On the Road Toward Fostering Greater Self-Directed Learning in MOOCs: Research Toward Better Design Practices

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September 18, 2020

Talk Outline

1. MOOC News and Trends.
2. Study #1: MOOC ID Considerations and Challenges.
4. 20 SDL guidelines for MOOCs.

Polls

Poll #1: Who in here has taken a MOOC?
Poll #2: Are you happy when you take a MOOC?
March 13, 2019
The Career Curriculum Continuum
Andrew Hermalyn, Inside Higher Ed

August 27, 2020
Alternative Credentials on the Rise
Paul Fain, Inside Higher Ed

Sources: Moody’s, U.S. Department of Education

Professional Certificates
October 3, 2019
Google IT Professional Certificates
Coursera Blog
https://grow.google/programs/it/support/?cid=wc&source=ams&sourceId=61283
Video: Mahla Willsby: Aspiring IT Support Specialist (2:57)
https://www.youtube.com/watch?time_continue=107&v=fvhPKZWbfms&feature=emb_logo

Hundred+ MOOC Clubs
September 11, 2019
250 MOOCs and Counting: One Man’s Educational Journey, Chronicle of Higher Education
http://chronicle.com/article/250-MOOCs-Counting-One/229397/?cid=at
If the MOOC movement has faded, nobody tells Jima Ngei, Mr. Ngei, who lives in Port Harcourt, Nigeria, he completed and passed 250.
July 11, 2017
The Rise of the Phigital Learner
Going ‘phigital’? 4 things schools need to know about Generation Z, Todd Kominiak, TrustEd
May 15, 2017
3 must know’s about the rising “phigital” student-and why their impact is enormous, Meris Stansbury, eCamous News

April 13, 2016
The Fourth Industrial Revolution:
What it means, how to respond
Klaus Schwab, Founder and Executive Chairman, World Economic Forum

April 29, 2020
Zoom Boom
Synchronous instruction is trending, but experts say a more intentional mix of live and asynchronous classwork is necessary for future remote terms.
Colleen Flaherty, Inside Higher Ed

October 6, 2020
Faculty Confidence in Online Learning Grows
Doug Lederman, Inside Higher Ed

August 26, 2020
Zoom, Microsoft and Apple take on remote learning challenges as kids head back to school
Dalvin Brown, USA Today

August 2, 2018
Learning is More On Demand
Hey, Alexa, Should We Bring Virtual Assistants to Campus? These Colleges Gave Them a Shot
Lindsey Elko, The Chronicle of Higher Education

Note: The dates and years mentioned in the text are not relevant to the content of the document.
May/June 2020
Learning is More On Demand
Chatting with Chatbots and Text Buddies
Lindsey McKenzie, Inside Higher Ed

July 7, 2020
Elephant in the room: How augmented reality takes online classes to exciting highs,
Abdul Latheef Naha, The Hindu
https://www.thehindu.com/news/national/kerala/augmented-reality-takes-online-classes-to-exciting-highs/article32014276.ece

July 31, 2020
Learning is More Personal
Khan Academy aims to give ‘strategic supplement’
Brett Molina, USA Today

Student Independent Studies Via MOOCs
MOOC: AI A-Z: Learning How to Build an AI Online Course and Machine Learning
Mengyuan Zhao
https://www.udemy.com/artificial-intelligence-az/
https://www.coursera.org/learn/machine-learning

October 12, 2018 (Customization)
Learning is More on Modular
edX Expands MicroMasters Programs With Data Science (‘nanodegree’)
Digital Leadership and more, Br Reuwer, Coursera Technology
November 30, 2020
Cyber Monday

December 16, 2019
2020 Impact Report, edX

December 17, 2019
Online Degrees Slowdown: A Review of MOOC Stats and Trends in 2019, Dhawal Shah, Class Central

December 17, 2019
A Review of MOOC Stats and Trends in 2019
Dhawal Shah, Class Central
DMOCs Stats

December 17, 2019
A Review of MOOC Stats and Trends in 2019
Dhawal Shah, Class Central

Categories with the highest surge in new courses include Office Productivity (159% increase), Health and Fitness (84%), IT & Software (77%), and Personal Development (61%).

