

Technische Universität München Mobilising Agro-Food Expertise Project

MOOC Documentation & Future Production Guide

A Guide for producing your own MOOC for Erasmus + Content

Overview:

The Purpose of this document is to record the progress of the 2014-2017 Mobilising Agro-Food Expertise MOOC component, while offering ideas, tips and tricks for future MOOC development. This guide should be referenced throughout the process of development, construction, production, and eventually management of your MOOC. This guide can also serve as a general reference for the process and provide many of the answers you may seek during your creative work. Should any questions arise that this document does not address, they should be forwarded to the manager of your project.

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1. Before you begin – a few lessons learned

We would like to emphasize three aspects that are important to know before you even begin the process of developing a MOOC. Thinking about these aspects in advance will facilitate the development of the MOOC and help you avoid costly mistakes.

a. Know what a MOOC is

At this stage, you have probably heard of a MOOC and have some idea about what a MOOC is. Here are some important details that you might or might not know:

- MOOC stands for massive online open course. It is accessible by many participants through an online platform.
- A MOOC usually contains lectures in the form of videos, supplemental material that is provided on the online platform, and some form of examination.
- The typical length of a MOOC is about 6 weeks, however there are MOOCs that are significantly shorter or longer. Some MOOCs are part of an entire series of MOOCs that can lead to a “Mini-Master” upon successful completion.
- MOOCs can be administered by a professor, lecturer or teacher. These MOOCs usually have a fixed enrollment and course period. MOOCs can also be self-paced and independent. Participants can then sign up any time. The examination depends on the format of the MOOC.

b. Camera vs. Classroom

Although the content of the course might be similar to courses you teach in your classroom, there are important differences between an online course and a face-to-face course. Even if you administer the course, you will not be able to get any real-time feedback from the students. In your video lectures, you will not have the opportunity to respond to questions or read the confused faces of your students. Hence, it is important to prepare the scripts and slides in a way that reduces any potential confusion. It is also important to attend a trial session for your video lectures to test whether your style of speaking and presenting is clear and presentable on a video.

c. Facilities

Get in contact with your media centre as soon as possible. Not only will they have valuable advice and experience, you also should know the set-up of the recording studio. Do they have a prompter? Do you stand or sit? Do you see your own slides? Can you record short bits at a time or do you have to record longer sessions? The answer to these questions will influence how you should set up your slides and script or even the design of your MOOC.

2. The first steps

Now that you have decided to develop a MOOC, we will guide you through the first steps.

a. Identifying a topic

You probably have a topic in mind; however, the specific content, structure and detail of your MOOC will depend heavily on the answers to the following questions:

- What audience would you like to reach?

Bachelor students, Master students, or maybe even professionals. Depending on your audience, you will want to adapt the content of your course.

- What are your teaching and what are your learning goals? Do you plan to bring the MOOC material “back to campus” and include it in your courses? What do you want the students taking this course to learn?

