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# How to Design MOOC

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# Let me know YOU

Have you taken any MOOC ???

If Yes

How many ??

How was the Criterion for opting ??

Are MOOCs a bubble or a door opener for digital revolution???

# Massive open online courses (MOOCs)

It was an **additional** dimension of education that allowed to study online courses from different universities geographically located anywhere around the world.

But Currently

It has become a mandatory dimension for education across

# Why MOOCs.....?

- Its a large-scale digital course designed to **appeal to** and **engage with** a wide audience on a subject of general interest
- has **varieties of learners**, from students in secondary or tertiary education, to workers looking to develop an interest or acquire a (career-related) skill, to retirees exploring new pursuits
- **easily accessible** (and hopefully interesting) to all of those types of learners
- the content is **understandable**, and sufficiently engaging, as well.

# Why MOOCs.....?

- It has learning objectives
- It has a clear structure for the course content keeping in mind the goals for the learners
- It is driven by academic expertise
- the selection of content will be strategic and the depth of the material relatively modest
- the course itself intends as a gateway to further resources
- Aids in Career advancement

# Collaborative essentials for shaping MOOCs.....?

- Many MOOC projects have institutional support,
- an academic team (educators, tutors),
- a digital learning team (project managers, digital education specialists)
- and a media production team (videographers, producers/editors).

# Why Collaborative essentials for shaping MOOCs.....?

- Most MOOCs are hosted on pre-existing platforms (such as FutureLearn, Coursera or edX), so your relationship with your platform partner is also crucial throughout in the course design as well as course's operation.
- It is 'your' content, but it is 'their' platform.
- These platforms are constantly evolving and so provides opportunities to innovate across courses and to improve your MOOC practice.
- This environment can also be ideal for piloting new ways of teaching, learning and collaborating.

# Why MOOCs.....?

Designing and running a MOOC requires a substantial effort , however, it can be both interesting and rewarding

The media elements (writing/recording scripts, conducting interviews, speaking to camera) can provide valuable experience,  
your institution will also recognise your contribution,





# SWAYAM PAGES



COURSE CATALOG ▾

Search Catalog...



SIGN-IN / REGISTER

For Learners...

Acquire skills that  
meet your needs

EXPLORE COURSES



ARPIT courses

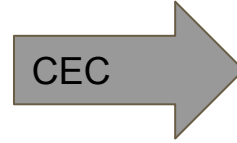
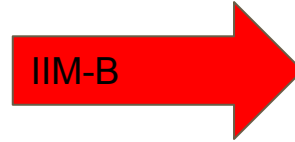
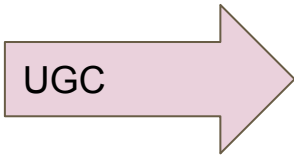
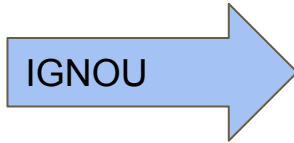
SWAYAM Courses in  
Regional languages

Completed Courses

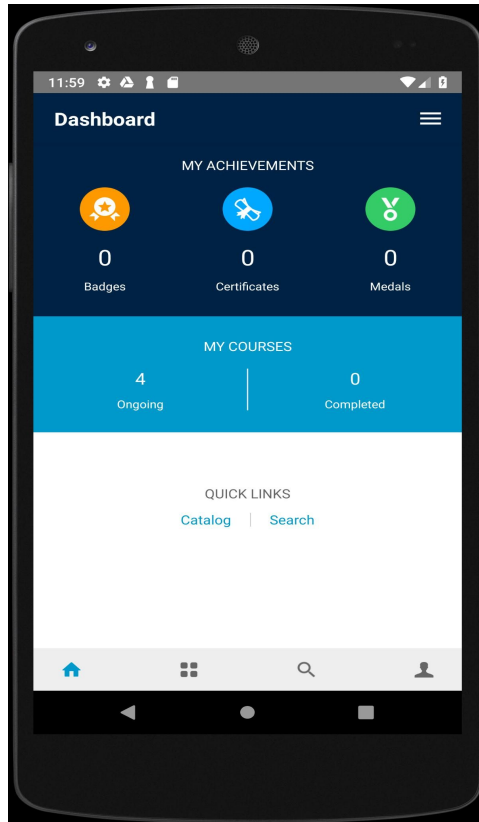
ICT Initiatives of MHRD

Let COVID-19 not Stop  
your Learning.  
Continue with SWAYAM

# Few National Coordinators



# SWAYAM APP



# Registering for SWAYAM

**Username**

**New Password**

**Confirm New Password**

**Email Address**

Send verification code

**Surname**

**Given Name**

**Display Name**

CREATE

CANCEL

# SWAYAM-Study Webs of Active Learning for Young Aspiring Minds'

- mobile based interactive e-content for all courses from High School to University level
- High quality learning experience using multimedia on anytime, anywhere basis
- allows easy access, monitoring and certification
- Peer group interaction and discussion forum to clarify doubts
- Hybrid model of delivery that adds to the quality of classroom teaching.

# Course Types

Credit Course: Course taught for at least one semester as a part of a Subject /programme

Non- Credit Course: Course with specific skill [Independent Course which is not part of any set curriculum and can be of shorter duration]

# Scope of SWAYAM - Diverse disciplines

- arts
- science
- commerce
- performing arts
- social sciences
- humanities
- engineering
- technology
- law
- medicine
- agriculture etc.

# Scope of SWAYAM - Diverse disciplines

- in higher education domain (all courses would be certification-ready in their detailed offering)
- School education (9-12 levels) modules
- teacher training
- teaching and learning aids to children of India to help them understand the subjects better and also help them in better preparedness for competitive examinations for admissions to professional degree programmes.



