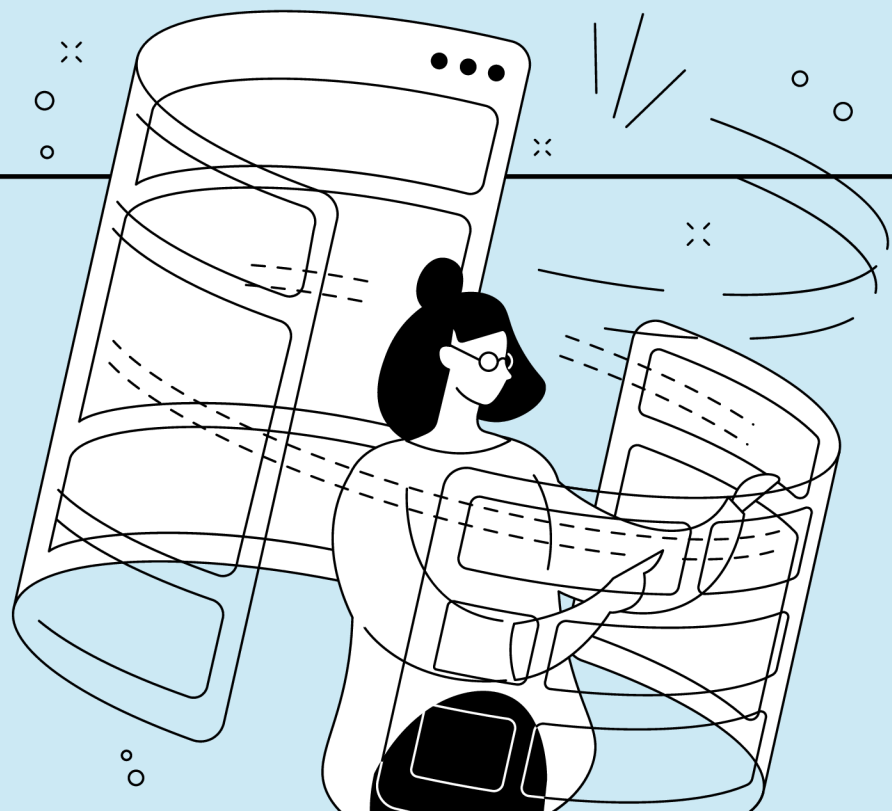
Recommendations on
implementation and design
strategies. Lessons learned.

Tech instructions for online participants



- ↘ IF YOU ARE NOT A SPEAKERS -
PLEASE KEEP YOUR
MICROPHONE MUTED.
- ↘ PLEASE TYPE YOUR QUESTIONS
IN THE CHAT.
- ↘ PLEASE TRY TO BE ON TIME
FOR THE WORKSHOP (GROUP
ACTIVITY)

Learning outcomes



By the end of the training, you will:

- ↘ understand the difference between the MOOC and a traditional e-course.
- ↘ recognise the major instructional design frameworks for a MOOC development.
- ↘ have a comprehensive overview of the MOOC development process, from idea generation to course implementation.



Skytte Institute

- Belongs to **top 150-200** Politics & International Studies departments in the world (QS World University Rankings 2024)
- Provides education to **over 400 students** each year (BA, MA & PhD)
- Since 2015, 352 published articles by staff, close to **one-third in high impact journals** (1.1)
- Revenue from the research-based projects between 2016 - 2023 around 15 million EUR.

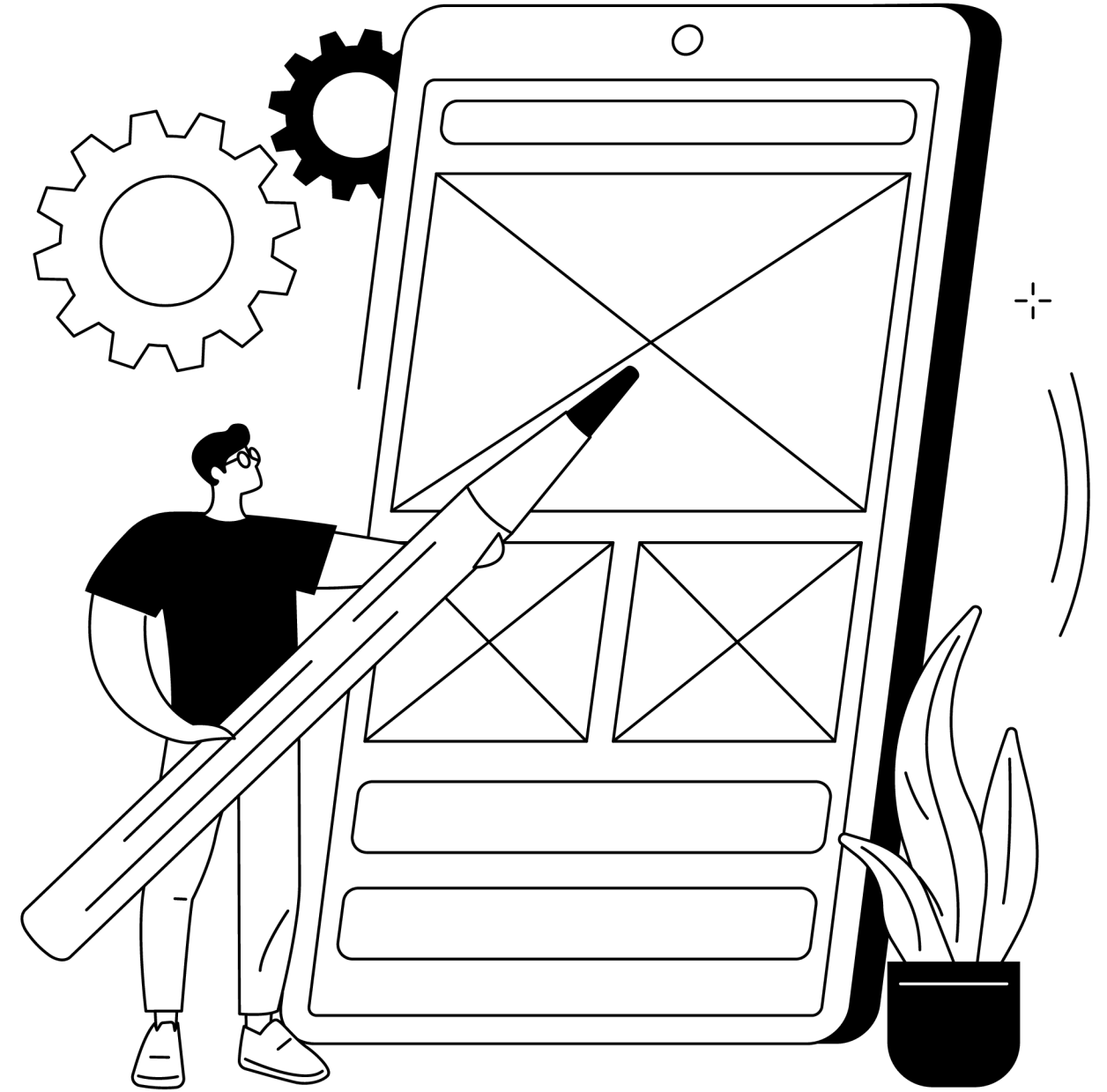
Source: <https://statistika.ut.ee/ut/>



E-learning at Skytte

- Among the **first institutes** to launch a MOOC in 2013.
- Since 2013, more than 15 MOOCs have been developed by the Institute.
- More than **ten courses** since 2016 have received the “Estonian E-course Quality Label” (EKKA)
- **Three course** received the highest awarded – “E-course of the year” (2020; 2022, 2024) + nomination in 2023 for “E-course of the year”.
- Around **93%** of the institute’s curriculum is supported with e-learning.

MOOC basics



Definitions & features



WHAT IS A MOOC?

A MOOC stands for

- **Massive** - hundreds or thousands of people can join it.
- **Open** - it is freely accessible to a world-wide audience.
- **Online** - most of the learning takes place online, allowing learners to decide when, where and how fast to learn.
- **Course** - it is not just information on a website, but a logically-organised unit of learning.

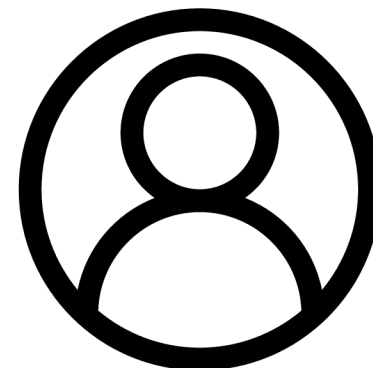
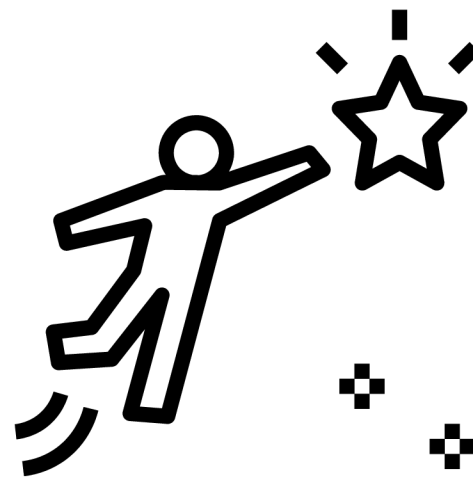
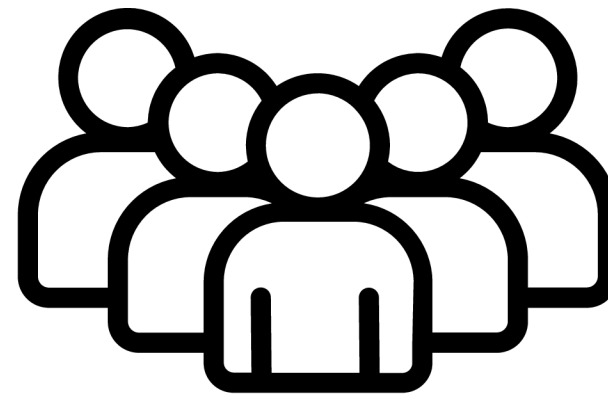
MOOC vs online (e-) course

E-COURSE/ONLINE COURSE

Participant **numbers fixed** and **limited** with maximum numbers in the hundreds or low thousands

Participants are expected to have **focussed motivation** to earn credit or certificate

Profile: **similar cohorts** at fixed stages of school or career (first years, mature students, professionals). Often united by geography or nationality.



MOOC

Usually have no limits, and have attracted thousands of participants

Participants have a **wide range of motivations** ranging from dipping in to see how a course is taught, to browsing, engaging with a community or achieving a certificate.

Mixed cohorts with mixed ages, backgrounds, country of origin, language capabilities

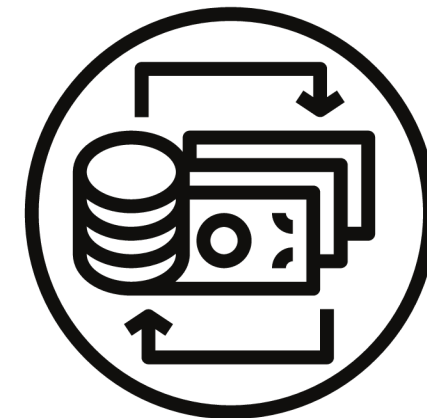
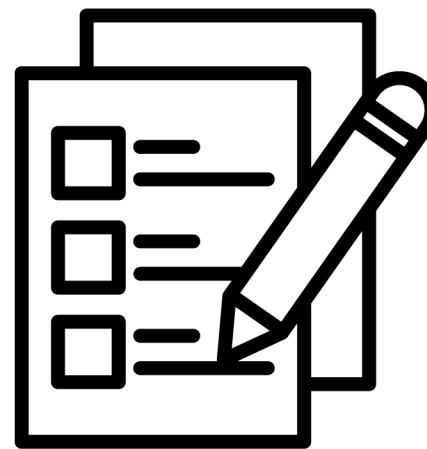
MOOC vs online (e-) course

E-COURSE/ONLINE COURSE

Assessment: is a key motivator for students; needs to be **rigorous, aligned** with learning objectives and institutional and/or professional standards.

Costs: participants will **pay** for the course (directly or indirectly)

Teacher is **responsible for teaching, guiding** students through the prescribed curriculum, **providing personalised feedback**, managing formative and summative assessments and awarding the qualification.



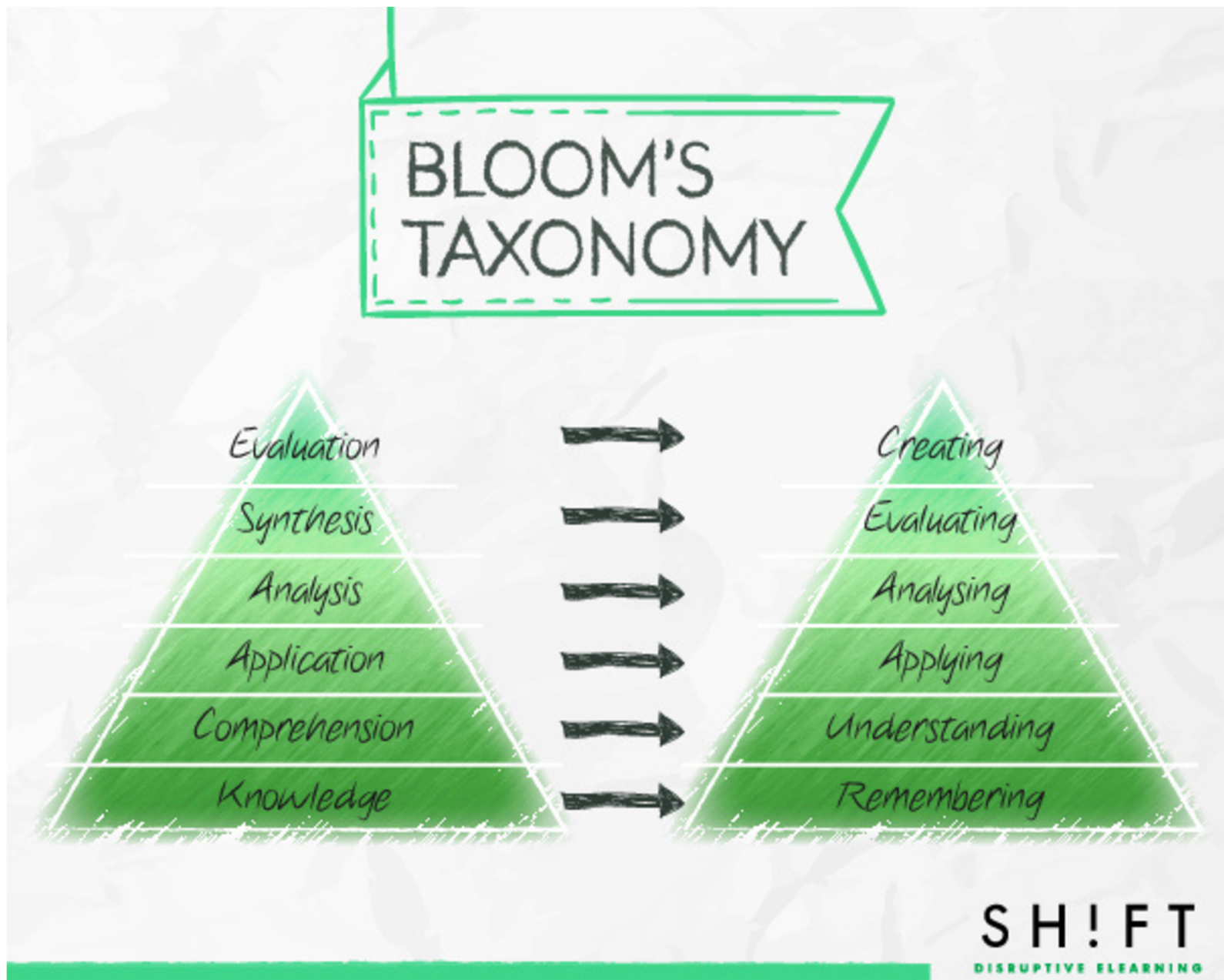
MOOC

Assessment is **optional, flexible** and may not be a motivator for all participants, yet creative and innovative assessment practices can drive participant behaviour.