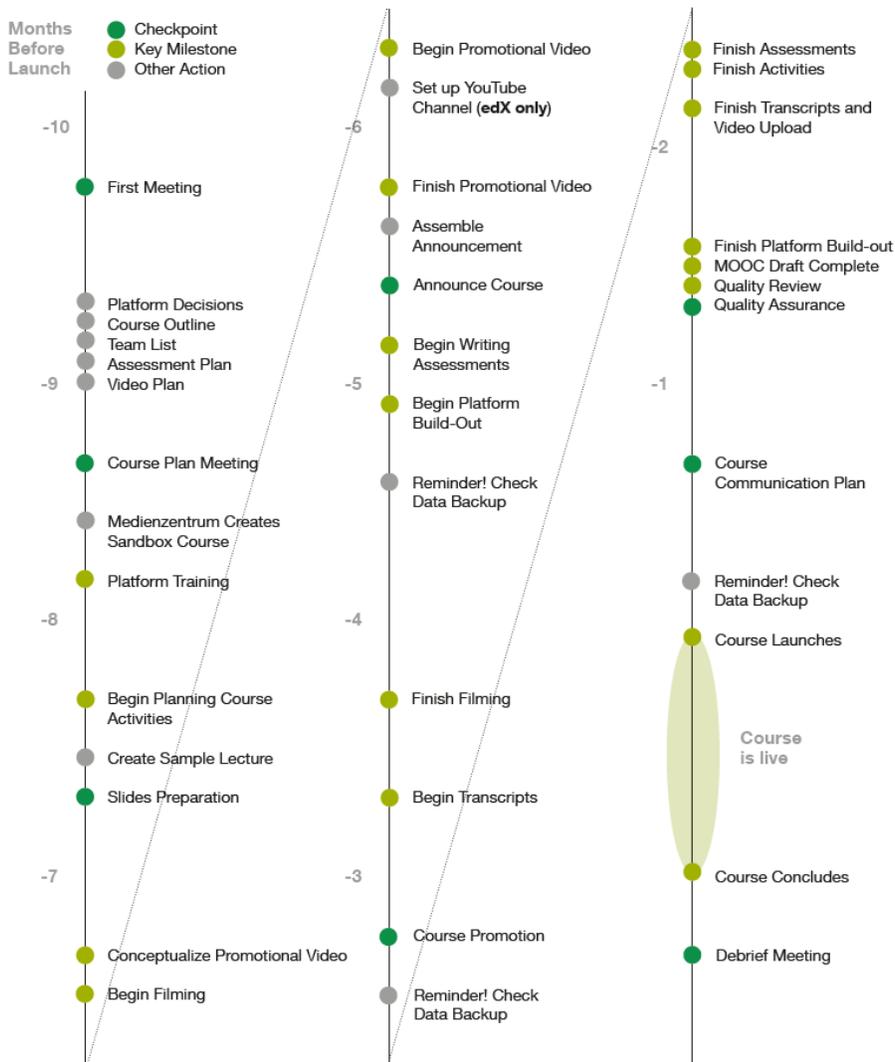
We had a developed curriculum for our project and quickly realized that a curriculum for a semester course cannot be simply copied for a MOOC. While your standard semester course can be more flexible and include interactions with students, a MOOC needs a strong structure that anticipates all questions the audience has.

- What resources do you have?

You should be aware that producing a MOOC requires not only lecturers, but also a proof-reader for your script and slides, a media team for the recording of the lectures, and experts who are familiar with the course platforms and environment.

b. Making a timeline

Developing a MOOC is a time-consuming and lengthy process. It is important to keep an overview of your current and future tasks. Creating a timeline will help you stay prepared and anticipate upcoming tasks. Here is an example of a timeline recommended by the TUM media centre:



c. Plan your MOOC – Platform, exams, and design

There are two major platforms that host online courses: edX and Coursera. Both platforms have their advantages and choosing either one depends heavily on the goals and desired design of the course.

edX

- <https://www.edx.org/>
- Open source platform with LTI
- Flexibility and ability to access code
- Allows for a variety of question types
- Attractive visual analytics tool built based on feedback from instructors.

Coursera

- <https://www.coursera.org/>
- Largest MOOC user base (over 15,000,000)
- Allows for interactive questions in the middle of videos
- Recently, redesigned, attractive platform
- Well-organized discussion forum structure

3. Making the videos

The videos are the heart of your lectures. In combination with the slides and the additional material, e.g., suggested readings and links, they represent the course content. A good video will keep the participants engaged despite the non-interactive component of the lecture. In this chapter, we will discuss a few important issues related to the making of the videos.

a. Slides and Script

The basis for your video are the slides and the script. In our case the video with the lecturer will be imbedded into the slides. Here is a screenshot of our template and an example of the final screen:

Template	Example
 Outline <ul style="list-style-type: none"> • Lesson 1. Title • Lesson 2. Title • Lesson 3. Title 	   Responses to the evolution of food supply chains <ul style="list-style-type: none"> • Government <ul style="list-style-type: none"> – Developed new legislation and regulations • Private sector <ul style="list-style-type: none"> – Developed voluntary standards – Work towards increased engagement  increasing level of vertical coordination 

For a smooth lecture, you should prepare a template for your slides (see above) and a template for your script (e.g., you want the beginning and the end of a lesson to be the same for each lesson). Make sure that you let the producer know when you want to add a question or hide the video stream from some slides. Our producer preferred to have comments in the script.

b. Test-run

Every media center is different and recording a video can be a very new experience for most lecturers. We recommend doing a test-run to identify potential problems and getting used to the equipment and style of the recording.

