MOOC DESIGN TOOLKIT

KEY CONTACTS

John Kerr - Glasgow MOOC Lead
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CONTENT CHECKING

Please ensure that you undertake the following:

Once you have one course video complete, please allow the partnership manager to check this to ensure it meets branding, guidelines and for feedback

 - Design and Branding Guidelines

Any externally embedded exercises (I.e. Articulate) must be run past the partnership manager at least 30days before the course goes live

- Exercise Guidelines

A record of all images used should be kept along with the source and copyright licence

 - Rights Guidelines

QUALITY ASSURANCE PROCESS

The QA process takes place when the course is complete and is submitted to the partnership manager for review and feedback. This must happen at least 30days prior to the course launching. Feedback is returned via a Google Doc which the course team must address and complete

- Quality Assurance Guidelines

SOCIAL MEDIA/MARKETING

Social media can be a large part of a course design and pedagogy and should be explored at an early stage during course marketing discussions. Regular Twitter posts and Live Youtube sessions help make the course more engaging and lead to open, distributed networks for the learners. Engage with local and central marketing teams to create exposure for your course in advance of the course running

- Social Media Guidelines

VIDEO CREATION

The Media Production Unit - located within LEADs - should be contacted as early as possible to book video support.

Captions must be generated using our 3PlayMedia account and checked for accuracy. This process has a 5-working day turnaround time.

USEFUL LINKS

Partners Page (if you do not have access, please contact John Kerr)

University Video branding guidelines (to be used in conjunction with FutureLearn's)

Previous MOOCs developed by the University of Glasgow

BUILDING THE COURSE: TIPS AND REQUIREMENTS

ARTICLES

Articles should be no longer than 800 words. If you would like to point to further readings, then please add these as links at the end of the step or as links within the body of the text that point out to a website. Remember, these links should be supplementary information and not act as the core learning object.

CALL TO ACTION

A call to action is embedded within steps and is a way to suggest action that will enable progress. This could be:
Asking the learners to discuss what they think / feel about an approach; how they might use it in practice; what would they change; do they see this working in their content; find an al;tertive by performing some light desk research; ranking solutions in order or importance, etc.

This is achieved by building these call to action within the step.