Participants access the course for **free**, paying only in terms of the cost of an internet connection, and having the option to buy a certificate upon successful completion.

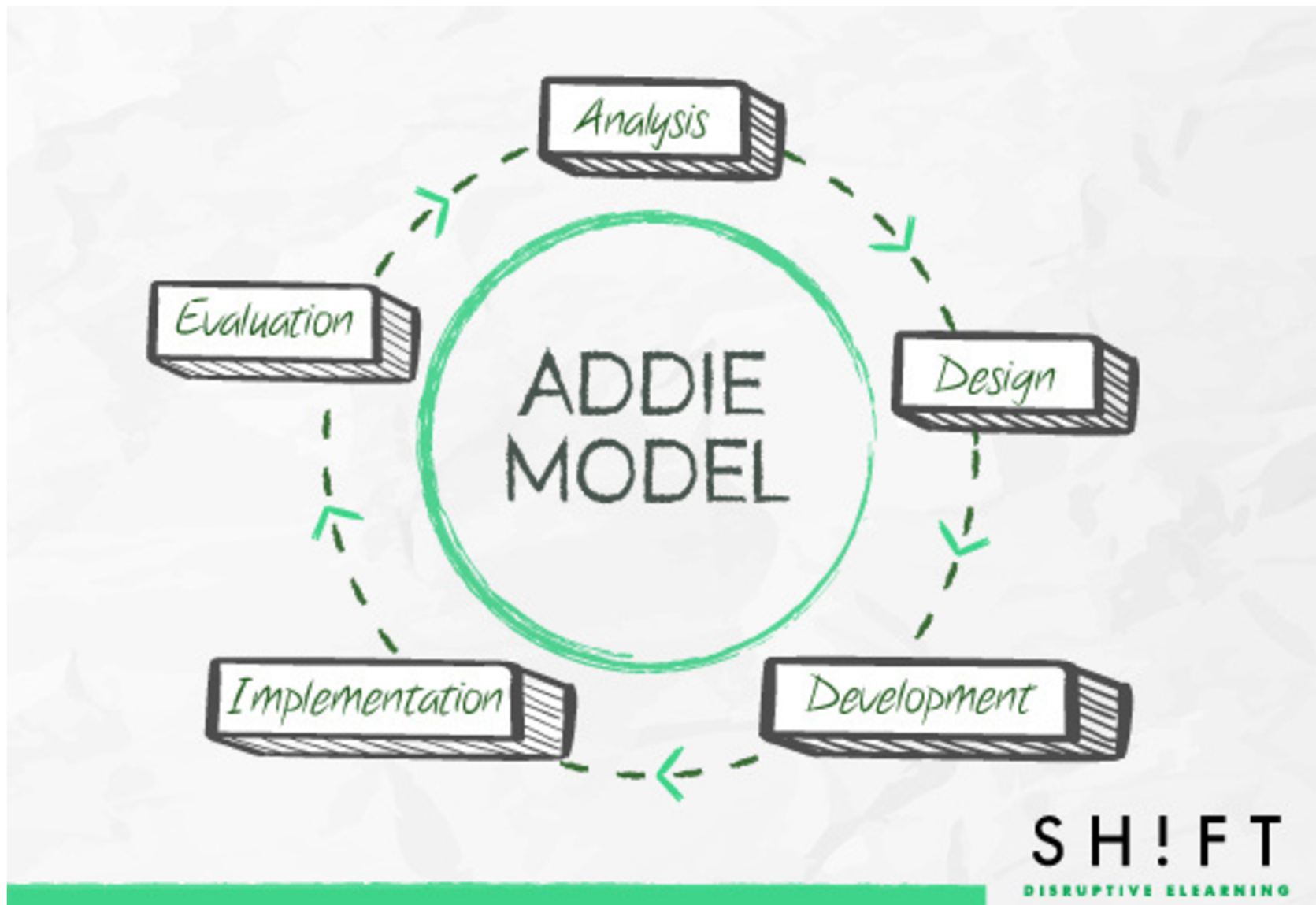
Teacher's role is **present but limited**; time and resource constraints do not allow for personalised teaching or guidance or marking assessments. Students are expected to be **self directed**.

Instructional Design Models for a MOOC



- In 1956, Benjamin Bloom created a classification system of measurable verbs to describe and organize the different levels of cognitive learning. In 2001, the six dimensions were modified by Anderson and Krathwohl and are known as the "Revised Taxonomy."
- The taxonomy pushes the learners past the lower steps of learning (of knowledge and remembering) and into the domain of deeper understanding, reflection, and application of knowledge to develop a learner's individual process of solving problems.
- It is a great way for establishing learning objectives that engage learners with the content and ingraining new knowledge and concepts.

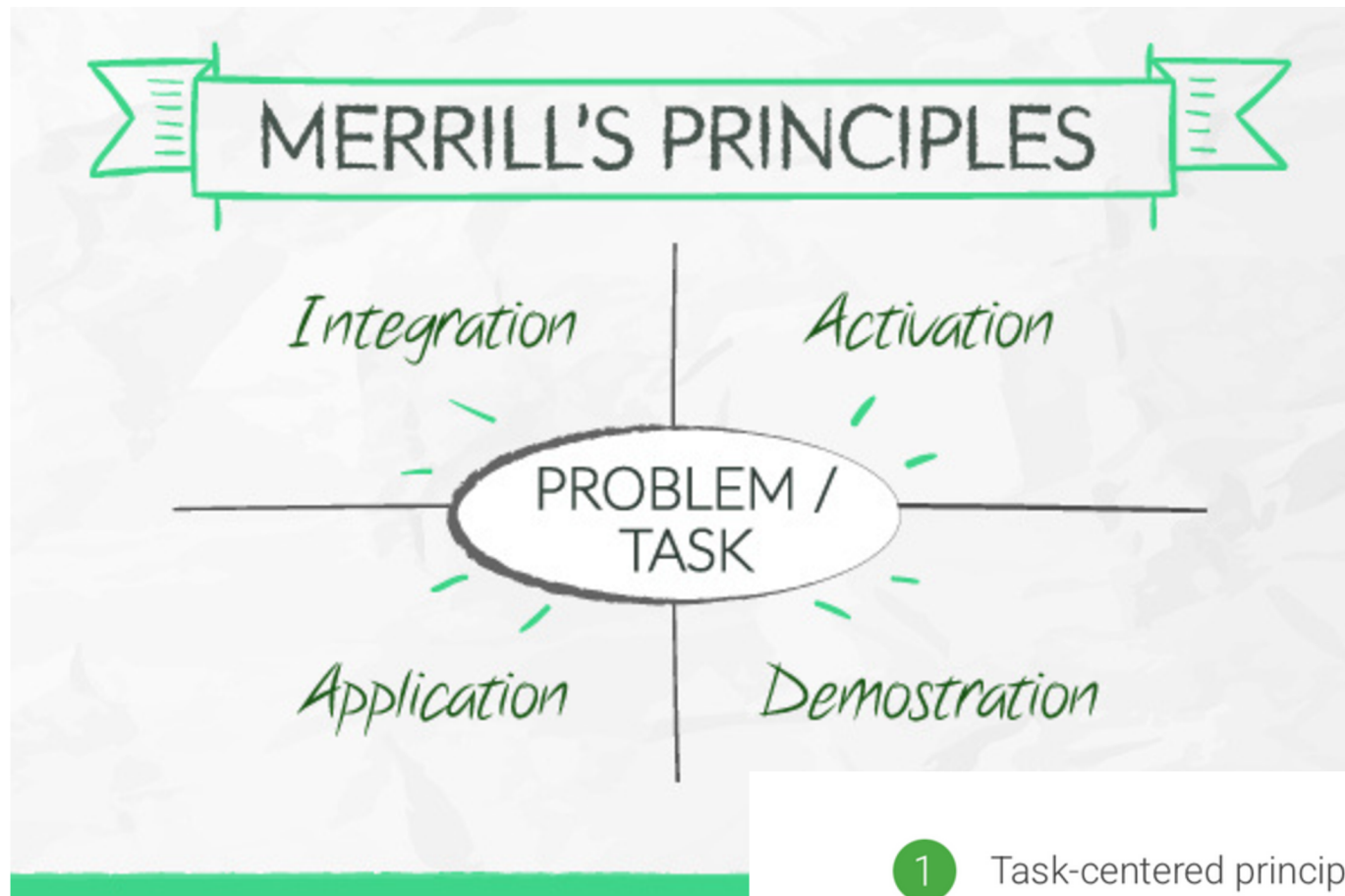
Instructional Design Models for a MOOC



ADDIE stands for **A**nalysis, **D**esign, **D**evelop, **I**mplement, and **E**valuate.

- **Step #1 Analysis** — Why is the training needed? The instructional designers (IDs) answer this question after exhaustively collecting information and profiling target learners, and understanding the needs and expectations of the organization. Analysis drives design and the development process.
- **Step #2 Design** —In this phase, IDs select the instructional strategy to follow, write objectives, choose appropriate media and delivery methods.
- **Step #3 Development** — IDs utilize agreed expectations from the Design phase to develop the course materials.
- **Step #4 Implementation** — The course is released/rolled-out, delivered, to the learners, and its impact is monitored.
- **Step # 5 Evaluation** — Is the course providing the expected results? IDs collaborate with the client and evaluate the impact of the course based on learner feedback, surveys, and even analytics.

Instructional Design Models for a MOOC



- 1 Task-centered principle
- 2 Activation principle
- 3 Demonstration principle
- 4 Application principle
- 5 Integration principle

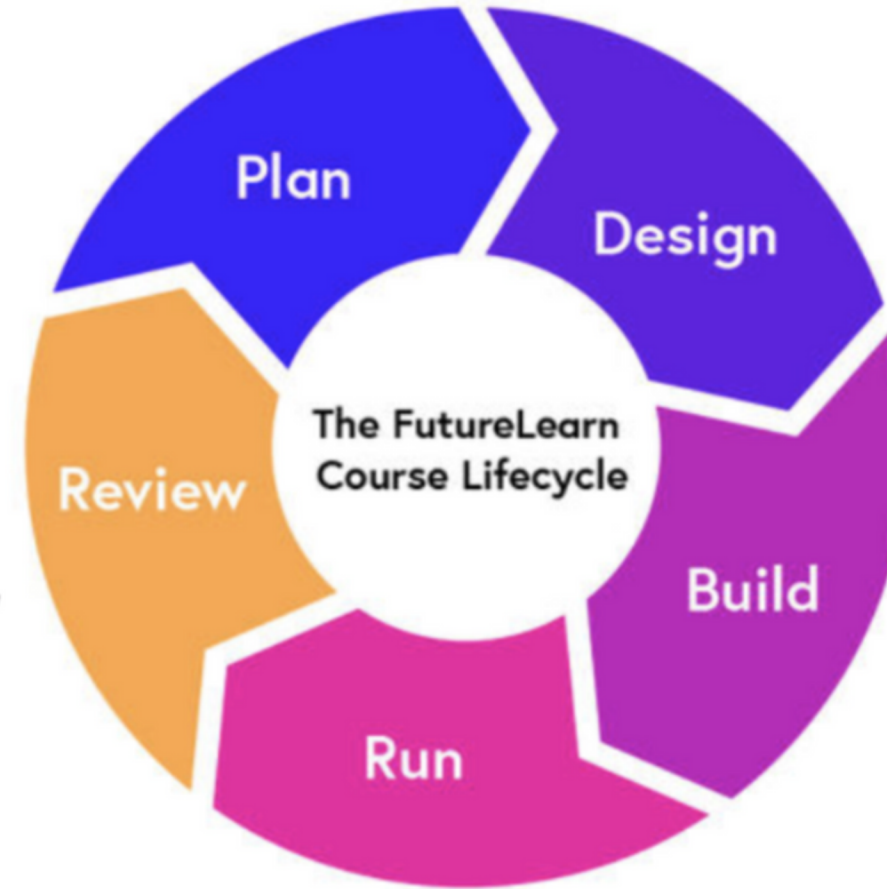
The principles promote learning in the following manner:

- Learning starts with real-world problems. Students should be able to relate to **problems and tasks** they can handle.
- **A course must activate existing knowledge** base of the learner; hence aiding them connect previous knowledge with the new one.
- A course must **demonstrate the knowledge** (both visually and through story telling) so that it leverages different regions of the brain, hence retaining it longer.
- Allow them to **apply new information** on their own. Let them practice and learn from their mistakes. Let them see how your new material works in concrete situations
- The course must offer possibilities for **integrating the knowledge** into the learner's world through discussion, reflection, and/or presentation of new knowledge.

MOOC development stages

Plan - defining objectives and sharing the vision. .
High-level proposition level decisions re stakeholder requirements, audience, objectives, outcomes.
Output: Course Proposal

Review - gathering data, evaluating against objectives

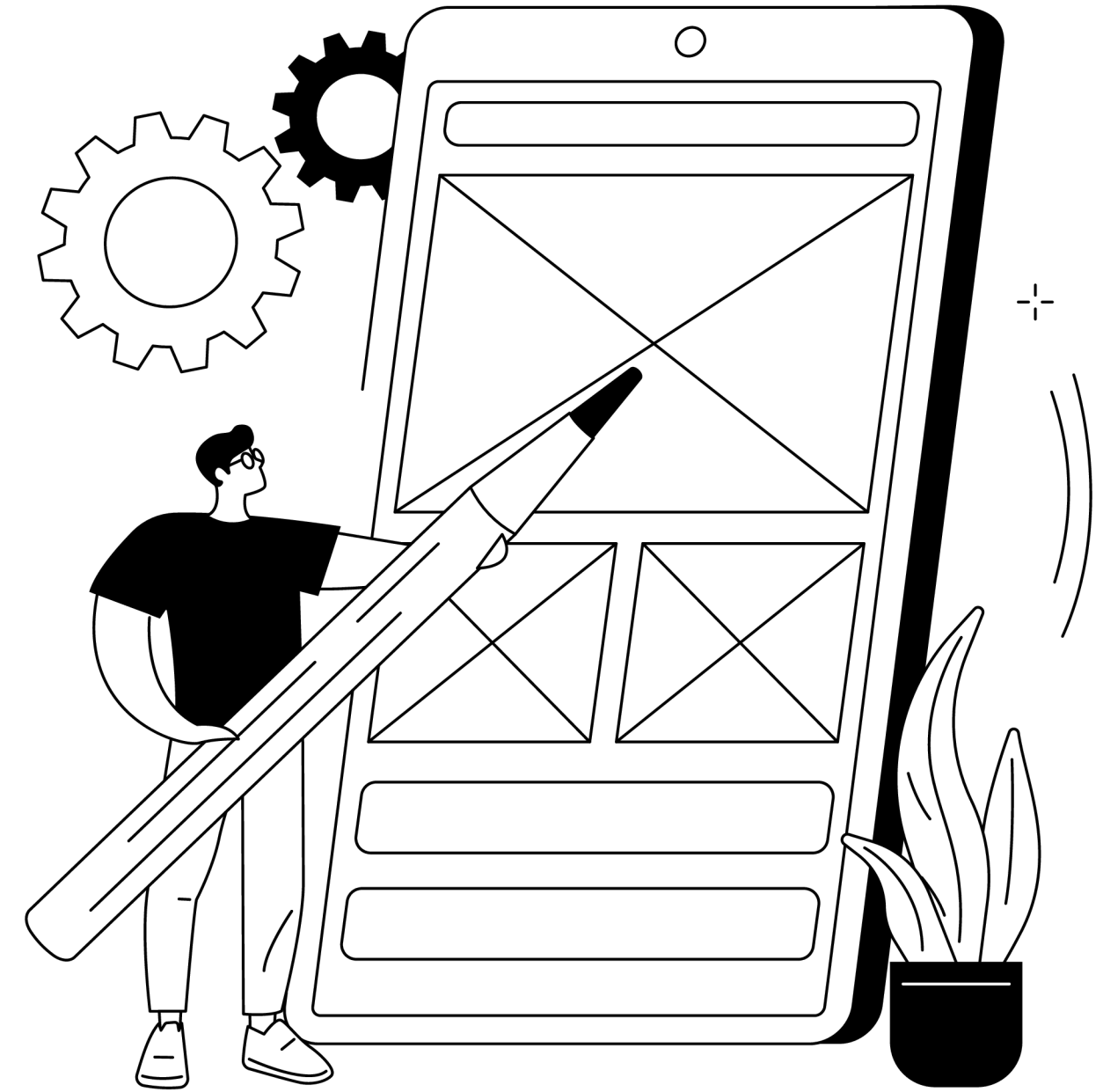


Design - Sketching and storyboarding learning activities at step level detail.
Output: Course Outline

Build - creating and editing high quality digital media, creating editorial manuscripts, course build on the platform.
Output: Media and manuscripts
Final course build

Run - quality assurance, testing and live deployment

From theory to practice



Building the MOOC: Context

Example of "Common Challenges"

↘ PREVIOUSLY DEVELOPED MOOCS

Between 2016 -2019, Skytte launched several MOOCs (SVJS.TK.011, P2ECT.TK.046) on the topic of Eastern Partnership and regionalism.

