BEND DON'T BREAK

Be clear which parts of your course design are flexible, and those that will break your MOOC if changed.

ORIENTATION STRUCTURE

1

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BRING THEM ALONG

Use pre-introductory materials and pointers to help baseline your learners and increase their engagement with the course.

STRUCTURE

3

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SPARKING FORUM PARTICIPATION

Have learners build group artefacts to spark meaningful participation in discussion fora.

PARTICIPATION

17

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KNOW YOUR AUDIENCES

Adjust your course to suit your learners by using tools to find out who your core audiences are and what they bring to the learning journey.

ORIENTATION

12

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TOO MANY TOOLS

Do not confuse your learners with an overambitious use of third party tools and services.

DESIGN ANTI-PATTERN

21

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FISHBOWL

Simulate interaction between teacher and students by broadcasting sessions where selected students act as proxies for the cohort.

PARTICIPATION

10

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INDUCTION

Get your participants off to a good start
by providing induction materials that help
guide and orientate them.

ORIENTATION

11

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SIX MINUTE VIDEO

Break video material down to six minute chunks to maintain student attention during content delivery.

LEARNING

18

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CHATFLOW

Use sticky threads in asynchronous discussion fora to help maintain the visibility of key conversations.

PARTICIPATION

5

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PROVOCATIVE QUESTION

Use a provocative question to extend a live debate into a student-led asynchronous discussion forum.

PARTICIPATION

15

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KNOWING THE STORY

Mark out the beginning, middle and end of your learning journey to help the learner build a pathway through the course.
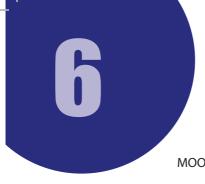
LEARNING

13

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DRUMBEAT

Use a regular repeating pattern of communication to help establish a sense of community.

COMMUNITY

6

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CHECKPOINTS

Use clear breathing spaces to help synchronise the course flow and allow others to catch up and join in.

ORIENTATION

19

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SEE DO SHARE

Create activities that encourage learners to explore, engage with, and then share new concepts and practices to help make them meaningful in a short time frame.

COMMUNITY LEARNING

20

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ADJACENT PLATFORMS

Use additional platforms to support a MOOC where the central platform's functionality falls short.

STRUCTURE

2

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CROWD BONDING

Engineer discussion forum threads to encourage your learners into the groups you desire.

COMMUNITY

4

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MOOC LEGACY

Create an open archive to extend the life of a course beyond its final assessment point or closing week.

STRUCTURE

14

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SCAFFOLDED MOOC

Avoid reinventing content by spending time to aggregate, evaluate and contextualise open educational resources.

STRUCTURE

16

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SHARING WALL

Use a shared social space to comment on digital artefacts to help connect learners in large diverse groups.

PARTICIPATION

7

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FACILITATING LARGE GROUPS

Use facilitators in discussion fora to help promote peer-to-peer interactions.
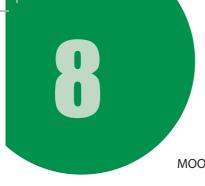
LEARNING

9

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ENGENDERING TEAMWORK

Build, plan and structure the team to ensure successful MOOC development and delivery.

MANAGEMENT

8

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TRANSPARENT ASSESSMENT

Ensure that your assessment scheme is visible to your students, including the criteria and the actual tools you use to apply them.

27

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CONSTRUCTIVE ALIGNMENT

Create authentic assessment activities by first defining your learning outcomes and then creating your assessment method in relation to them.

ASSESSMENT

28

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CLEAR GOALS

Set clear and measurable learning outcomes to help students organise their study and to ensure that you capture all of the elements that you need to teach and assess.

ASSESSMENT

29

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PEER REVIEW

Develop your students as autonomous and self-regulated learners by asking them to review each other's work.

ASSESSMENT

30

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PAUSE CHECK CONTINUE

Use carefully positioned multiple choice quizzes to pause your learners and prompt reflection, and to allow them to gauge their progress.

ASSESSMENT

31

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CELEBRITY TOUCH

Direct social dynamics by having a prominent figure highlight selected contributions.

26

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MOOC HOOK

Provide hooks in your MOOC so that other educators can link their own material.

STRUCTURE

32

PRODUCTIVE MOOCS

Encourage learners to engage in authentic tasks to help them gain lasting knowledge.

COMMUNITY LEARNING

23

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CAPITALISE ON DIVERSITY

Encourage students to learn through sharing and building knowledge, even when their backgrounds and aspirations are diverse.

COMMUNITY LEARNING

24

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ADAPTABLE GOALS

Allow professional learners to set their own course objectives.

ORIENTATION STRUCTURE

25

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BREAK DOWN BARRIERS

Encourage learners to discuss their study with a wide range of people across their professional networks, as well as within the course.

STRUCTURE

22

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