

UPF MOOC

Guide to the lecturer



Guide drafted by the MOOC team of Pompeu Fabra University. La Factoria, the Multimedia Production team and the Center for Learning Innovation and Knowledge (CLIK)

2015-2016 academic year



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1. Initial information

What is a MOOC?

MOOC, (Massive Open Online Courses) aim to share and disseminate knowledge on the basis of the materials that the teachers upload to the web and the discussions that arise in the global classroom (Aula Global).

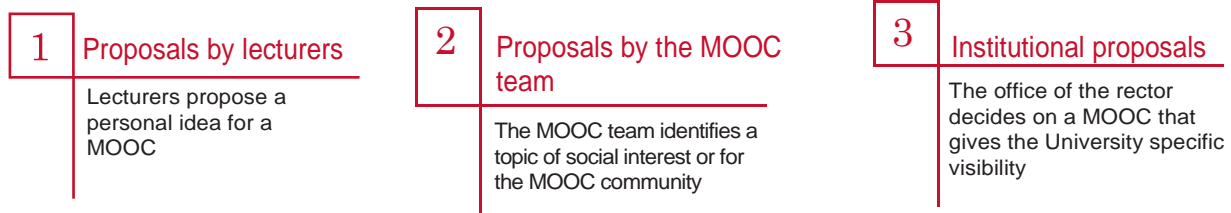
Among other criteria, the courses must be four to eight weeks in duration, be organized into at least four modules, and involve recommended weekly student dedication of no more than three hours. Assessment is done for each module on the basis of teaching materials uploaded by the lecturer and finally, students can apply for a certificate of their participation and progress.

Spanish universities have joined the Anglo-Saxon MOOC trend, a new training concept that came about in the United States where prestigious universities such as Harvard, Stanford or the MIT offer massive distance courses, online, free of charge. Thus, the number of students enrolled in this type of courses is unlimited, and downloading materials is free, open and accessible from different Internet platforms such as FutureLearn, Coursera, MiriadaX, UCatX or EDX.