↘ OUTCOMES

2710 registered participants
99 countries represented
2 e-course quality marks

Source: Study Information System, UT, 20216 - 2021

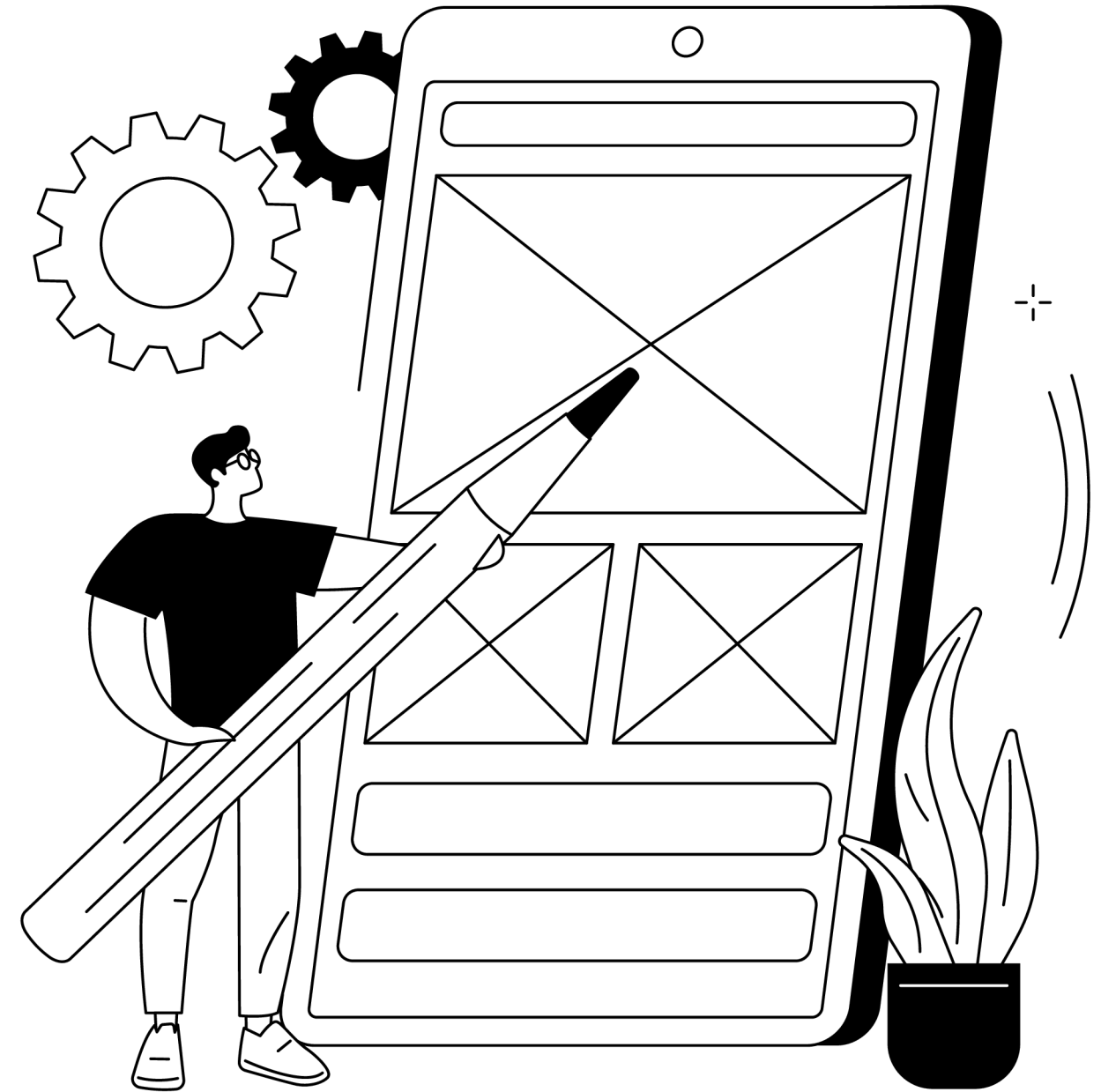
↘ FUTURE

- Growing interest and **demand** from the participants and students
- Sustainability** of the MOOC, potential "remake"
- Update and upgrade** of content
- Changing landscape** and trends in online learning (flexibility, multi-track, micro-credentials, collaborative learning, etc.)

Funded **Jean Monnet Module "NearEU"**

Design phase

From idea to reality



Design and Delivery Roadmap



2-3 weeks



3-4 weeks



5-8 weeks



Ideation

Syllabus outline,
material collection (1)

Course plan outline, detailed
lecture plans, scripts, material
collection (2) + review of
scripts/editing



Ideation: Setting priorities for a new MOOC launch



REFLECTION

Reflecting on post-evaluation reports of previous MOOCs:

- what have we learned?
- what worked?
- what could be improved?

Ideation: Setting priorities for a new MOOC launch



CONCEPT NOTE

Target audience - for who are we designing the MOOC (final year BA students, first year MA students)

Instructional design - how shall our new MOOC look like (emphasis on diversication of content)

Use and diffusion of content - how MOOC could be integrated with already exisiting content and courses on campus? ("orientation" material for students interested in the MA program IRRS)

Setting deadlines and timeframe for production (taking into account the volume of content)

Identifying key staff members - who will be involved, division of responsibilities

Course design: key principles for selecting and designing content



Key priority: emphasis on diverse and complementary content. Each element in the course should complement each other and give students full overview of the topic from different angles and analytical depth

Example:

- **Knowledge clips** - short videos commentary on basic definitions and concepts (between 10-15 minutes per each), which will give participants of the course a general overview of key concepts related to comparative regionalism. The following format of material will be provided during weeks 1-2.
- **Academic commentary/round-table discussions** – video lectures with interventions from academic experts will provide a more in-depth and critical overview of integration process and comparative dimension between EU and EEU in terms of regional integration. The video lectures are between 20-30 minutes in length and will be facilitated between weeks 3-4 and 6.

Design and Delivery Roadmap



4-5 weeks



3-4 weeks



5-6 weeks



Filming videos (lectures +
guest interviews, trailer)



Designing course
assignments

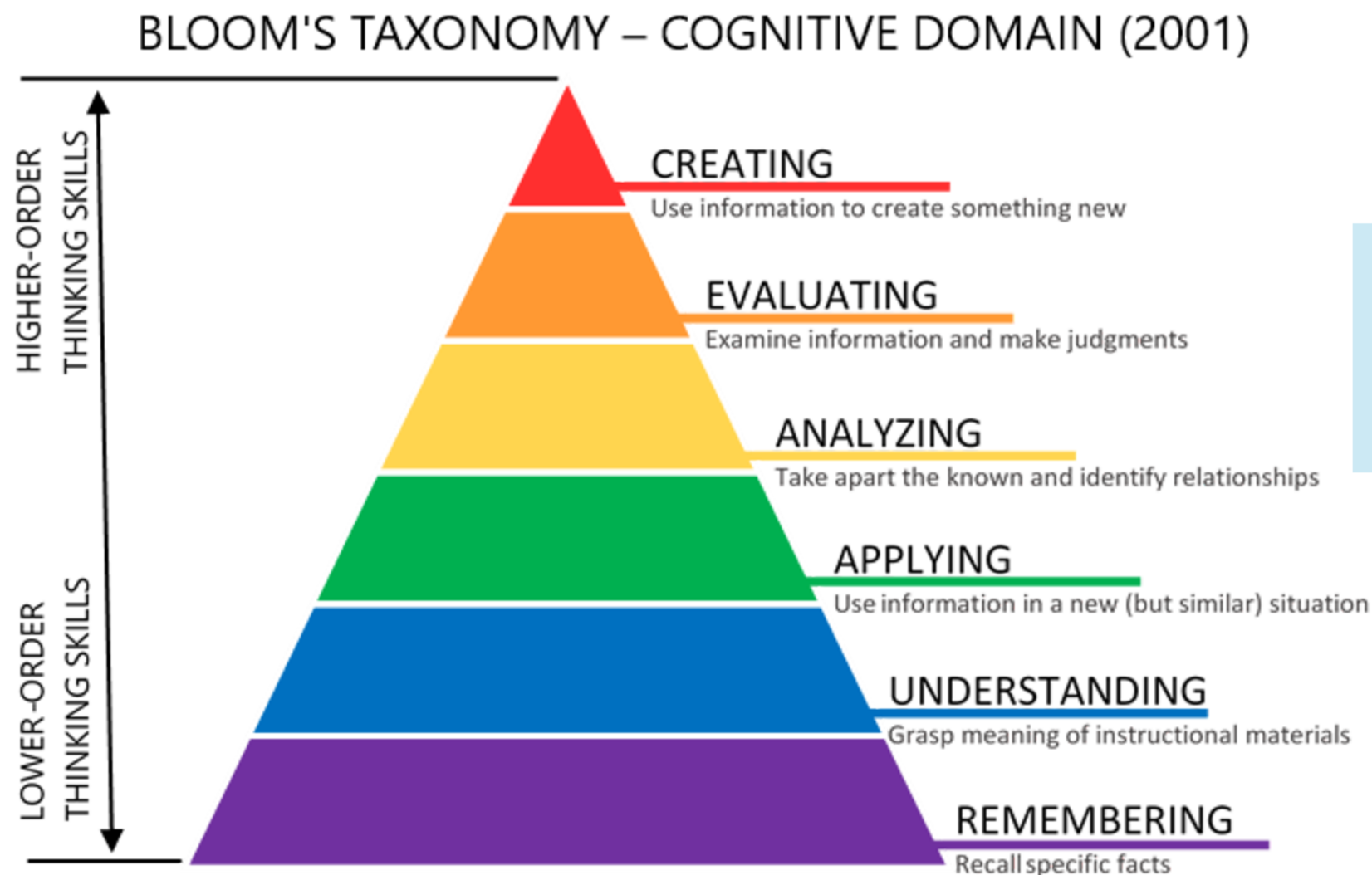


Designing Moodle page,
registering course in SIS, review
(syllabus) & demo test page



Designing course assignments: key principles

↙ When designing course assignments: refer to your course syllabus (course objectives) + classics (Bloom's taxonomy)



Level 3-5

**Written assignments
(weeks 3,4 +6)**

Level 1 + 2

**Quizzes + discussion prompts
(weeks 1-2 + week 5)**

Design and Delivery Roadmap



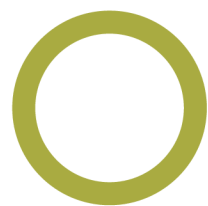
4-6 weeks



6 weeks



4 weeks (1+3)




Course marketing and
dissemination


Course implementation




Issuing certificates. course post-
evaluation + future steps
(adjustments)




End "product" - the MOOC


 TARTU ÜLIKOOL

Search courses 

 29  1 Anna Beitane 

Common Challenges of Competing Regionalisms (SVJS.TK.025)


Dashboard / SVJS.TK.025 





SECTION LINKS


1 2 3 4 5 6 7


ACTIVITIES


 Assignments


 Feedback

 Forums



 Glossaries

 Interactive Content


 Quizzes

 Resources

CALENDAR

 April 2024 

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14

 UNIVERSITY OF TARTU





Image designed in Canva.com by Anna Beitane


The following course is offered in the Moodle online environment from April 24 to June 4, 2023.

In this course you are going to learn about:

- The key concepts and fundamentals of regional integration;
- The institutional and historical developments in the EU;
- The process of regional integration in Eurasia and its comparison with the EU;
- The dynamics of the democratic process and the dimension of supranationalism, parliamentarism, and governance in different regional contexts;
- The cases of regional integration in the light of the relevant concepts;


 With the support of the Erasmus+ Programme of the European Union

Course is developed within the framework of the Jean Monnet Module "NearEU"



More info about the Module at <https://neareu.ut.ee>

MOOC SUPPORT TEAM:



Anna Beitane
MOOC Coordinator and Moderator
anna.beitane@ut.ee



End "product" - the MOOC

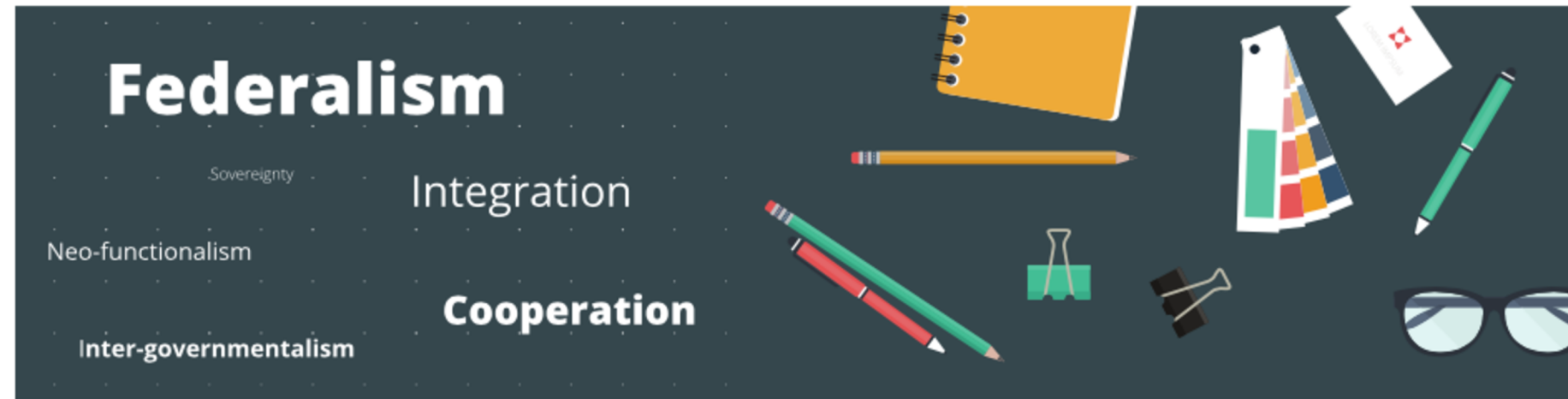


Image designed in Canva.com by Anna Beitane

In this section we will introduce the main concepts and theoretical perspectives that relate to the processes of regional integration and regional cooperation in Europe and beyond. After discussing such dimensions as supranationalism, sovereignty, and hegemony we will connect them to historical examples of regionalism. Concrete examples and their practical applicability will be discussed in the light of the neo-functionalist, inter-governmental, and federalist framework.