For example, in our test run we realized that we needed to adjust the curriculum for the shorter length of the lectures. Furthermore, we quickly identified the difficulty of recording long clips and how and when to include questions during the lessons.

c. Recording

Once you have created your slides and script and incorporated all the feedback from your test-run, you are ready to record the actual lectures. Here are some useful tips for the recording:

- Do NOT wear clothes with complex patterns or very bright colors. When using a green-screen avoid the color green.
- Make short clips that can be easily added together. Although you might be able to read your script from a prompter, it will be difficult to record long clips without making mistakes.

- Try to learn the script and not rely only on the text on the prompter. This will help you in creating a more fluent and natural lecture.
- Make sure you are familiar with the saving procedure of the files. In our case the output were two files (a stream showing the slides and another stream showing the lecturer). We gave both streams matching numbers to facilitate the work of the producer.

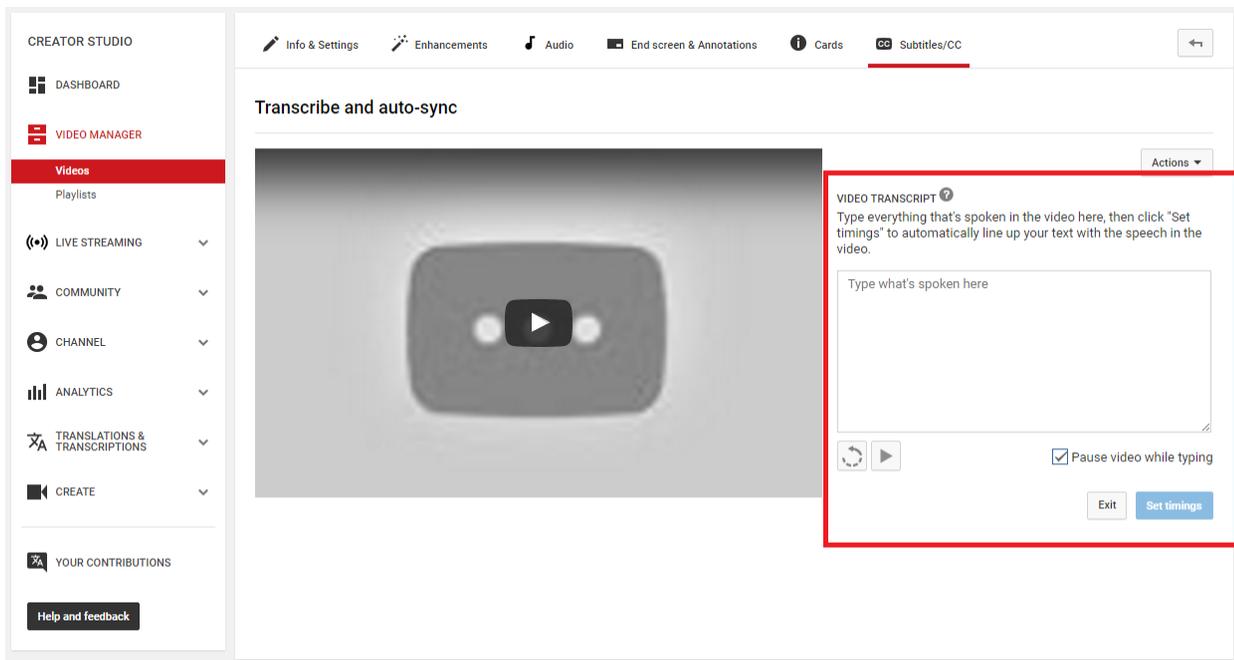
4. Launching the MOOC

a. Required materials

Now that you have recorded your videos and gathered the questions for the quizzes, you need to make sure that you have all the supplementary material. Each video requires subtitles and the corresponding slides in a PDF format.

Subtitles

The easiest way to create subtitles for your videos is to create a youtube account and upload the videos in private or unlisted mode. In this mode the videos are not visible for the public and cannot be searched for. Youtube offers the option to automatically create subtitles. This option works very well, but does requires some proof-reading. Another option is to copy-paste the script of your video into the red box shown in the screenshot below.