April 30, 2020
New Udemy Report Shows Surge in Global Online Education in Response to COVID-19
Businesswire

Highest Enrollment Surges by Country Since Shelter in Place

June 26, 2020
HolonIQ
2.5x Global MOOC Web Traffic
MOOC's digital reach just grew 2.5x, up 300 million monthly visits globally, as isolated learners seek immediate solutions to their knowledge and skills needs amid a rapidly-evolving work landscape.

Is there another form of learning where so many people have deliberately chosen to come to learn in one month in the history of the world?

May 26, 2020
Remember the MOOCs?
After Near-Death, They’re Booming
Steven Lohr, The New York Times
https://www.nytimes.com/2020/05/26/technology/moocs-online-learning.html

Coursera added 10 million new users from mid-March to mid-May. Credit...Jessica Chou for The New York Times
August 9, 2020
250 Universities Just Launched 900 Free Online Courses. Here’s the Full List.
Dhawal Shah, Class Central
https://www.classcentral.com/report/most-cited-mooc-research/

August 16, 2020
New Registered Learners
Dhawal Shah, Class Central

| MOOCs Stats | August 16, 2020 | By the Numbers: MOOCs During the Pandemic | Dhawal Shah, Class Central | https://www.classcentral.com/report/mooc-stats-pandemic/ | 2020 Web Traffic | MOOCs book #3 (2020) | MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities |

| MOOCs Stats | August 16, 2020 | By the Numbers: MOOCs During the Pandemic | Dhawal Shah, Class Central | https://www.classcentral.com/report/mooc-stats-pandemic/ | 2020 Web Traffic | MOOCs book #3 (2020) | MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities |
November 9, 2019
Chapter 9: Nepali High School Students in MOOCs
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara

November 26, 2019
Sanjaya Mishra, Martha Cleveland-Innes, and Nathaniel Ostashewski

August 10 to September 13, 2020
Learning to Learn Online
Contact North/Nord and Athabasca University
Video Intro: 3:02
http://contactnorth.ltlo.ca/

June 3, 2020
Contact North | Contact Nord Webinars
https://teachonline.ca/webinars

November 26, 2019
Chapter 16: Courses for a Cause: MOOC Contributions to a "Better Place for All" (Marianne Krasny et al., 2020)

July 25, 2020
Silver Lining for Learning
https://silverliningforlearning.org/
https://www.youtube.com/channel/UC9XExh9q5pmVypQe_A/
Chapter 25. Responsive Innovations in MOOCs for Development: A Case Study of AgMOOCs in India 300
Balaji Venkataraman and Tadinada V. Prabhakar

(agiMOOCs in India)
http://www.agmoocs.in/

The second half of humanity is joining the internet:
They will change it, and it will change them
The Economist

Many Texas families say remote learning isn’t working and they want it fixed
https://www.texastribune.org/2020/11/20/texas-schools-remote-learning/

Study #1
MOOCs Design Considerations and Challenges

Research Background
• MOOCs can be beneficial to both learners and instructors (Hew & Cheung, 2014).
• Instructional design is critical for online learning (Johnson & Aragon, 2003; Phipps & Herodota, 1999).
• Instructors are one of the five main components of MOOCs (Kop, 2011).
• Few studies have examined instructional design from MOOC instructors’ perspectives (Margaryan et al., 2015; Watson et al., 2016).
The purpose of this study is to provide suggestions for future MOOC instructors and instructional designers in higher education through exploring MOOC design considerations and challenges from the instructor's perspective.

Research Questions

1. What are the design considerations of instructors when designing MOOCs?
2. What challenges do instructors perceive when designing MOOCs?
3. How do instructors address the challenges that they perceive related to MOOCs?