Upon completing this section, you will:

- be able to name and distinguish core definitions of regionalism and models of regional integration;
- be able to identify the conditions behind emergence, consolidation and diffusion of regionalism;
- be able to distinguish core features of neo-functionalism, inter-governmentalism and federalism.

Contextualising competing regionalisms in light of the war in Ukraine

In the following video, our lecturer Dr. Stefano Braghiroli is going to provide an update to the debate about competing regionalisms in the light of the war in Ukraine. The video is intended to provide an more up-to-date context to the issues discussed in the course.

Video lecture (knowledge clip): introduction and definition of toolbox

Reading material 1

(optional) Self-check: flashcards - key terms (week 1)

Quiz 1

Receive a grade Receive a passing grade

(optional) Community board

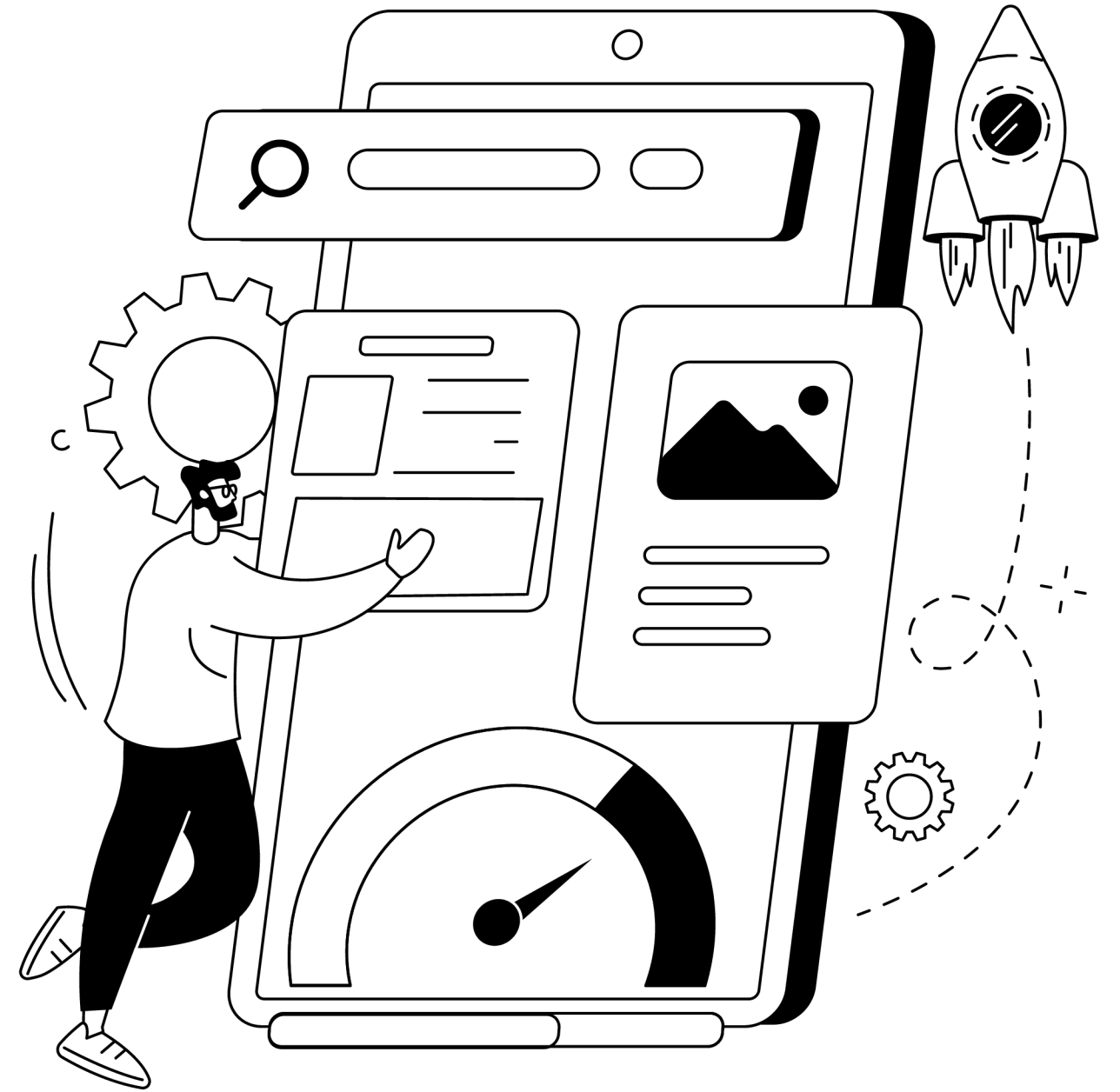
You can use this Padlet as a collaborative space. Feel free to post your questions and comments about the issues discussed in the readings and video lecture, as well as to upload any interesting readings and other content that is related to the week 1 topic. You ARE NOT ALLOWED TO COPY RIGHT ANSWERS TO THE QUIZ IN THE FOLLOWING

MOOC overview:

- 6 weeks
- Material is open on the weekly basis
- Deadlines: bi-weekly
- Workload: 2 ECTS (52 AH),
- Volume of material: 5 hours of video study material as well as 221 pages of compulsory readings
- The final assessment of the course consists:
 - two multiple-choice quizzes - 2x20 =max 40 points
 - written assignments - 3x20 = max 60 points
 - contribution to the forum - "sufficient/insufficient"Total: 100 points

Implementation phase

Show time!



Implementation: before the launch of the MOOC



2-3 weeks



Checking accessibility of course material



Recruiting and meeting with the MOOC assistant (helps and tracks forum discussions, replies to students emails, helps with organising grading process and with post-evaluation report)



Preparing "getting started with the course" material, study tips ("how to take an online course, how to organise your study process" + tips on "participating in a discussion"). Recording screen capture video of Moodle page (how to navigate through course material)



Managing course with an international audience. Consider:



- ↘ Experience of taking online courses
- ↘ Any limitations (socio-economic, health, language, etc.)
- ↘ Geographical reach + connectivity (ICT infrastructure)
- ↘ Level of exposure to the topic

Implementation: before the launch of the MOOC



3 day before



Transferring students to Moodle



Writing notification email/instructions on how to login



Greetings message on course forum + tips on getting started. Giving time to login (over weekend) + replying to questions



During the course: general plan of action



Mon: Opening course material + announcement on the course forum



Week 3 - material open on Moodle
by [Anna Beitane](#) - 14.03.2022 09:46:58

Dear all,

welcome to the third week of our MOOC! Thank you to those of you who managed to meet the hard deadline for Quizzes 1 and 2. We hope that you found the course material so far useful and engaging! During the third week of the MOOC, we will discuss the cases of Eastern Partnership countries (i.e. Armenia and Ukraine) in relations to the process of European Integration and regional cooperation in Eurasia and in the context of evolving EU-Russia relations. In this respect, the third week of the MOOC contains:

1. Video lectures (see *Guest interview: the case of Armenia*; and *Guest interview: the case of Ukraine*), where our lecturers Dr. Andriy Tyushka and Mr. Gor Petrosyan, will discuss Ukraine's and Armenia's progress and relations with the European Union as well as the future trajectory of the following partnership.
2. [Reading material](#) (uploaded in a PDF file format), which will complement information provided in the video lecture. Please pay attention that in the readings description section, we indicated which page numbers should be covered for each week. The compulsory readings for this week is the material by a) Zarembo, L. and Litra, L. Chapter 2. Ukraine: New engines for the partnership, p.28-41. In: Secrieru, S. and Saari, S. (eds). The Eastern Partnership A Decade On. Looking back, thinking ahead. EU Institute for Security Studies, 2019; and b) Hovhannisyan, M. Chapter 6. Armenia: Striving for complementarity, pp.84-95. In: Secrieru, S. and Saari, S. (eds). The Eastern Partnership A Decade On. Looking back, thinking ahead. EU Institute for Security Studies, 2019.
3. (optional) [Background information on Armenia and Ukraine in the EaP](#): if you are new to the topic and would like to read more detailed information about the main milestones of the EU's engagement with Armenia and Ukraine.
4. [Forum post](#): after familiarizing yourself with the videos and readings, please submit your forum post contribution via Moodle, following instructions described in the assignment section, where you **can also find the question** for the forum contribution. Please upload your answers strictly in the dedicated section for submission of this assignment. Answers posted in Padlets or announcement forums will not be considered valid. Forum contributions are accepted **until Sunday, March 20th, 23:55 PM, EET!** We recommend submitting your tasks as either word or PDF files (you are more than welcome to use the provided template for submitting your contribution). Please make sure that you read through all instructions and get familiar with the evaluation criteria. Please note that the grades for forum contribution will be available after the deadline as we might take a couple of days to grade all submissions. We are going to inform you when the grades will be ready via Moodle announcement.

NBI Please note that there are no flash-cards or community board sections for this week!

If you have any issues with accessing material or any other course related questions, please do not hesitate to contact our MOOC management team (Anna and Amil).

Good luck with the course assignment!

MOOC team



Course trailer and course navigation

In the following section, you will find useful video clips introducing you to the structure of the course as well as tips.



Course syllabus and grading policy

In the following section, you will find useful documents in regard to the course organization, assessment criteria, and grading policy. Please make sure that you are familiar with these documents before the start of the course.



Study tips for participation in an online course

In the following section, you can find useful tips and guidelines on how to organize and manage your study process and participate in online discussion. We highly encourage you to read these tips before the start of the course.



Course News and Announcements Forum

All news, updates and course announcements will be posted in the following section.



Technical Questions

Please post all technical-related questions (if any) in this forum.

During the course: general plan of action



Thu: checking/notifying students who did not manage to login or did not login for a long time

Notifications

Settings

Search:

Search

New message

Inbox (71)		Time	Receiver	Subject
Sent	✖	06.09.2021 12:11	525513221@qq.com,...	MOOC by the University of Tartu - "Common Challenges of Competing Regionalisms" open for registration
lists	✖	29.04.2021 13:38	Avylov1@gmail.com,...	Reminder to login: MOOC "SVJS.TK.025 Common Challenges of Competing Regionalisms" (University of Tartu)
	✖	23.04.2021 10:05	525513221@qq.com,...	Welcome to the MOOC "Common Challenges of Competing Regionalisms", transferring you to Moodle online en
	✖	18.03.2021 10:52	Annabeltalts@gmail.com,...	Join new MOOC "Common Challenges of Competing Regionalisms". Registration is open until April 22nd, 2021

New folder

<< < 1 / 2 > >>

Dear MOOC participant,

we noticed that you have not logged in to Moodle yet and we would like to kindly remind you that now all study material for Week 1 is accessible on the course page. To access (including spam folders) and login to Moodle page <https://moodle.ut.ee/> with assigned credentials. If you experience any issues with the registration - please contact us or the Mc

Once you login, we highly recommend you to get familiar with our course syllabus as well as check a short video introduction to Moodle platform.

We are looking forward to greeting you in our course and having you on board!

Should you have any questions, please don't hesitate to contact us.