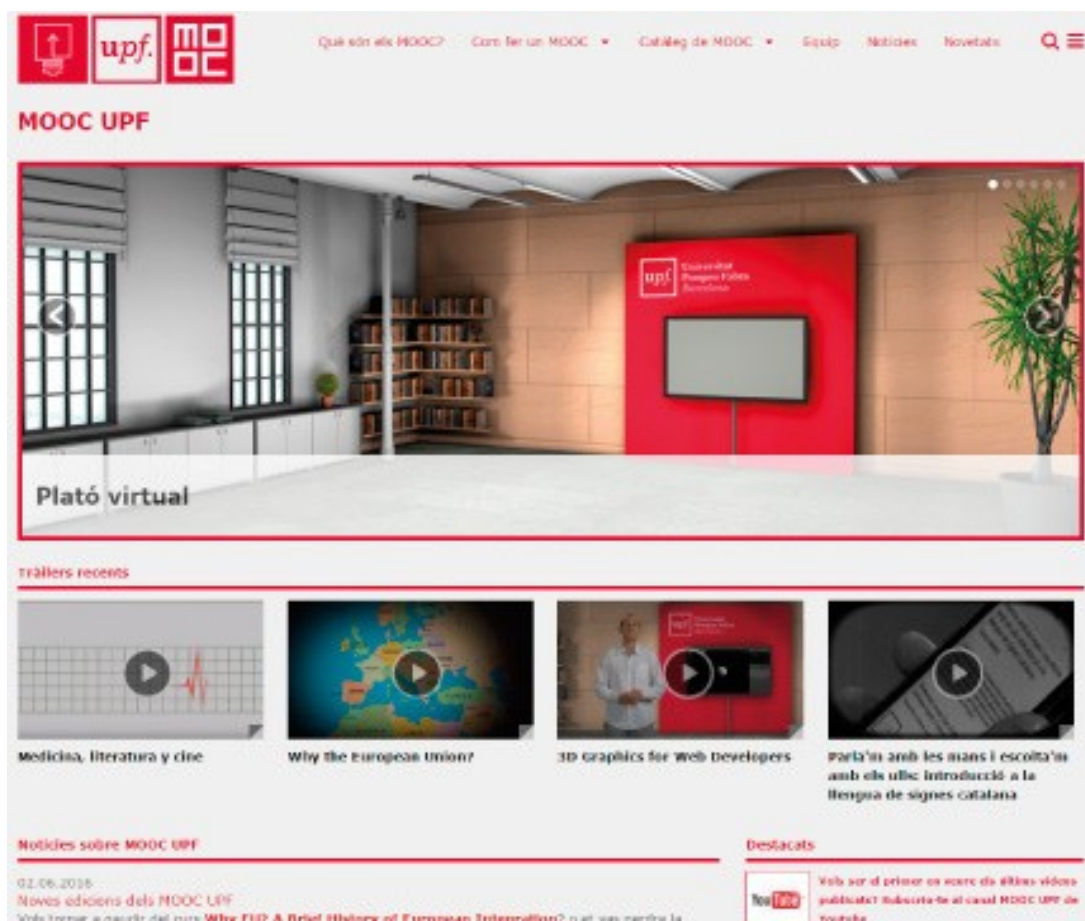
The UPF MOOC

In 2013, UPF began to offer MOOC with the course entitled Decyphering Algebra, by the lecturer Vanesa Daza, of the ESUP. Currently the UPF MOOC catalogue includes a dozen plus courses in all disciplines.

There are several ways to propose MOOC at UPF, but basically there are three:






The UPF MOOC website



On the website www.upf.edu/mooc you can consult all information relating to MOOC courses carried out at UPF.