VIDEO

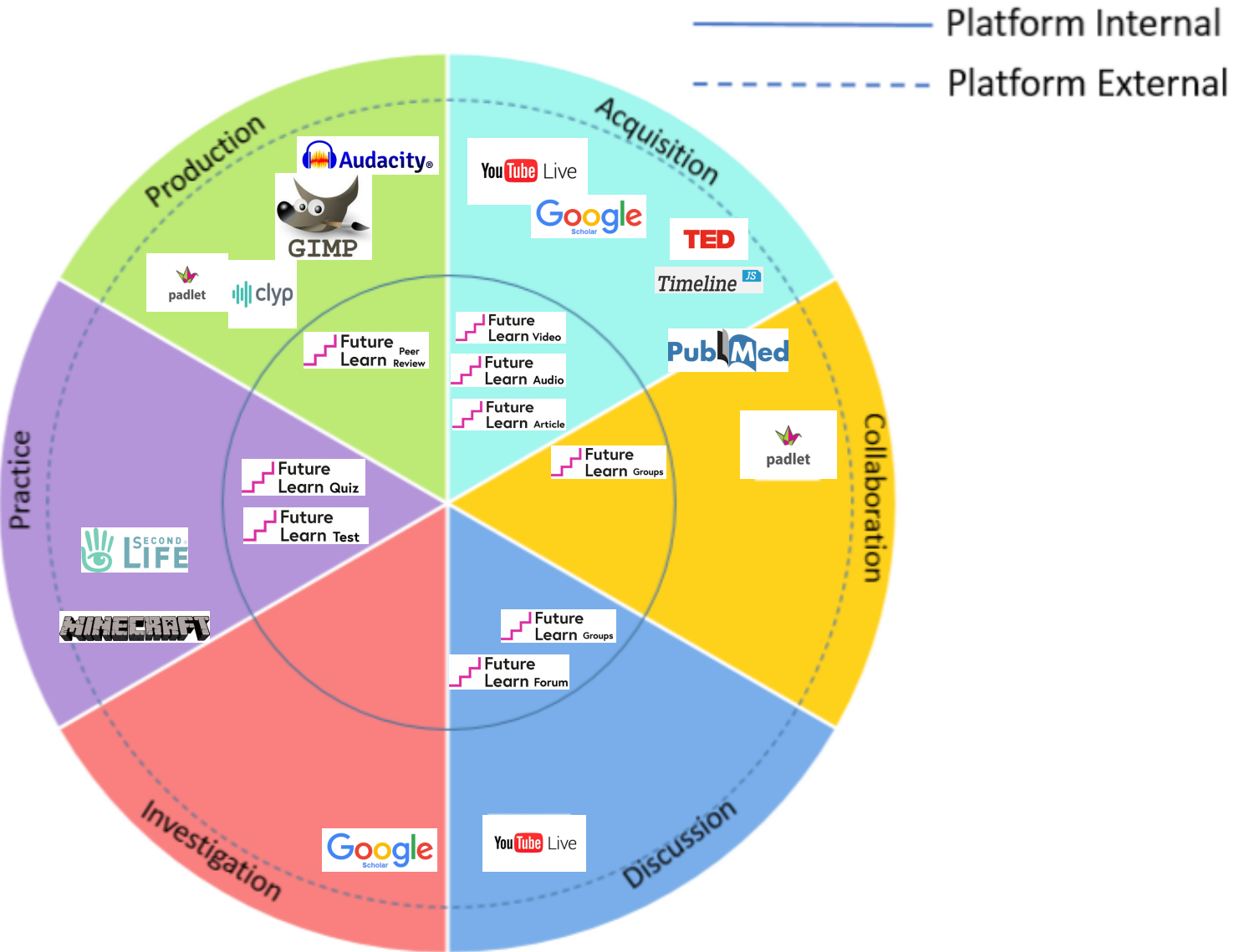In course videos should be no longer than 5minutes in duration.

Please liaise with the Media Production Unit - based within LEADS - for video capture. Please give the team notice so that your request can be scheduled. We recommend at least 2 to 3 months prior notice.

USING YOUTUBE CONTENT

You can now embed YouTube clips with a step. It is imperative that the YouTube video is providing supplementary course content, and is in no way acting as a core learning object

For further information regarding embedding YouTube content, please speak to your School-Based Learning Technologist or John Kerr.

Learning Types and Tools

Platform Internal
Platform External

Acquisition: YouTube Live, Google Scholar, TED, Timeline JS, PubMed, Future Learn Video, Future Learn Audio, Future Learn Article

Production: Audacity, GIMP, padlet, clyp, Future Learn Peer Review

Practice: Second Life, Minecraft, Future Learn Quiz, Future Learn Test

Investigation: Google Scholar

Discussion: YouTube Live, Future Learn Groups, Future Learn Forum

Collaboration: padlet, Future Learn Groups

Delivered	are presented with information	Acquisition
Collaborative	construct shared understanding	
Conversational	converse with others	Collaboration
Networked	interact with networks of peers	
Reflective	reflect on activities *Discussion to review previous steps*	Discussion
Browsing	seek and collate information	
Inquiry-driven	investigate authentic situations	Inquiry
Problem-solving	try to solve problems or answer big questions	
Case-based	investigate individual cases	
Simulation	interact with a simulated world	
Cross-context	learn across physical or social settings	Practice
Game-based	engage with game environments	
Assessing	**learn by receiving constructive feedback** (Peer review step)	
Performative	present for an audience	
Construction	design and make artefacts	Production
Reflective	reflect on activities *Discussion to review previous step*	