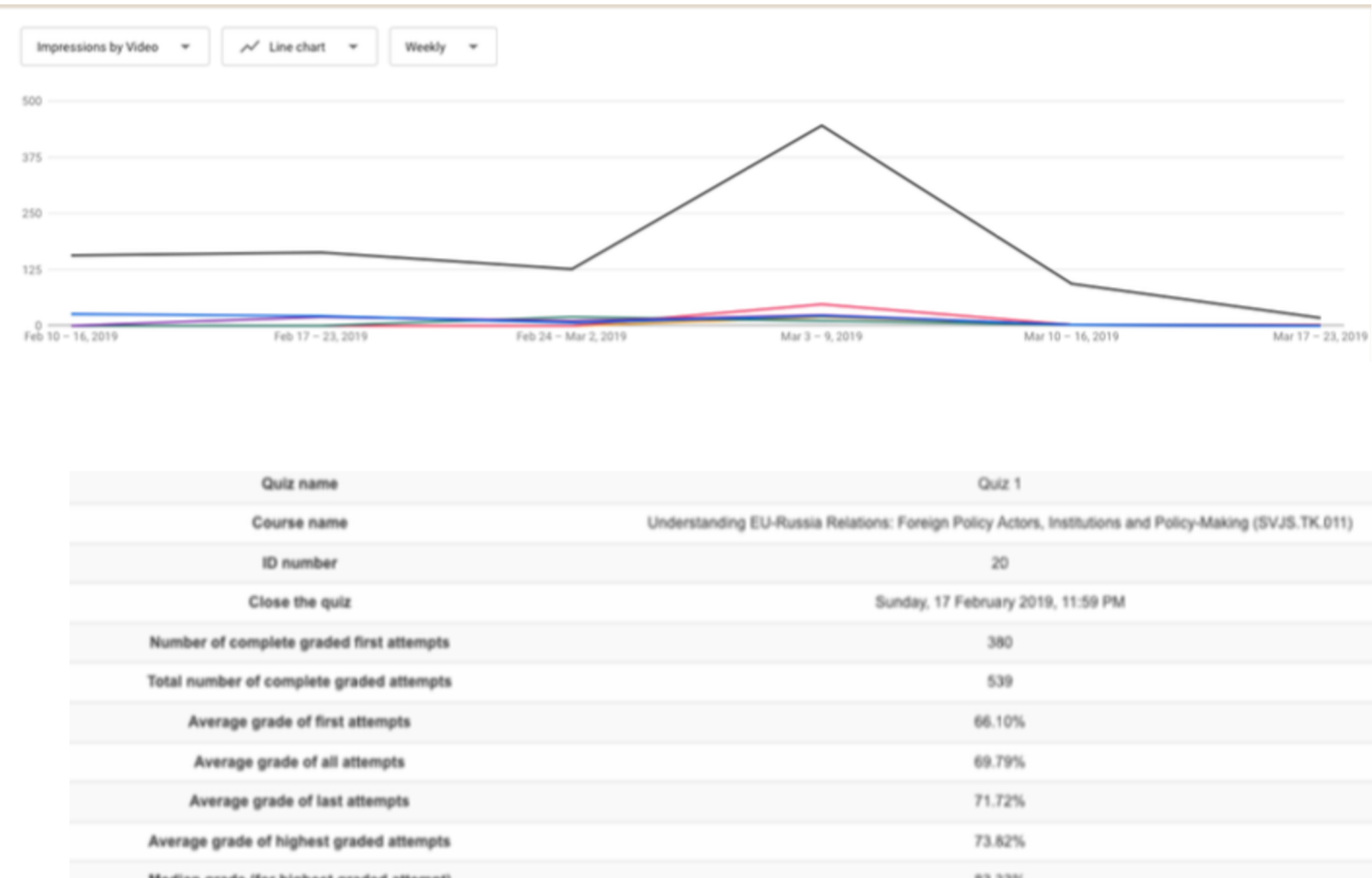
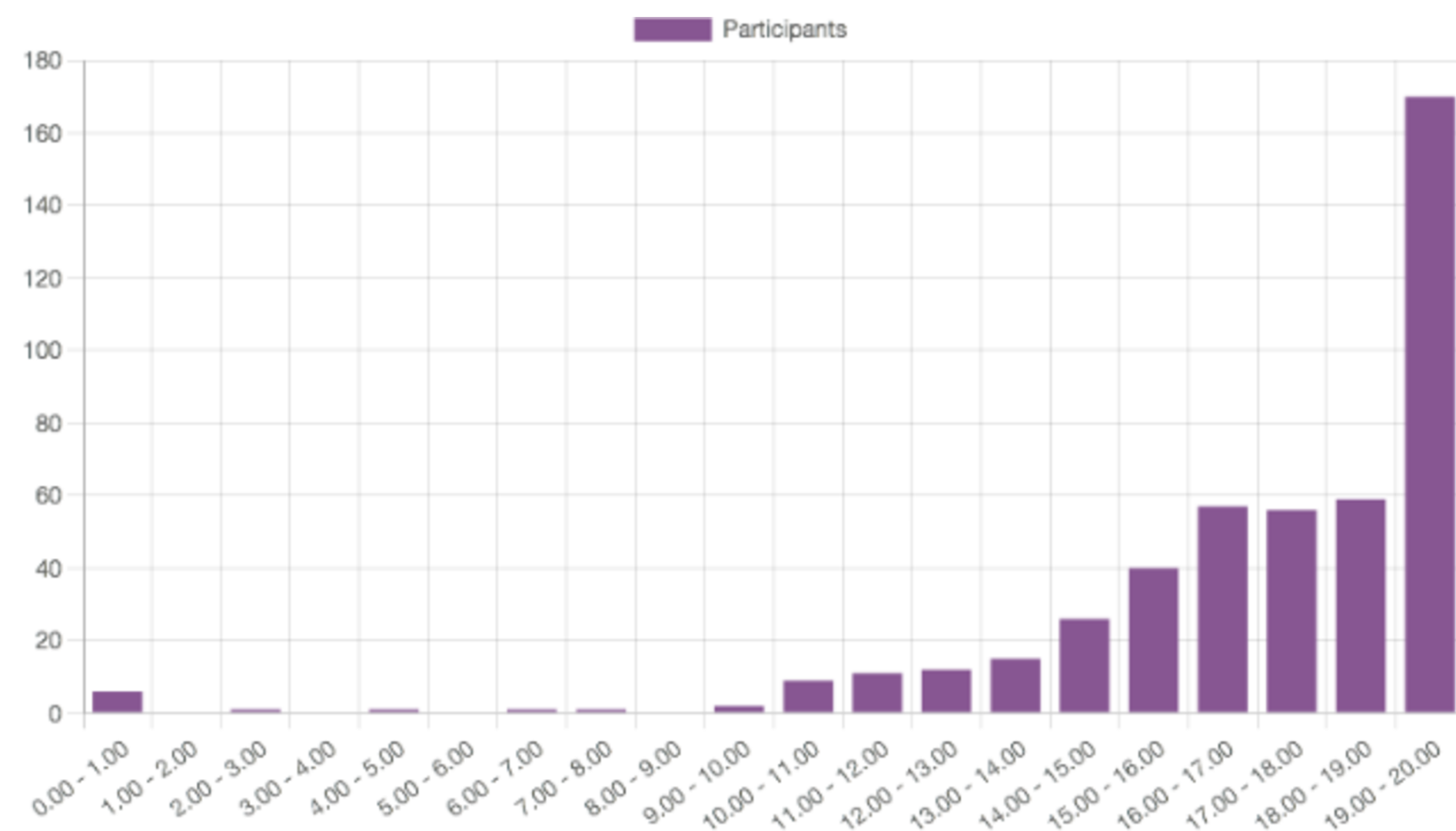
Kind regards,
MOOC team

<input type="checkbox"/>			Ukraine	1 day 3 hours
<input type="checkbox"/>				3 days 8 hours
<input type="checkbox"/>		Lahore	Pakistan	3 days 19 hours
<input type="checkbox"/>				4 days 2 hours
<input type="checkbox"/>		Tartu	Estonia	4 days 3 hours
<input type="checkbox"/>		Philippines		5 days 18 hours
<input type="checkbox"/>				8 days 19 hours
<input type="checkbox"/>		Semarang	Indonesia	10 days 9 hours
<input type="checkbox"/>				10 days 21 hours
<input type="checkbox"/>		Ruse	Bulgaria	11 days 2 hours
<input type="checkbox"/>			Estonia	11 days 19 hours
<input type="checkbox"/>		Vereeniging , South Africa	Zimbabwe	12 days 16 hours

During the course: general plan of action



Fri: Checking level of engagement with course material (quiz attempts, Moodle stats). Sending reminders in Moodle forum about upcoming deadlines. Preparing/reviewing material for next week.



During the course: Ad-hoc tasks

Daily: replying to students' emails (shared resp. with MOOC assistant)



Daily: checking Technical questions forum + replying to questions/solving issues (shared resp)



Grading process



Prior to the course



During the course



After submission



Designing the template for analysis. Creating grading rubrics and grading policy criteria.



Explaining the requirements and instructions. Checking students submissions



Dividing works between teaching staff. Grading by using grading matrix/rubric (2-3 days). Results appear on Moodle with short feedback.



Grading process (examples)

Written assignment 1_SUBMIT

Receive a grade

Due: 23.05.2023 23:59:00

In order to complete the first written assignment, please follow these steps:

STEP 0 Before getting started with the assignment, make sure that you are **familiar with the GRADING CRITERIA**.

STEP 1 Make sure you are familiar with the readings and video lecture for the following week. For this assignment, you might also want to refer to the material provided in week 2.

STEP 2 Carefully read the instructions **provided in TEMPLATE** below (please follow the format provided in the template and stick to the **word limit**. Any text going beyond the word limit will **not be evaluated**). Template can **be found and downloaded from below**.

STEP 3 Submit the template ([recommended formats – Word or PDF files](#)) with your analysis to the submission page. After submitting your assignment, the page shall indicate that your work is "**submitted for grading**". You can check how to submit written assignments in the video *Navigating through Moodle page* (starting from 13:42 min).

[NBI Ouriginal notification](#)

General guidelines for this assignment:

- **Referencing** – we recommend students to use either [Harvard](#) or [Chicago](#) referencing styles.
- **Academic writing & Plagiarism** – please make sure that your analysis is properly referenced and all sources are clear. See the section "[Support material for written assignments](#)" prior to starting written assignment and encourage you to take the is:

 [Template_written assignment 1 \(week 3\).docx](#)25.10.2021 10:56:10

Explanatory component (Role of the Commission)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
Explanatory component (Role of the Member states)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
Explanatory component (Sovereignty)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
Explanatory component (Interdependence)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
References	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>

Post-Evaluation phase

Reflect and review



MOOC in brief: learners' profile

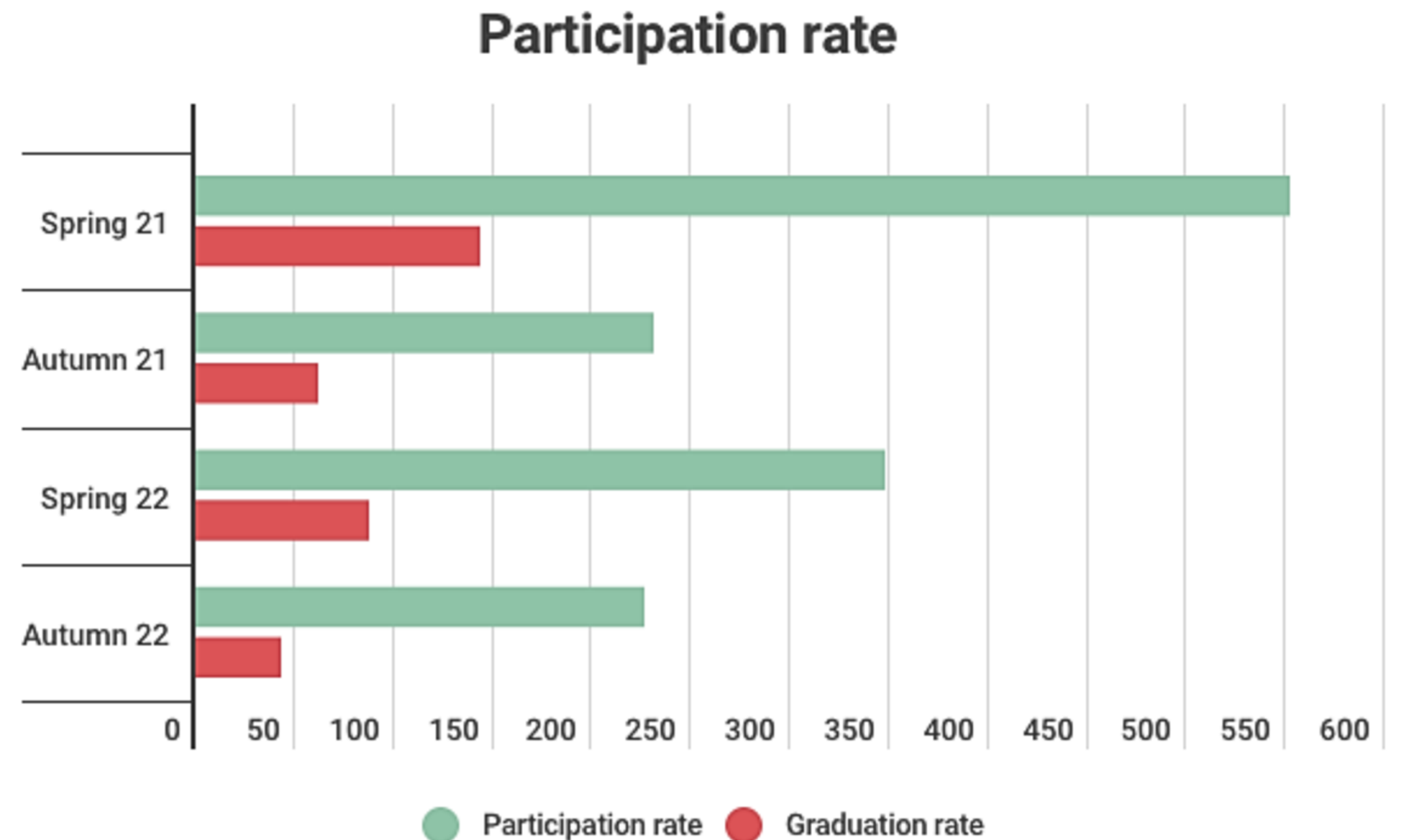
< Spring 21 >



Female Male

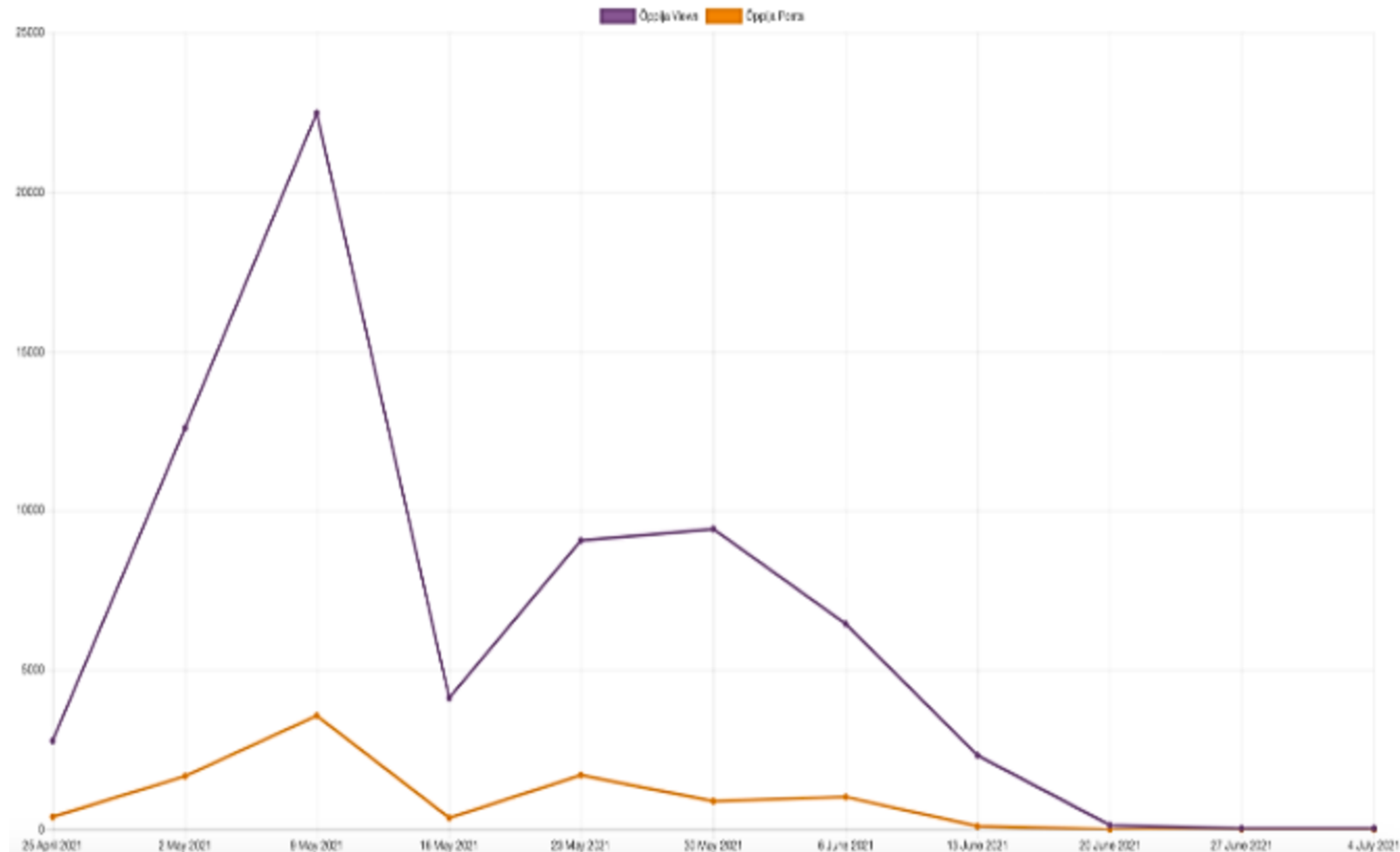
Download data

Data taken from the pre-course surveys (spring 2021, autumn 2021, spring 2022 and autumn 2022)