# Scope of SWAYAM

- Skill based courses
- Advanced curriculum and professional certification to meet the demands of choice based credit system (CBCS) currently being implemented in India at undergraduate level.
- Curricula and courses that can meet the needs of life-long learners of Indian citizens in India and abroad.

# E-learning Components- Four quadrant approach

Quadrant-I e-Tutorial:

Video and Audio Content in an organised form, Animation, Simulations, video demonstrations, Virtual Labs, etc

# E-learning Components- Four quadrant approach

Quadrant-II : e-Content:

PDF, Text, e-Books, illustrations, video demonstrations, documents and Interactive simulations wherever required.

# E-learning Components- Four quadrant approach

## Quadrant-III :Web Resources

Related Links, Wikipedia Development of Course, Open source Content on Internet, Case Studies, books including e-books, research papers & journals, Anecdotal information, Historical development of the subject, Articles, etc.

# E-learning Components- Four quadrant approach

## Quadrant-IV : Self-Assessment

Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum

# Pre- Planning Requirements

- Identify the purpose of the course and the target audience.
- Create a timelines with detailed tasks to be accomplished.

# Core Elements of a MOOC.....

- Syllabus Template (including a course description with key learning outcomes
- descriptions of faculty
- a detailed course content outline,
- expectations for Participation
- Certification
- and faculty communication, netiquette guidelines, and academic integrity)

# Core Elements of a MOOCs.....

- Pre- and post-course surveys
- Course overview to orient students on: What is the course about? What does the course include? What will I learn in the course? How do I use the course features?
- Course timeline for scheduling learning activities (week-wise detailed plans)



# Core Elements of a MOOCs.....

- List of Announcements to deliver reminders for due dates and course transitions.
- Instructions on synchronous and asynchronous engagement (prompts for students to post in the Discussion Forum, polling questions throughout the course, interaction with faculty/ TA (eTutor) as per instruction)

# Landing Page must include the following:

1. Welcome text and video from lead faculty,
2. Faculty/ TA (eTutor) details (brief CV and contact details),
3. Links to course surveys,
4. Guidance on how to get started as a student in the course,
5. Handouts section including syllabus and learning checklist,
6. Course Timeline.

## Faculty will need to work out lesson plan for each week with the following components:

- Introduction including learning outcomes.
- Direct instruction delivered primarily through transcribed video content with learning objectives and faculty-provided notes. Uniquely-created handouts may also be used for direct instruction, supporting e-Content with graphics and animations, case-studies wherever essential

# Faculty will need to work out lesson plan for each week with the following components:

- Provide list of core and supplementary reading list. Other course resources may be provided via Web links
- Auto-graded quizzes, Self-assessment questions where students compare their answer against an instructor-written response and grade themselves

## Faculty will need to work out lesson plan for each week with the following components:

- Discussion threads can be used to effectively engage students, who may communicate in discussion board threads each week on key course concepts.

These discussion forums are best focused on a case study, problem, or question(s) pertinent to the lesson and should allow participants to share ideas and debate topics

# Faculty will need to work out lesson plan for each week with the following components:

- For lessons in which students can appropriately practice skills or concepts, short interactive tools/ social media can effectively supplement other course material
- Aligned formative assessment questions for each week's lesson comprising both objective questions (such as multiple choice, multiple mark, numerical input etc.) as well as subjective questions. Formative assessments may include ungraded reflection papers, quizzes that can be retaken, discussion forum responses, concept-maps, as well as self- and peer evaluations that are meant to help student improve or identify gaps and weaknesses.

# Faculty will need to work out lesson plan for each week with the following components:

- Conclusion and Forthcoming section to include week's summary and what to expect next week.
- Feedback mechanism for faculty and/or TA to respond to the questions from students.

# Week Plan Template: For MOOCs

Week 1: Introduction Learning Outcomes		
Content	Activities	Assessment
Video/s Multimedia e-content (inclusive of graphics/ animations/ scenarios/ case-study) Textual Handout Reading list (core and supplementary)	Assignments Discussion Practical assignment (as per requirement) Any other...	Quiz Peer Assessment Any other...



# Assessment Options

- Multiple choice test if applicable (quiz tool)
- Homework assignment (quiz or programming assignment)
- Write a commentary, review, comparison, analysis, and observation within your community, reflection or other for homework (peer assessment).
- Response to a text, video or other media object for homework (peer assessment).
- Prepare a presentation on X and upload (text, photo, video, PPT).

# Conclusion

The systematic and logical steps of any instructional system design are:

Analysis:

**Need analysis:** Need of offering the course via MOOC, possible target reach and significance of the courses

**Content analysis:** Preparing raw content with the use of reference books, articles, research papers, collection of illustrations, diagrams, etc. • **Learner analysis:** Defining prospective learner profile, essential entry knowledge.

# Conclusion

Design: Course Outline: (Main and sub-topics).

- Structure of topics
- sub-topics with appropriate sequence in hierarchical manner will be output of this exercise.

# Conclusion

Objectives:

Course Objectives

**Module Objectives** in terms of Performance Outcomes will be output of this task.

**Performance objectives** may be many and each objective will express learner's achievement only in one small area.

# Web 2.0 classroom challenges

- Digital Citizenship
- E- safety issues
- Pupil Conduct online
- Traditional ethos of school
- Assessment issues
- ICT skills of Staff and Pupils
- Infrastructure and other Technical Support

# FINANCING THE MOOCS





Thank You