The UPF MOOC team

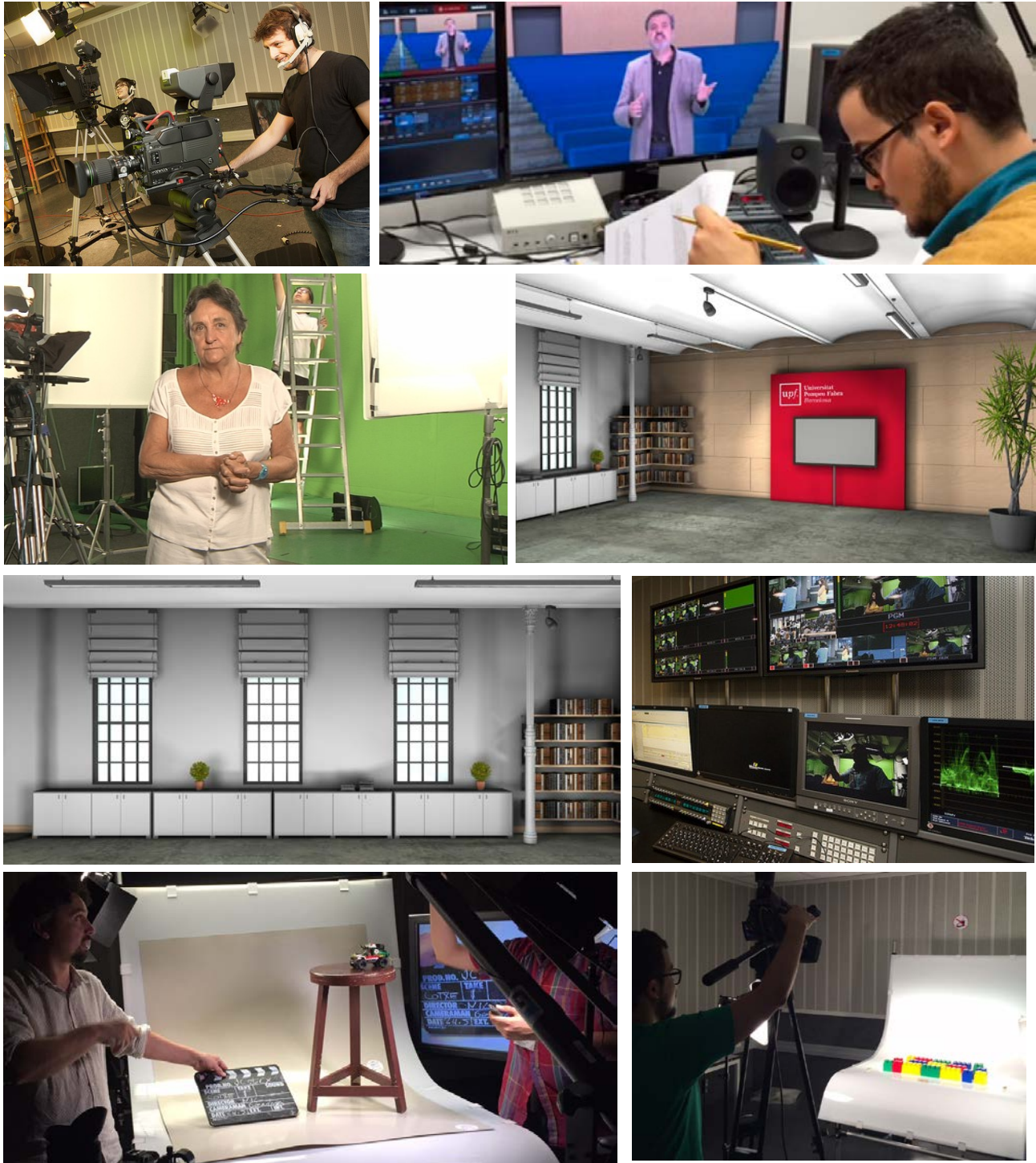
The UPF is committed as an institution to innovation and quality teaching. The MOOC fit into this policy. For this reason, a multidisciplinary team has been set up that supports lecturers throughout the phases of the production, design, creation, implementation and evaluation of the MOOC:

	Unit / mission	Function	E-mail	Phone
	CLIK <i>Pedagogical vision</i>	Pedagogical support	vanessa.soria@upf.edu	935421120 (1120)
	Multimedia production <i>Audiovisual ideation</i>	Audiovisual support	produccio.multimedia@upf.edu justi.torn@upf.edu	935422074 626312418
	La Factoria+ <i>Technological vision</i>	Technological support	lafactoria@upf.edu olga.monterde@upf.edu	935421959 (1959) 935421980 (1980)

The facilities

In addition to our human resources, at UPF we also have the facilities and materials to produce the videos that accompany a MOOC.

Examples are the set of the Poblenou campus and the software that enables building virtual sets.



The MOOC production process

Below we set out the essential steps for the production of a UPF MOOC, indicating the estimated time.

Analysis phase	15 days	Analyse the target audience. Define the learning goals and evaluation criteria. Select the platform. Outline the budget and general schedule.
Design phase	1 month	Define the pedagogical model. Design the contents, requirements and timing. Verify the feasibility of the design. Identify staffing and facilities requirements
Creation phase	3 months	Produce video material: literary script, technical script, graphic design, recording, subtitling and editing. Prepare reading and activities.
Implementation phase	1-2 months	Publish the material on the platform. Teach and stimulate the course. Solve technical problems.
Assessment phase	15	Weigh up the results




Calendar

Before starting to design a MOOC a general calendar of the major phases must be designed. The MOOC team will send a proposed schedule to the coordinator lecturer for validation so that the production of the MOOC can commence.

The platforms

UPF is currently working with several MOOC platforms, some of the most prominent are FutureLearn, MiríadaX and uCATX. During the project analysis period, the MOOC production support team will advise you so that you can judge which is the best platform to offer your MOOC depending on the language, the subject and its different specificities.