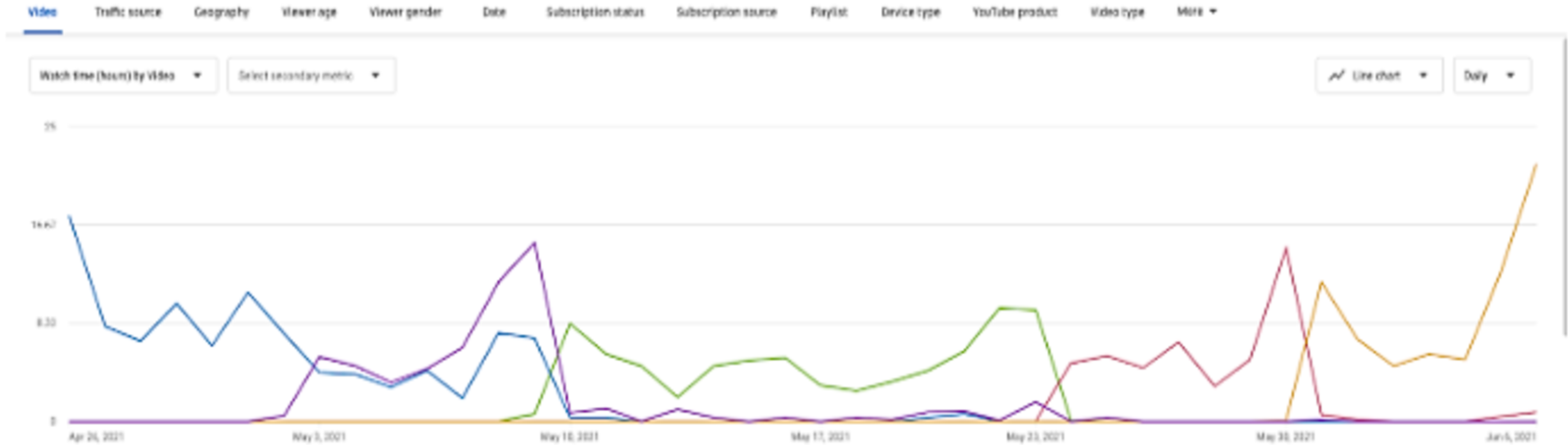
Source: <https://infogram.com/common-challenges-mooc-1h8n6m3pxpr1z4x?live>

MOOC in brief: learning analytics (spring 2021)



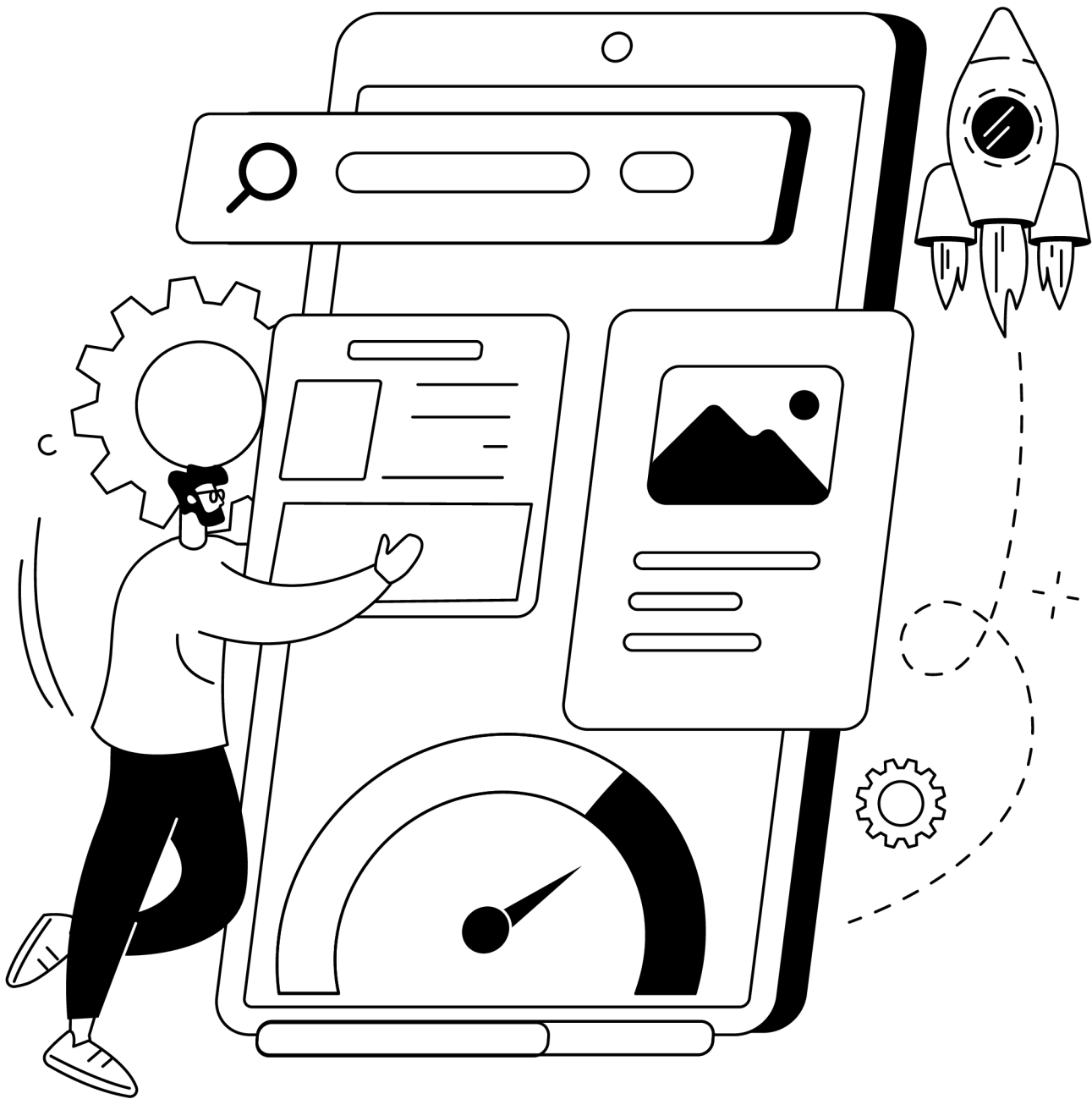
Moodle
engagement

MOOC in brief: learning analytics (spring 2021)



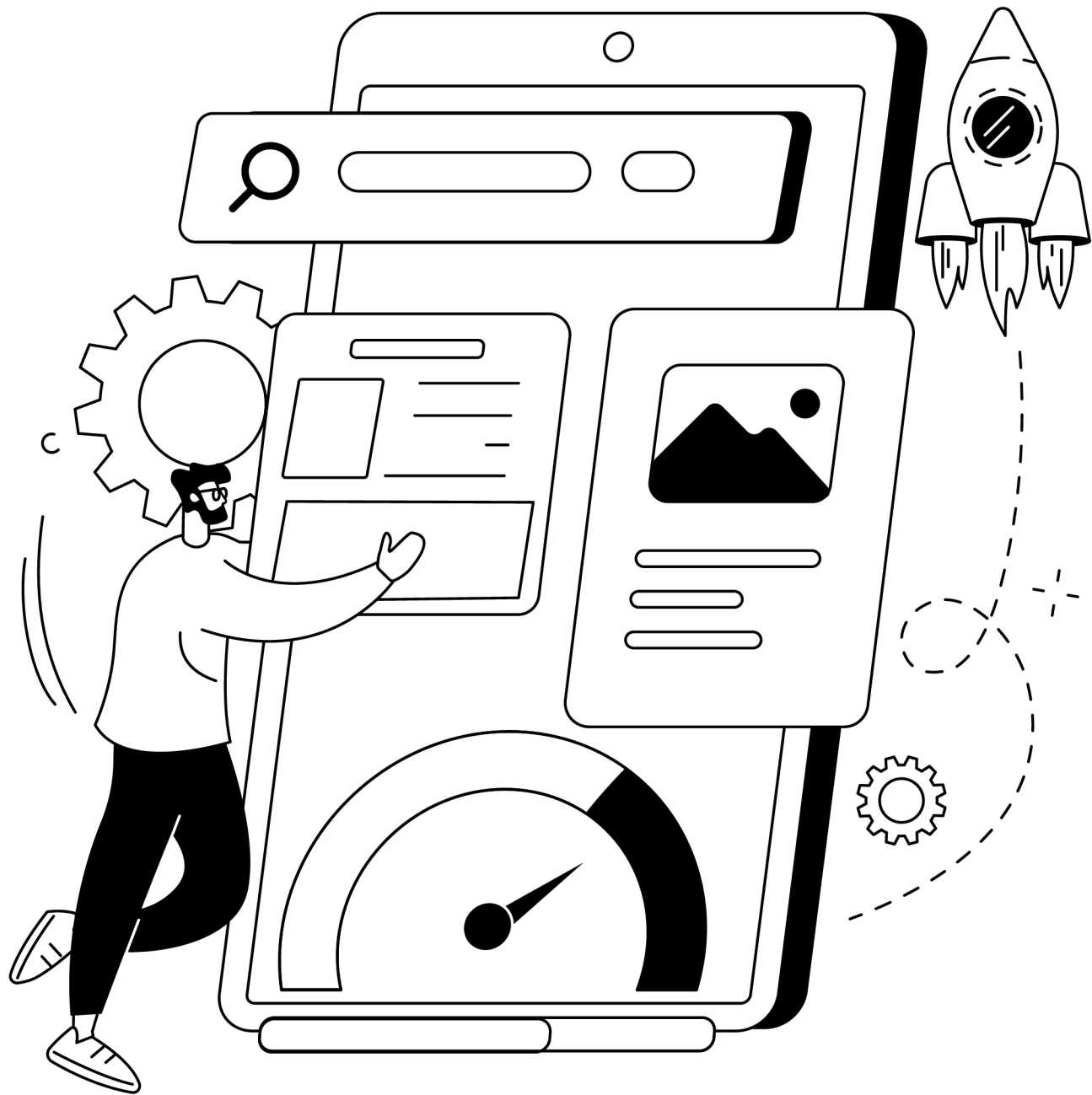
YouTube engagement

Post-evaluation feedback: overall picture



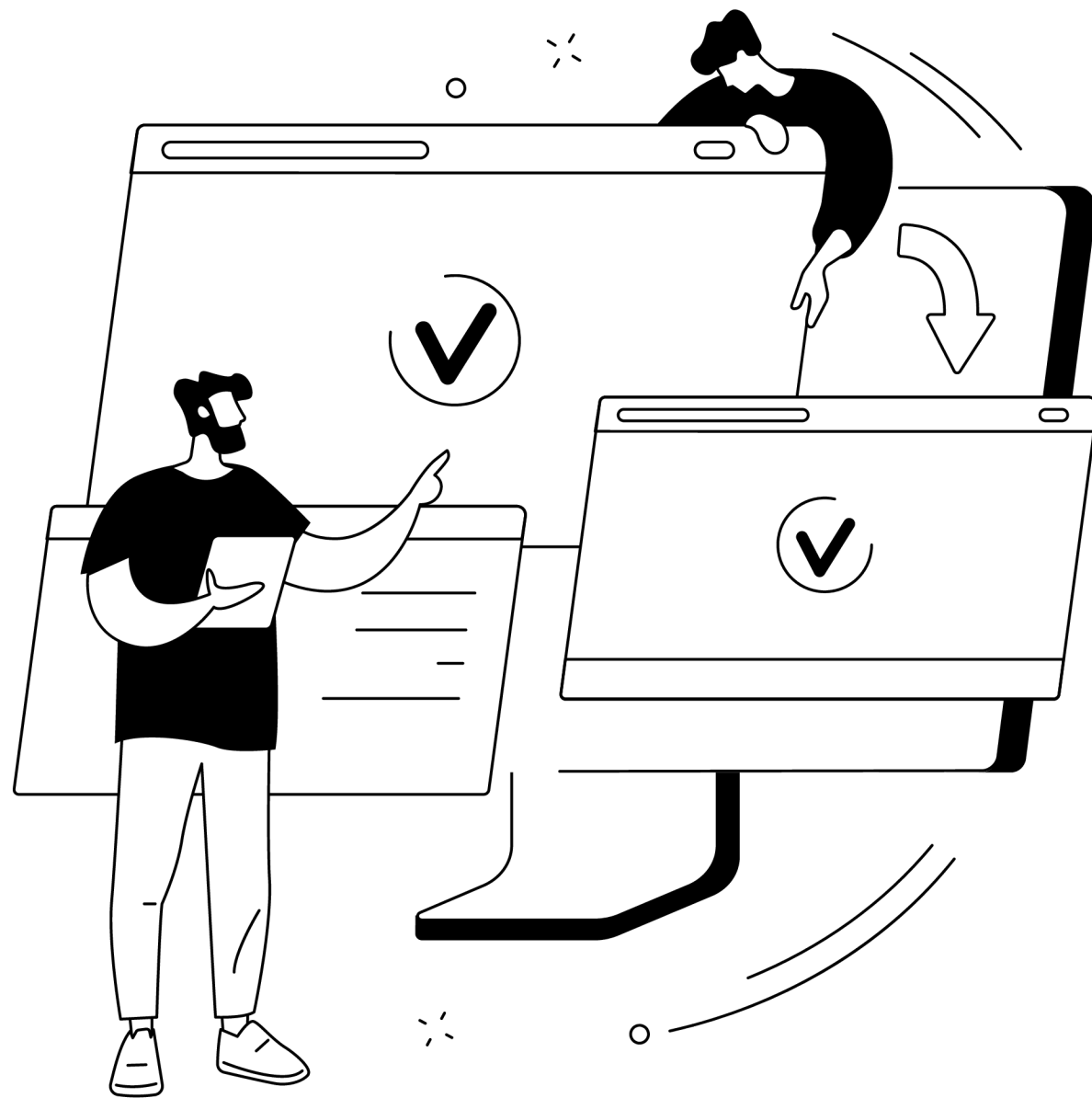
- **70.59 %** strongly agreed that they have achieved the learning objectives of the course.
- **88.24 %** indicated that they strongly agree that the course increased their overall knowledge and understanding of this field.
- **91.18 %** strongly agreed that the course materials were up-to-date, well-organized and presented in sufficient depth.
- **73.53 %** indicated that the Moodle page was easy to navigate and material was easily accessible.
- **79.41 %** strongly agreed that the course presents a supportive e-learning environment.

Post-evaluation feedback: strengths of the course



"I find the design of the course well-thought, structured and interactive. Balanced combination of lectures, round table discussion and reading materials was extremely useful to navigate deeper into the topics. I also liked the diverse combination of evaluation methods (quizzes, written assignments, discussions), which made the whole learning path even more inspiring."

Lessons learned



- It might be good for the future to add time-stamps for YouTube videos (showcasing the parts which are discussed in the videos).
- Add in the course syllabus that active participation in the discussion prompt will be rewarded.
- Make clear, both in the course syllabus as well as on Moodle/grading rubric, what referencing system students should use (Harvard/Chicago style) or indicate the minimum criteria for referencing sources (author, title and date).

