MOOC Design Mapping Framework

The MOOC Design Board is split up into 3 segments: Linear Structure Overview (left); the Design Board (centre); and Learning Types (right). Staff can approach the start of their design from either the Linear Structure or the Design Board. The board is designed using www.RealTimeBoard.com

Linear Structure

Designed to represent the student's view of the course structure as seen on FutureLearn. Also located in this segment is the Time Per Activity column. This allows the academics to plan ahead of time on duration of videos and complexity of readings. Located beneath that is the total weekly time. This is a prerequisite for launching a course and by using this approach allows teams to be much more accurate with the expect learner contribution time.
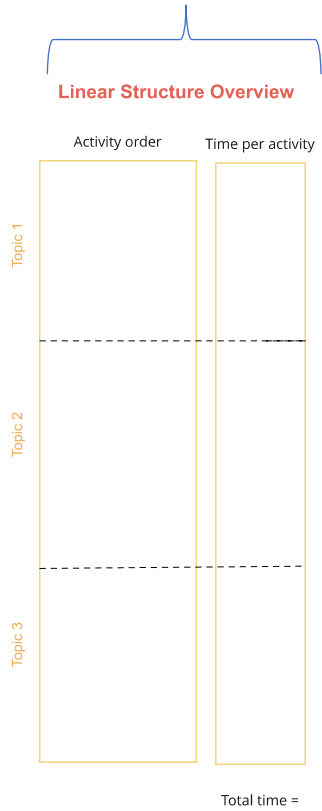
Design Board

The design board has been split into activities commonly found within MOOCs and are colour coded for clarity and visual impact. Via discussion - and underpinned by the course pedagogy and intended learning outcomes - the team starts to story board their course outline at a macro level. During these discussions, it is expected that previous MOOC experience and best practice is shared to facilitate the new course design. To populate the board, a post-it note marker is dragged into the appropriate activity section and is populated with a step number and some text providing a high-level description of the task. This is repeated to complete the design board. Once complete, that structure is then ported onto the linear structure (if not already done so) with timings before being mapped onto the learning types segment.
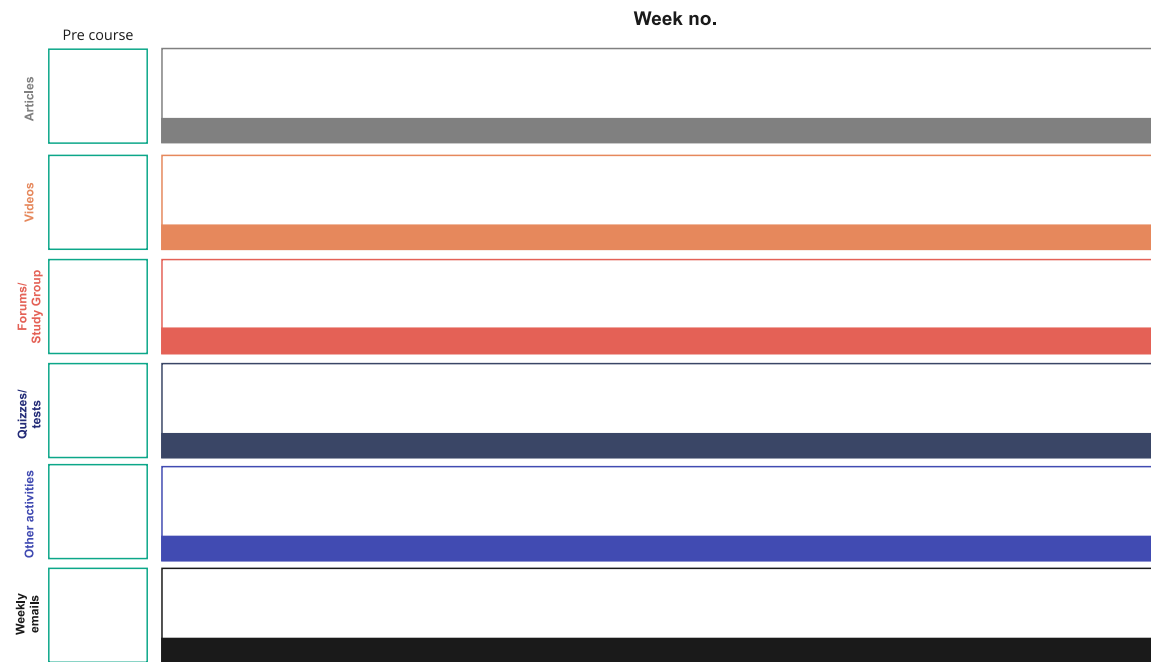
Learning Types

The learning types have been adapted from Diana Laurillard's research which identifies six types of common learning activities. These are: acquisition, inquiry, practice, production, discussion and collaboration. By mixing this approach with the ABC curriculum design framework of Perovic and Young, we have tailored these learning types to suit MOOC-led activities. Once the design board is complete, these are then mapped onto the learning types. Some steps may reside within two learning types and are identified as **P** for primary and **S** for secondary. For example, in Image2, we see that the primary type for step 1.5 is acquisition but within the body of the article we ask learners to perform some light desk research. This then places the step into investigate as a secondary type. Once all of the steps are placed into the framework it then allows for a dialogue to take place based on the visual map. Now the design team can quickly see if the course design is aligned to the intended learning outcomes. If it is aligned to the underpinning pedagogical approach(s) and that the activities meets the need of the learner profile
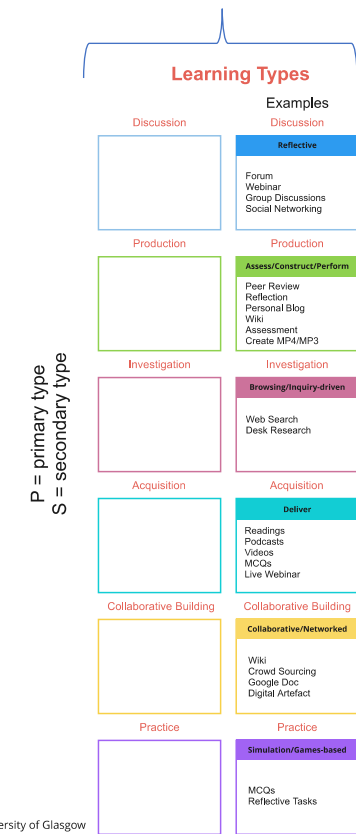
Linear Structure Overview