Overview of the platforms*.

	<ul style="list-style-type: none">- Platform of the Open University. Universities around the world. More than 3 million users.- Complex structure.- Wide variety of resources and activities and tools to stimulate and monitor the course.
	<ul style="list-style-type: none">- Platform of 1260 Latin American universities.- Basic structure.- Limited number of resources and activities and tools to stimulate and monitor the course.
	<ul style="list-style-type: none">- Platform promoted by the Catalan universities and the Catalan Government.- Basic structure.- Limited number of resources and activities and tools to stimulate and monitor the course.

*There are more MOOC platforms such as Coursera, edX or Unidacity, among others. Lecturers who produce a UPF MOOC can use platforms other than those with which UPF has an agreement, but in this case they must seek a partner that has signed an agreement with the platform in question.

Commitments of the team and of the lecturers

For the smooth running of the process and the subsequent exploitation of MOOC, the UPF MOOC team and the participating lecturers must assume certain commitments, both with UPF and insofar as the requirements of the chosen platform.

It is important that the lecturer and the coordinators of each MOOC should accept the terms and conditions of the order sheet, and be aware of and respect the characteristics of each platform. They must also follow the guidelines on copyright that are provided and controlled by La Factoria (in this regard, see <http://guiesbibtic.upf.edu/lafactoria/pautesMOOC>).

For the smooth running of the entire production process, the lecturer and the UPF MOOC team must undertake to respect the dates and times agreed with the production team and for conducting the recording and trials.

The MOOC coordinator lecturer must fill in the document below and send it to the MOOC team.

ORDER FORM

Pompeu Fabra University is interested in offering a MOOC (massive open online course) on....., which requires the creation of an original intellectual work and enjoys the collaboration of the lecturer....., who issues this order form with the following

CLAUSES

1. Pompeu Fabra University commissions the lecturer (hereinafter, "the lecturer") to create an original work consisting of a MOOC, that is tentatively entitled..... and consists of (tick all appropriate)

Audiovisual material (presentation and lessons)

Slides

Selection of links

Book chapters

Journal articles

Others (specify type)

2. UPF provides either direct or indirect funding and technical support: technological and audiovisual means, coordination personnel, pedagogical support, bibliography, etc.

3. The lecturer supplies the content, both his/her own original and third party, for which s/he agrees to comply with the relevant intellectual property legislation.

4. The lecturer consents for his/her image and voice to be recorded for the creation of materials constituting the MOOC that is the object of this order form and so that they can be used for all purposes provided herein.

5. The UPF MOOC technical support team and the lecturer agree to meet the agreed deadlines as well as work and recording schedules during the production process.

6. UPF is the exclusive holder of the rights to exploit the MOOC, with no time limit and for all existing categories at the time of signing this order, and shall respect the moral rights of the lecturer. Despite holding the ownership of the rights to exploit the MOOC, the University will agree with the lecturer the possibility of broadcasting the different original materials created for the MOOC with all rights reserved under a Creative Commons licence (in the category of no commercial use) or similar.

7. UPF will select the platform or platforms from which the course can be offered. If there are several, the lecturer may choose from those selected by the University.

8. The University may not commission other persons with the virtual teaching of the MOOC (or any of its editions) comprising the original work that is the object of this order form, unless it has the consent of the lecturer or if it has modified its audiovisual materials so that participants on the course cannot imagine that the teaching is given by the lecturer. If the lecturer ends his/her employment or service relationship with the University, UPF will undertake not to exploit the MOOC as such, unless it has the consent of the lecturer, without prejudice to the latter being able to exploit its contents independently. In the event of commercial exploitation, an agreement will be reached with the lecturer as regards a share in the profits.