Sources used:

- Centre for Innovation in Learning and Teaching (CILT) (n.d.) How do MOOCs differ from formal online courses? Available at: <https://cilt.uct.ac.za/projects-uct-massive-open-online-courses-moocs/how-do-moocs-differ-formal-online-courses>
- MOOC Creation (n.d.) MOOC Creation: A Guide to Developing Online Courses. Available at: <https://sites.google.com/rug.nl/mooc-creation/home>
- Shift eLearning (n.d.) Top instructional design models explained. Available at: <https://www.shiftelearning.com/blog/top-instructional-design-models-explained>
- University of Groningen (n.d.) MOOC Creation: A Guide to Developing Online Courses. Available at: <https://sites.google.com/rug.nl/mooc-creation/home>

***Thank you for
attention!***

***Дякую за увагу!
Слава Україні!***



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Workshop



Imagine this scenario

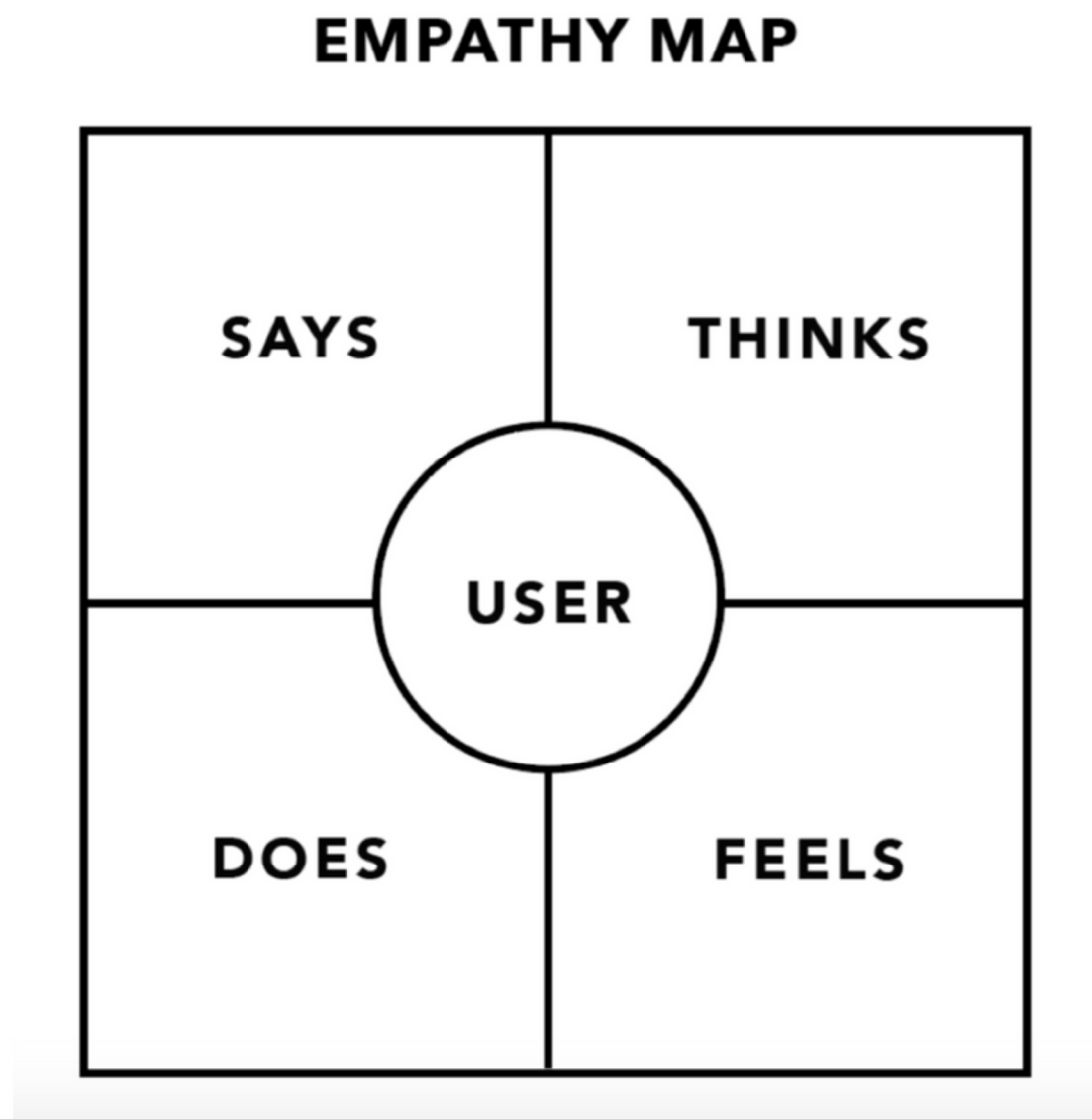


The head of your academic unit has **tasked** you with developing a **Massive Open Online Course (MOOC)** worth 1 ECTS. The primary goal is to attract more students to future degree programs, while also welcoming adult learners who may be interested in lifelong learning. To move forward with the MOOC, the head of the unit has requested you to prepare **a brief memo**, outlining the target audience, learning outcomes, and assessment approach.

In the next 1,5 h - discuss in small groups of 3-4 (max) people:

- *select the topic of your MOOC*
- your target audience/learner ("Empathy map")
- define your learning outcomes and possible assessment

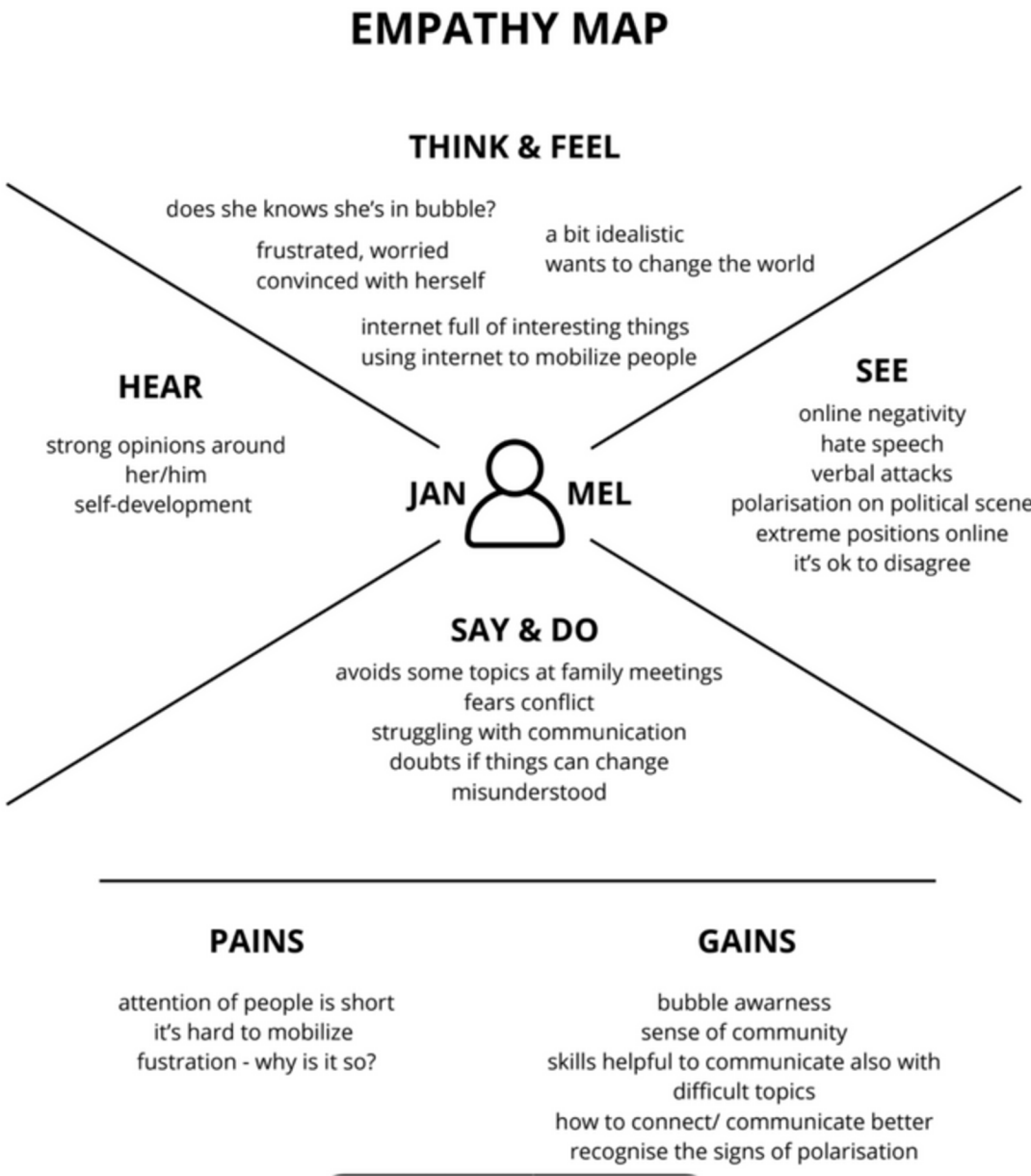
Format of empathy map



Traditional empathy maps are split into 4 quadrants with the user or persona in the middle.

Empathy maps provide a glance into who a user is as a whole and are not chronological or sequential.

Format of empathy map



Example of the map from Erasmus+ project ActIPLEx Action for Interactive Anti-Polarisation Learning Experiences for a Better Democracy

Organisation of group work

- Group Division: form the group, consisting of 3-4 people
- Mapping session (25 minutes): each group works on the empathy map with four quadrants
- In person group: each participant is given post-it notes to write down their ideas for each quadrant, sticking them on a large printed empathy map
- Online participants: break out rooms + Padlet boards

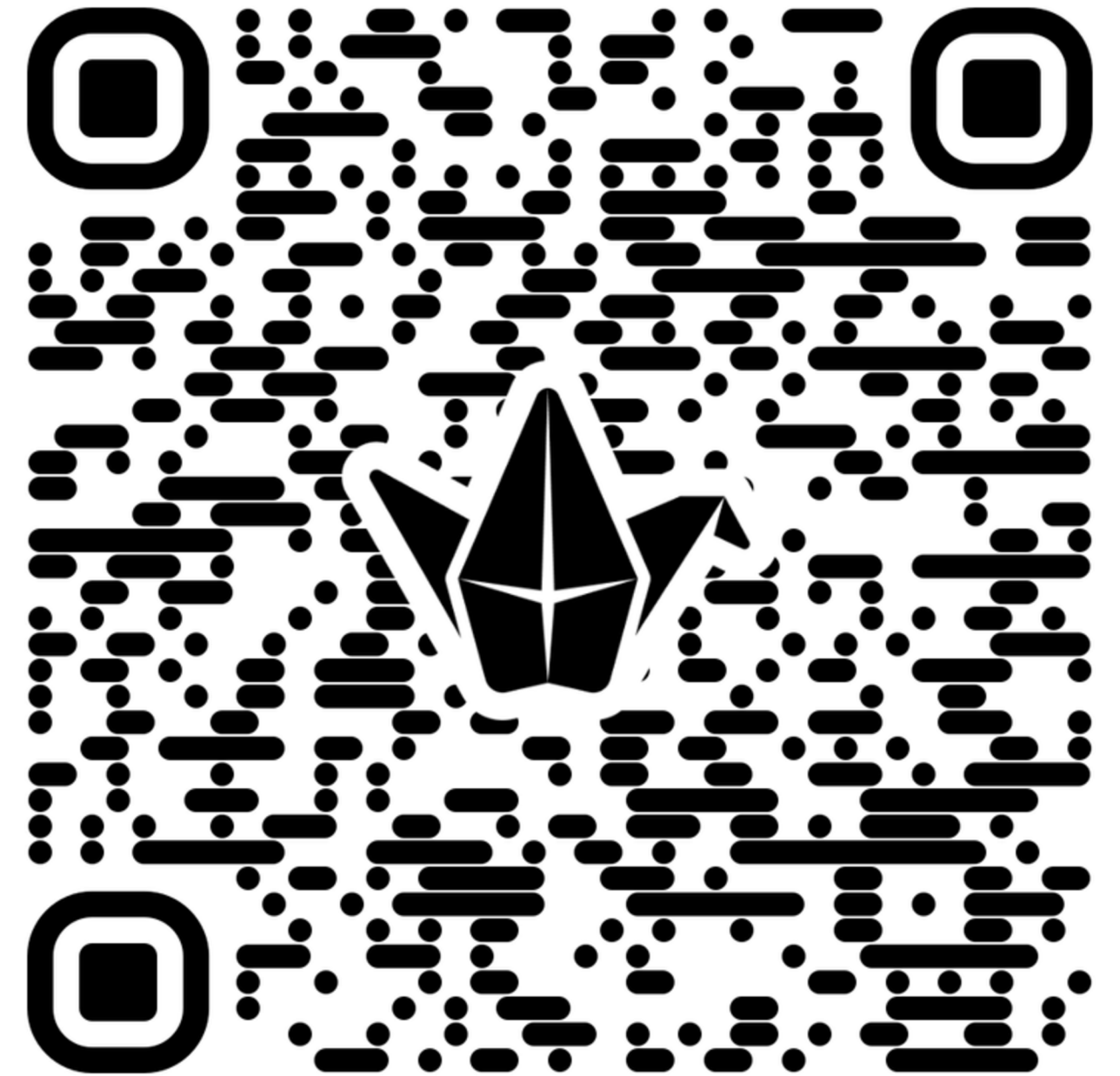
Filling in the map

- What do learners **say**? (What do learners express as their needs concerning the topic?)
- What do learners **think**? (What do learners think about the topic? What do they already know or don't know?)
- What do learners **do**? (What actions do they currently take or struggle with concerning the topic of your future course?)
- What do educators **feel**? (What are their fears, frustrations, or excitements related to the subject matter?)
- Needs & Goals (What are **the most pressing needs and goals** for learners in relation to the topic?)