Design Board

Learning Types

Linear Structure Overview

MOOC Design Map

Learning Types

Week no.

Activity order | Time per activity

Pre course

Examples

Topic 1

Articles

Discussion	Discussion
	Reflective
	Forum
	Webinar
	Group Discussions
	Social Networking

Videos

Production	Production
	Assess/Construct/Perform
	Peer Review
	Reflection
	Personal Blog
	Wiki
	Assessment
	Create MP4/MP3

Topic 2

Forums/ Study Group

Investigation	Investigation
	Browsing/Inquiry-driven
	Web Search
	Desk Research

Quizzes/ tests

Acquisition	Acquisition
	Deliver
	Readings
	Podcasts
	Videos
	MCQs
	Live Webinar

Topic 3

Other activities

Collaborative Building	Collaborative Building
	Collaborative/Networked
	Wiki
	Crowd Sourcing
	Google Doc
	Digital Artefact

Weekly emails

Practice	Practice
	Simulation/Games-based
	MCQs
	Reflective Tasks

Total time =

P = primary type
S = secondary type

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Learning Types Adapted from the UCL Connected Curriculum Learning Types Model
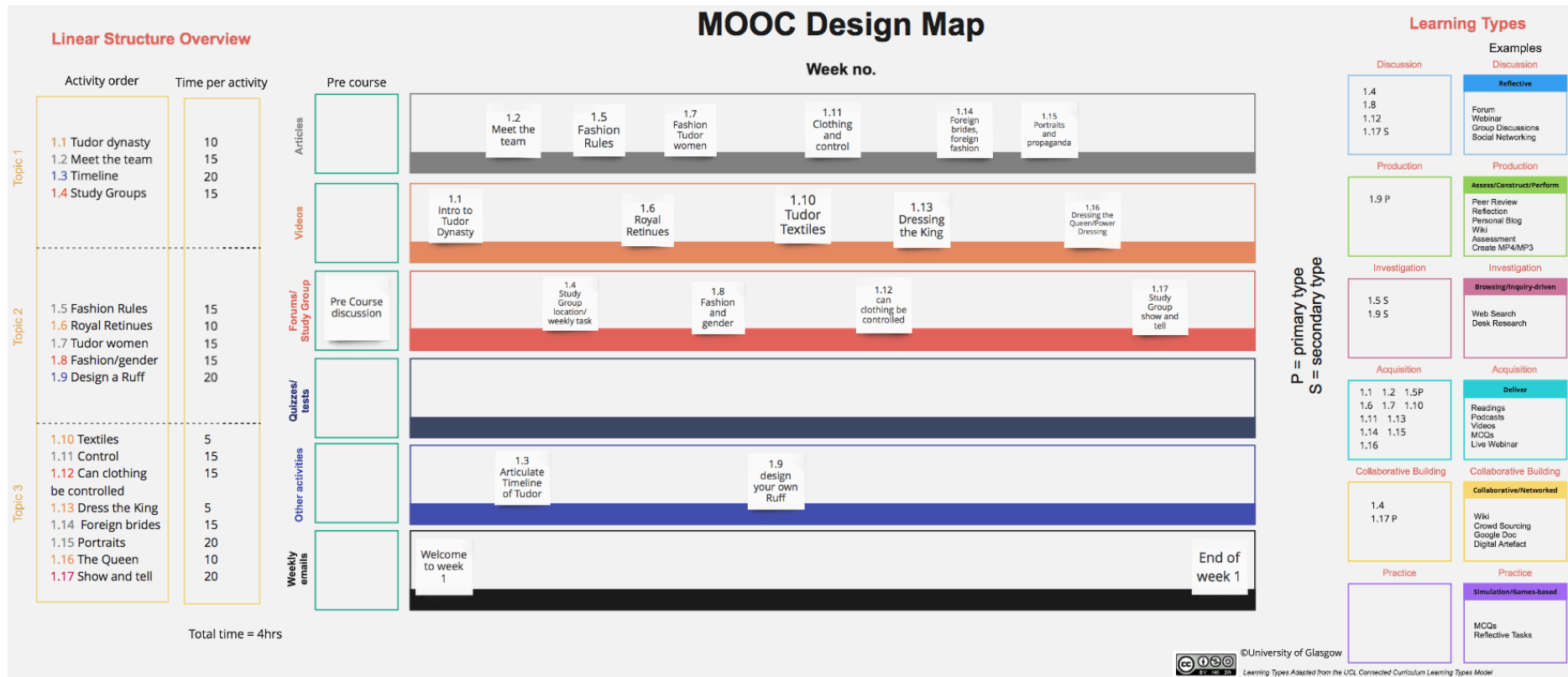
Image 1

Image 2

As the board is designed using an online collaborative tool, any member part of the design team can revisit and edit the board. This ensures that all members of the team are working from a singular reference point which is always the most recent version.

For more information, please contact:
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