9. The MOOC and the different materials created for the MOOC must include the logo and the symbol of UPF.

10. The different materials created for the MOOC and that may be exploited independently must include recognition of authorship in accordance with the legislation on intellectual property and, in any case, the following credits:

- In the audiovisual material:

Authorship of contents: Production: Pompeu Fabra University

- On the slides:

Authorship:

11. The lecturer can exploit his/her contributions independently, provided s/he does not harm to the exploitation of the MOOC by UPF.

12. Likewise, the lecturer may use audiovisual material in his/her teaching at the University, provided it does not harm the legitimate interests of UPF. Any commercial use shall require the approval of UPF.

13. Via this order form UPF also commissions the lecturer with the virtual teaching of the MOOC for at least two editions. The lecturer may rely on others to collaborate in monitoring forums and other interactive activities.

14. The lecturer must respect the conditions agreed to with the platform or platforms from which the MOOC is offered.

In witness whereof, both parties sign this form in duplicate for one sole purpose.

Barcelona, on(date)..... of ...(month).....

The vice-rector for Teaching and Academic Planning

The lecturer

2.The design of the MOOC

How to start designing a MOOC

It is important to understand that a MOOC is not a content aggregator but a process of teaching and learning. Therefore, thought should be given to the goals of the MOOC and how to ensure that one subject accompanies another in order to create a quality online educational experience.

The MOOC coordinator must send the form below to the MOOC team, duly completed.

FIRST STEP Defining the essence of MOOC

Subject area	
Course topic	
Recipients	
Purpose of the course	
Learning goals	
Language/s	

SECOND STEP The structure of the MOOC

The structure of the MOOC	
How many modules (weeks) will the MOOC have?	<input type="checkbox"/> 4 <input type="checkbox"/> 6 <input type="checkbox"/> 8
Title of the modules (weeks) and brief definition	Module 1: Module 2: Module 3: Module 4: Module 5:
How many hours per week will the participants allocate to the MOOC?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> more

A MOOC course consists of various resources, activities and interactions among participants:



Regarding pedagogical material, we can use three types of material:

- 1) audiovisual material (videos);
- 2) non-audiovisual material (articles, other websites, among other resources) and
- 3) activity for assessment (questionnaires, peer assessment exercises..).

This material allows us to design the educational itinerary of the course.

MOOC courses are broken down into modules or weeks, units of themes and steps or activities.

THIRD STEP Definition of each of the modules that make up the MOOC

The structure of the module	
Title	
Module's learning goal: what will the student learn?	
Key ideas:	
Module 1: How many units does it take to structure this module? (Units can be divided into sections to facilitate understanding)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 How many units? Title of unit 1: Title of unit 2: Title of unit 3:
Unit 1: What activities would you like to include?	<input type="checkbox"/> Audiovisual capsule/s <input type="checkbox"/> Article <input type="checkbox"/> Consult a web <input type="checkbox"/> Consult external videos <input type="checkbox"/> Question on the forum <input type="checkbox"/> Others:
Unit 1: How will they be evaluated?	<input type="checkbox"/> Questionnaire <input type="checkbox"/> Peer evaluation <input type="checkbox"/> Others:
Will there be additional support materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can we reproduce this structure for the rest of the modules?	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. The creation of the MOOC

Preparation of the pedagogical material

Once the design is completed it is time to prepare or compile the material that will make up the course.

The following types of pedagogical materials exist:



1) **Audiovisual material:** There are two types of videos or audiovisual materials needed to produce a MOOC: audiovisual capsules and trailers.

Audiovisual capsules:

This is the audiovisual teaching material incorporated in the structure of the MOOC. The maximum duration of the set of all audiovisual capsules of a MOOC is 90 minutes. Each of the capsules should be understood as an integrated unit in the set of videos of the week; therefore, there must be a dynamics of continuity with the rest of the audiovisual capsules of the module and of the MOOC.

The contents of each audiovisual capsule must come close to four minutes (four pages of script).

Example audiovisual capsule:

<https://www.youtube.com/watch?v=p0PuXw3T6og>

Trailer:

Three months before the start of the MOOC the two-minute trailer is issued to grab the attention of potential students.