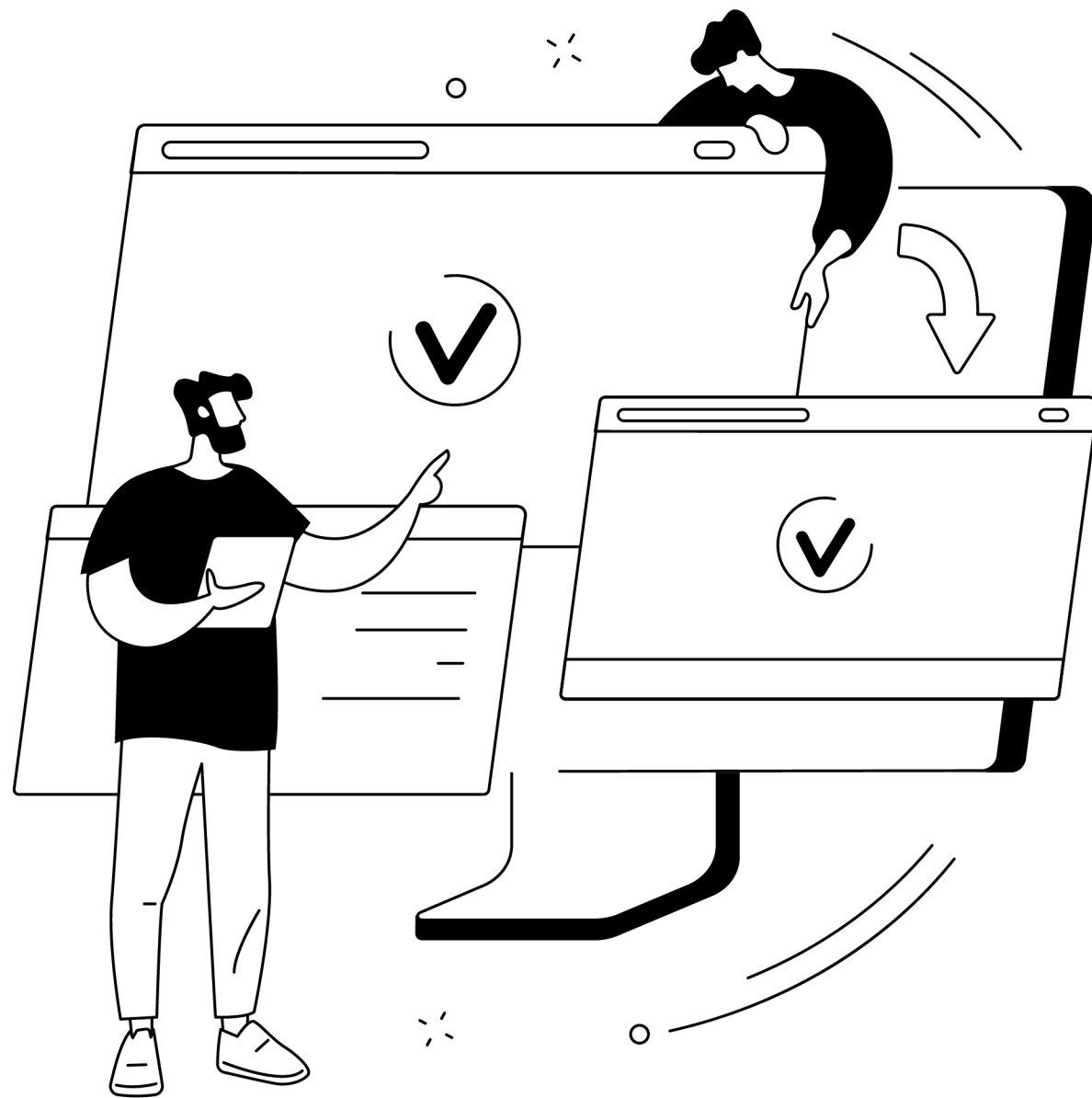
Filling in the map

For online group

Link: https://padlet.com/anna_beitane/em_10-02-workshop-cuhl7ujg1qjg4982

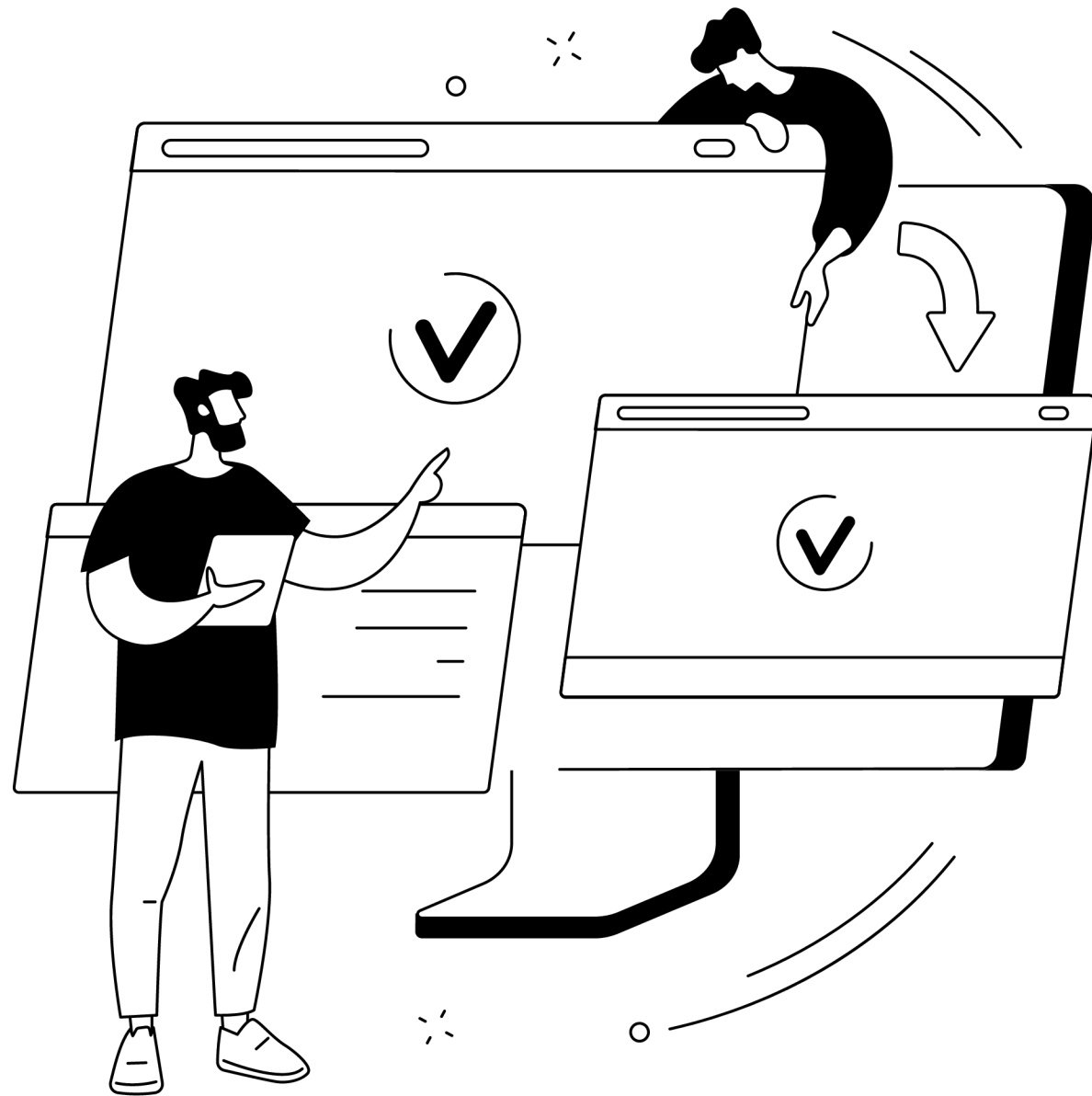


Share your group discussion (5-10 minutes)



- 1-2 (in person) groups share their map with others
- 1-2 (online) groups share their discussions with others




Now move to discussing your learning outcomes (20-25 minutes)



In the same groups, please discuss:

- *what would be your main objectives and learning outcomes of the MOOC (think of at least 2-3 LOs)*
- *what assessment methods will help you to achieve these learning outcomes?*
- *what tools on Moodle you can use to design this study activity?*

Example to follow

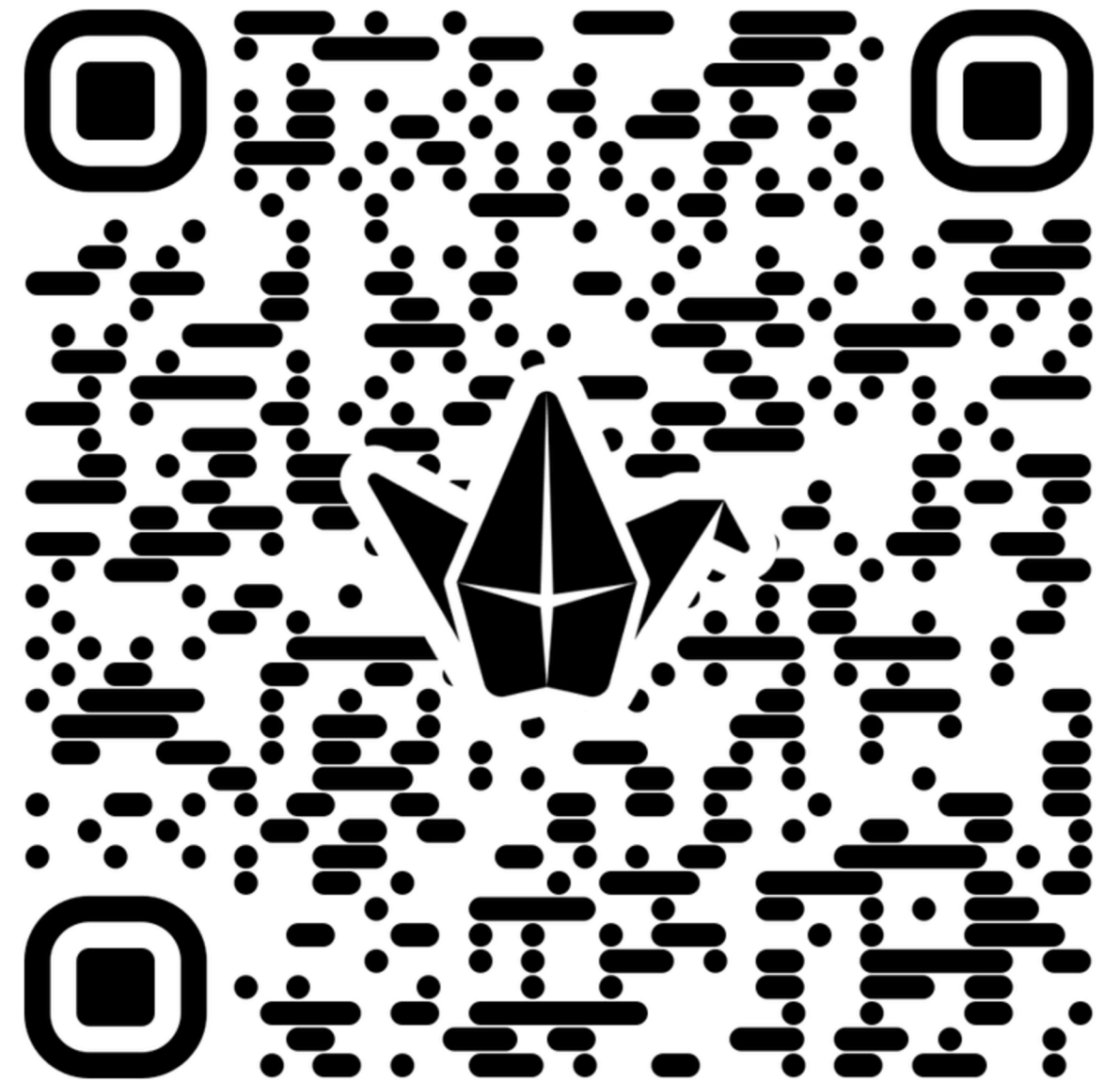
TARGET LEVEL (see Learning Objectives)	TOPICS TO LEARN (see Learning Objectives)	ACTIVITIES & FORMATS	TOOL
CREATE: Designing, publishing, planning, producing, inventing, constructing		<div> <input type="checkbox"/> Individual research essay/paper <input type="checkbox"/> Individual presentation <input type="checkbox"/> Individual project: product, design, service </div> <div>→</div> <div> Group work (asynchronous): <input type="checkbox"/> Collaborative research/design project </div>	<div> <input type="checkbox"/> Moodle/LMS <input type="checkbox"/> Other </div> <div>→</div> <div> <input type="checkbox"/> Adobe Connect / Zoom <input type="checkbox"/> Other </div>
EVALUATE: testing, experimenting, checking, judging, moderating, critiquing		<div> Content evaluation: <input type="checkbox"/> Research essay/paper <input type="checkbox"/> Peer-evaluation (of essays, of group work) </div> <div>→</div> <div> Video conference (real time): <input type="checkbox"/> Online-seminars / group discussions <input type="checkbox"/> Moderating a seminar </div>	<div> <input type="checkbox"/> Moodle forum <input type="checkbox"/> Google Drive <input type="checkbox"/> Other </div> <div>→</div> <div> <input type="checkbox"/> Adobe Connect <input type="checkbox"/> Zoom <input type="checkbox"/> Other </div>
ANALYZE: organising, outlining, integrating, comparing, validating		<div> <input type="checkbox"/> Reflection essay (can be self-evaluated) <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Peer-commenting (of text, of participation) </div> <div>→</div> <div> Video conference (real time): <input type="checkbox"/> Online-seminars / group discussions <input type="checkbox"/> Small group discussions / 1-to-1 discussions </div> <div> <input type="checkbox"/> Online workshop (real time) </div> <div> <input type="checkbox"/> Commenting/annotating videos <input type="checkbox"/> Creating videos </div>	<div> <input type="checkbox"/> Other </div> <div>→</div> <div> <input type="checkbox"/> Adobe Connect <input type="checkbox"/> Zoom <input type="checkbox"/> Other </div> <div> <input type="checkbox"/> Flinga <input type="checkbox"/> Other </div> <div> <input type="checkbox"/> H5P: Interactive video <input type="checkbox"/> Panopto/Etuubi <input type="checkbox"/> Other </div>

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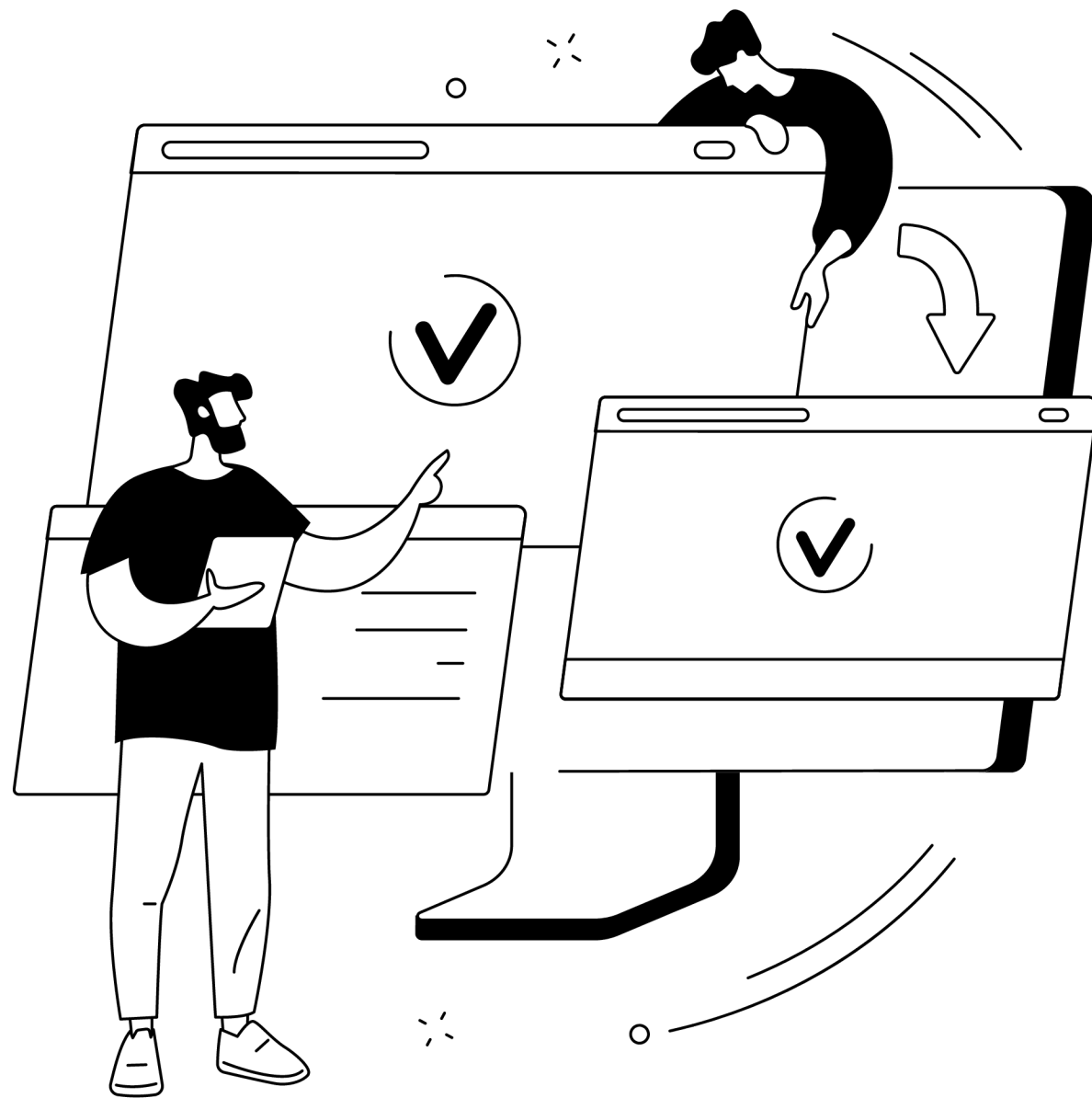
Example to follow

For online group

Link: https://padlet.com/anna_beitane/10-02-workshop-baag02xsjisjhs2



Share your group discussion (5-10 minutes)



- 1-2 (in person) groups share your findings
- 1-2 (online) groups share your ideas