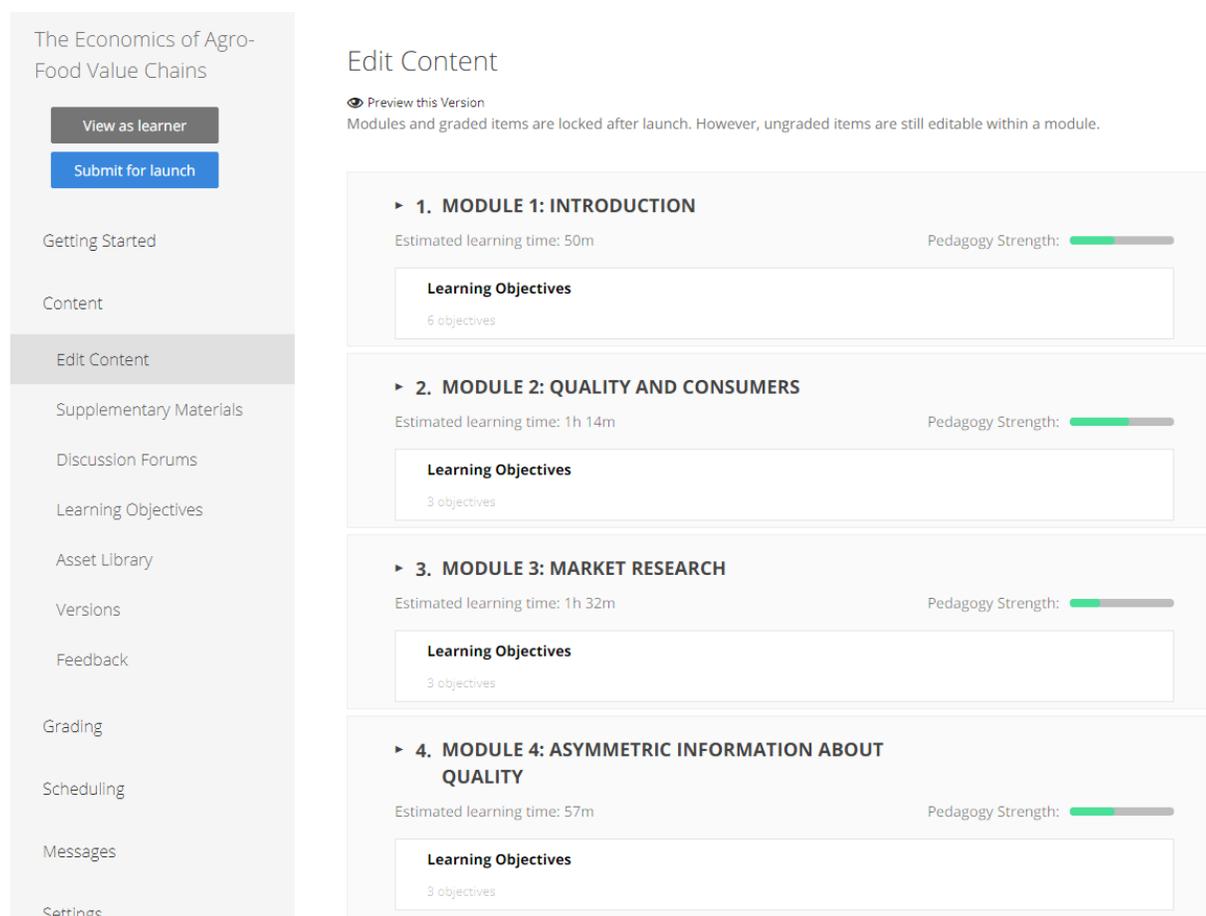


Youtube automatically analyses the transcript and the spoken word of the video and synchronizes the times.

Once you have created the subtitles, you can download a file with the extension .srt. This file is the subtitles file compatible with the Coursera platform.

b. Uploading

Uploading your material to Coursera is intuitive and quick. With the help of your media center, you should create a new course on the Coursera platform. Once you have created the course, you can start filling the different parts of your course. The first step is to create modules as shown in the screenshot below.