Example trailer:

<https://www.youtube.com/watch?v=9ydV6TuZsAA>

<https://www.youtube.com/watch?v=MS4ioCOZS0M>

2) **Non-audiovisual material:** there are many materials that can be used in MOOC. Below are some examples.

Articles

Articles must interact with the audiovisual capsules, in order to help students reinforce the concepts explained audiovisually and go into greater depth on it.

Articles must be original, in Word or another word processing format (not PDF or PPT). The use of correct language must be ensured.

If you want to use texts, images or resources of other authors, author's rights and intellectual property must be upheld.

It is important, in this regard to:

- a) take into account the rights of the author of the contents and duly cite them.
- b) make a bibliographic list at the end of the article in order to complete the information.

Forums

To foster meaningful and constructive learning it is advisable to create spaces for discussion among the participants on the course. To this end, various resources can be used: the channels of the platform's forum, a specific hashtag on Twitter or streaming through services such as Hangout, among others.

Debates can be stimulated, for example, with concrete questions or issues of debate from the MOOC.

The ideal frequency of discussions is weekly, though this will depend on the resources available to stimulate the course and the criteria of each lecturer.

Extension sections (bibliography, external resources).

If you want to use texts, images or resources of other authors, author's rights must be upheld. It is important to take into account the rights of the author of the contents and cite them properly.

Static support content

Depending on the platform and the type document, a brief summary and an image for each of the documents will be required.

In general, the platforms also require a presentation of the members of the MOOC teaching team. A summary must also be provided for each module or unit of the MOOC, and on some platforms also an image.

3) Activities for assessment: the MOOC, like any teaching-learning process, uses resources to check the progress of participants. There are basically two such resources:

Questionnaires

Questionnaires or quizzes are a recommended resource in each unit and mandatory at the end of the module. These tests are self-assessed.

Peer review (correction work among students)

Delivery of exercises that are evaluated by the students themselves. Each student delivers the proposed work and receives a couple from classmates (at random) for assessment.

We recommend using rubrics for simpler assessment.

An example of the structure and a list of material might be the following:

Video capsule <i>with basic and general concepts</i>	Reading <i>to delve into the concepts</i>	Questionnaire <i>to evaluate the acquisition of knowledge from the video and reading</i>
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FOURTH STEP Specific definition of the material of each of the modules that make up the MOOC

Title of the module	
Brief introduction to the module (5-7 lines)	
Accompanying Image (link)	
Title and numbering of the unit:	
Audiovisual capsule	Title
	Storyline (Try to summarise the content in one or two lines)
	Oral discourse (4 pages ideally)
	Graphic material (photos, videos, ppt, etc.), with the sources of origin
	Graphic material that you do not own, but think is necessary to illustrate what is explained
Reading materials (article, no more than 5-7 pages and be careful with the copyright)	Title
	Brief description
	Link
Questionnaire	Title
	Questions (multiple-choice questions with 4 options. No more than 4-5 questions per unit. You can ask an extra question for the MOOC's final test).
	QUESTION 1:
	QUESTION 2:
	QUESTION 3:
QUESTION 4:	
QUESTION 5:	
EXTRA QUESTION FOR THE FINAL TEST:	
Readings or extra material for the "to learn more" section	Title and link:
Question about this unit for the forum	

Aspects that should be taken into account

Copyright, material and quotations

Third-party materials may be used. La Factoria can advise you on the intellectual property law (LPI) and the organic law on data protection (LOPD), as well as on Creative Commons licences and on the use of links.

For further information, see the section "Multimedia materials and MOOC: guidelines on copyright for the use of third-party materials" on the website of La Factoria: <http://guiesbibtic.upf.edu/lafactoria/pautesMOOC> .