The screenshot displays the 'Edit Content' interface for a course titled 'The Economics of Agro-Food Value Chains'. On the left is a navigation sidebar with options: 'View as learner', 'Submit for launch', 'Getting Started', 'Content', 'Edit Content' (highlighted), 'Supplementary Materials', 'Discussion Forums', 'Learning Objectives', 'Asset Library', 'Versions', 'Feedback', 'Grading', 'Scheduling', 'Messages', and 'Settings'. The main area shows four modules:

- 1. MODULE 1: INTRODUCTION**
Estimated learning time: 50m | Pedagogy Strength: 
Learning Objectives: 6 objectives
- 2. MODULE 2: QUALITY AND CONSUMERS**
Estimated learning time: 1h 14m | Pedagogy Strength: 
Learning Objectives: 3 objectives
- 3. MODULE 3: MARKET RESEARCH**
Estimated learning time: 1h 32m | Pedagogy Strength: 
Learning Objectives: 3 objectives
- 4. MODULE 4: ASYMMETRIC INFORMATION ABOUT QUALITY**
Estimated learning time: 57m | Pedagogy Strength: 
Learning Objectives: 3 objectives

Each module requires specific learning objectives corresponding to the material discussed in the module. Each module is then divided into lessons with videos and quizzes as shown in the screenshot below.

▼ 3. MODULE 3: MARKET RESEARCH

Estimated learning time: 1h 32m Pedagogy Strength:

In Module 3 you will learn about market research. After the module you will know the definition, role and types of market research in addition to the research process and the ethics of market research. In the second lesson of the module you will learn about the different types of data and various methods of data collection. The last lesson of the module then deals with data analysis, where you will learn about the most commonly used statistical and econometric techniques to analyze data.

Learning Objectives

3 objectives

Lesson 1: Introduction to Market Research ⋮

▶ Lecture: Part 1: Introduction to Market Research

9m

★ Quiz: Part 1: Introduction to Market Research

2m 1 question

▶ Lecture: Part 2: Introduction to Market Research

17m

★ Quiz: Part 2: Introduction to Market Research

4m 2 questions

ADD ITEM ▼

Lesson 2: Data Types and Data Collection ⋮

▶ Lecture: Data Types and Data Collection

16m

★ Quiz: Data Types and Data Collection

6m 3 questions

ADD ITEM ▼

Videos should be between 5 to 15 minutes, so we divided some lessons into parts. After each video, we added a short quiz so participants can test their knowledge.

Once you have added all the modules, you need to think about the scheduling. In Coursera modules are added to each week, so that they add up to a weekly workload of about two to three hours. Our course is laid out to be a six-week course, so we added about two to three modules to each week as shown in the screenshot below:

Course Schedule

Please use this section to map modules to weeks. By default, every module is assigned to one week. Please move modules around to customize the week schedule for students. This section does not let you create modules. Please use Course Content tab to your left to create modules.

General recommendation for a week is to have 2-5 hours of workload for students. This includes lectures, readings and assignments.

WEEK 1
<p>Module 1: Introduction Lecture: 4, Quiz: 4</p>
<p>Module 2: Quality and Consumers Lecture: 5, Quiz: 5</p>
WEEK 2
<p>Module 3: Market Research Lecture: 7, Quiz: 7</p>
<p>Module 4: Asymmetric Information about Quality Lecture: 5, Quiz: 5</p>
WEEK 3
<p>Module 5: Food Labeling Lecture: 4, Quiz: 4</p>
<p>Module 6: Pricing Strategies and Implications Lecture: 3, Quiz: 3</p>
<p>Module 7: Consumer Behavior and Brand Personality Lecture: 3, Quiz: 3</p>

The course also requires a logo, a header image, and a description for the landing page.

The logo and the header image should be a high-quality pictures that represents the course topic. Be aware that the header image is very wide compared to its height.

The landing page requires a course description of about 150 to 200 words, a description of the intended audience of the course, the estimated workload, and potential specific FAQs.

Finally, make sure that all lecturers of the course sign the release form and add a description of themselves on the course page. The release form can be downloaded on the Coursera Webpage.

c. Test-run

Now that all the material has been uploaded and the course website is set up, it is time to for a test-run. The course should be tested by someone who is familiar with the syllabus to make sure all material and quizzes have the required content. In addition, it should also be tested by someone who is not familiar with the course to test whether the course is intuitive.

d. Launch

Once the course is ready for its launch, Coursera requires approximately 14 days to test the course from their end. During this period, you should start your marketing and recruitment campaign for the course. The trailer should be online and descriptions of the course should be send out via twitter, facebook, the university's website, and emails lists.

Once the course officially started, you need to have someone dedicated to monitoring the course activity. It is unavoidable that there will be smaller issues and questions from participants, which need to be resolved in a timely manner.

You now have an active MOOC.

Congratulations!