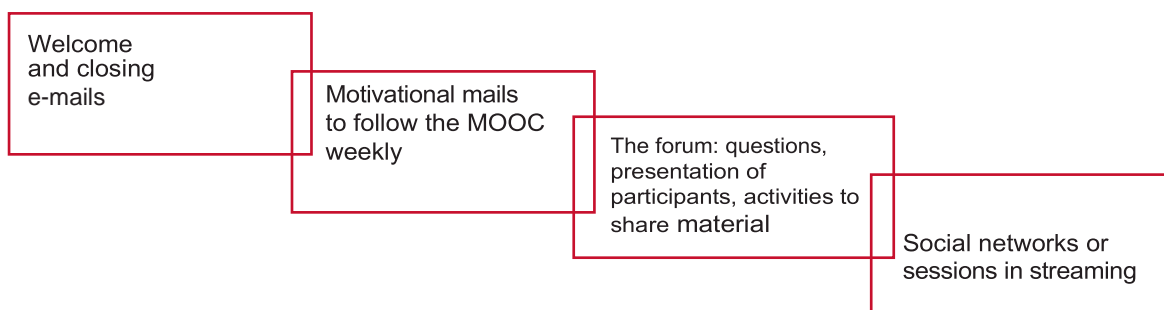
Materials of all kinds used in any section (articles, videos...) must be **cited**. You can choose any form of citation as long as it is consistent throughout the video or MOOC.

For further information, see the section "How to cite within a video or a MOOC" on the website of La Factoria: <http://guiesbibtic.upf.edu/lafactoria/comcitarMOOC>.

4. Implementation of the MOOC

Course participation and stimulation

The planning of participation in the MOOC is as important as the design of the material. There are several ways to communicate with the participants of the MOOC:



In order to promote following the course –and, therefore, learning– the course must be given an interactive nature, that is to say, encouraging participation and participant-participant and participant-lecturer interactions.

It is recommended to spend a minimum of 30 minutes a day monitoring of the course once it is implemented. Many questions are answered by the participants themselves, but someone is needed to play the role of guide and support. For example, with weekly e-mails by the MOOC team the participant can be motivated not to drop out of the course, and interactions in the forum show that there is someone behind all the material, which gives quality to the course.

You can use the platform's own channels, such as e-mail or the forum, but also external channels, such as social networks or Hangout.

The more interaction, the lower the course drop-out rate as the weeks progress. Currently, approximately 20% of people that begin a MOOC finish it. This figure can increase far more with good support. This task takes time but it is very rewarding for the lecturer.

FIFTH STEP Definition of communications with participants

<i>Welcome email</i>	
<i>Motivation and welcome email to module 1</i>	
<i>Motivation and welcome email to module 2</i>	
<i>Motivation and welcome email to module 3</i>	
<i>Motivation and welcome email to module 4</i>	
<i>Motivation and welcome email to module 5</i>	
<i>Closing email</i>	

Adjusting the MOOC during implementation

Once the MOOC is uploaded to the platform no changes can be made. Therefore, it is important to check in advance the appropriateness and correctness of the contents and the operation of the course.

However, emerging issues can be dealt with in the course forum and these changes or improvements can be worked into new versions of the course.

The satisfaction survey

The platforms provide data on the students, but surveys can also be devised, for example at the start of the course, to find out in greater detail the type of participants, and at the end of the course, to analyse participants' degree of satisfaction. These surveys can be carried out using the tools of the platform or with external tools, such as GoogleForms.

5. Evaluation of the MOOC

Data analysis

As we have said before, the platforms provide data on the course, and questionnaires can also be devised to collect more information about it. Also the forum is a channel that allows you to receive notification of incidents and comments throughout the implementation process.

All of these quantitative and qualitative data are collected in a MOOC final report prepared by the CLIK, which also includes ideas for improvement by the lecturers for subsequent editions of the MOOC. This final report also serves for other MOOC of different themes implemented on the same platform, or to construct a MOOC reference and study framework at UPF.