Research Design

- Sequential mixed methods design (Creswell & Clark, 2017)

Data Collection

- Data Collection:
  - Survey, interview, and course review
- Participants:
  - 143 survey participants (10% response rate)
  - 12 interviewees

12 Interviewees

<table>
<thead>
<tr>
<th>No.</th>
<th>Countries</th>
<th>Subject areas</th>
<th>Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The U.S.</td>
<td>Language and literacy</td>
<td>Coursera</td>
</tr>
<tr>
<td>2</td>
<td>The U.S.</td>
<td>Education</td>
<td>Canvas</td>
</tr>
<tr>
<td>3</td>
<td>The U.S.</td>
<td>Education</td>
<td>Canvas</td>
</tr>
<tr>
<td>4</td>
<td>The U.S.</td>
<td>Chemistry</td>
<td>Coursera</td>
</tr>
<tr>
<td>5</td>
<td>U.K.</td>
<td>Medicine and health</td>
<td>FutureLearn</td>
</tr>
<tr>
<td>6</td>
<td>U.K.</td>
<td>Language and literacy</td>
<td>FutureLearn</td>
</tr>
<tr>
<td>7</td>
<td>Hong Kong (China)</td>
<td>Math</td>
<td>Coursera</td>
</tr>
<tr>
<td>8</td>
<td>Malaysia/China</td>
<td>Math</td>
<td>Coursera</td>
</tr>
<tr>
<td>9</td>
<td>Canada</td>
<td>Psychology</td>
<td>Coursera</td>
</tr>
<tr>
<td>10</td>
<td>Australia</td>
<td>Medicine and health</td>
<td>Open2Study</td>
</tr>
<tr>
<td>11</td>
<td>Sweden</td>
<td>Computer Science</td>
<td>edX</td>
</tr>
<tr>
<td>12</td>
<td>India</td>
<td>Management</td>
<td>edX</td>
</tr>
</tbody>
</table>

Data Analysis

<table>
<thead>
<tr>
<th>RQs</th>
<th>Data Sources</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1</td>
<td>Survey-multiple-choice questions</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td></td>
<td>Survey-open-ended questions</td>
<td>Content analysis</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Content analysis</td>
</tr>
<tr>
<td></td>
<td>MOOC review</td>
<td>Content analysis</td>
</tr>
<tr>
<td>RQ2</td>
<td>Survey-multiple-choice questions</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td></td>
<td>Survey-open-ended questions</td>
<td>Content analysis</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Content analysis</td>
</tr>
<tr>
<td>RQ3</td>
<td>Survey-multiple-choice questions</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Content analysis</td>
</tr>
</tbody>
</table>
Findings RQ1

RQ #1. What are the design considerations of instructors when designing MOOCs?

• Learning objectives
• Assessment
• Time for designing MOOC
• Engaging learners

An example of learning objectives:

- Describe the steps for analysing scientific investigations
- Develop and use the model of scientific investigation
- Suggest the role of science in everyday life
- Analyze the consequences of scientific investigations
- Explore the role of science in everyday life

RQ1 Interview Results

Engage learners

One instructor from US mentioned:

"I engaged people in the forum. So each week I would write a message that would be the new welcome page for the week that would say, 'Hey come to the forum and ask questions about this or come to the forum introduce yourself... Of course, I tried to get students to feel like I was engaged with them during the videos by asking them questions and telling them to do things during the video.'"

Findings RQ2

RQ #2. What challenges do instructors perceive when designing MOOCs?

• Assessment methods
• Engaging students' learning
• Time limitation

(Note: Above is an example of peer-assessment.)
RQ2 Survey Results

Design challenges faced by the MOOC instructors

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment methods</td>
<td>95</td>
</tr>
<tr>
<td>Engaging students’ learning</td>
<td>70</td>
</tr>
<tr>
<td>Strategies to engage students’ active participation</td>
<td>66</td>
</tr>
<tr>
<td>Time limitation of designing MOOCs</td>
<td>65</td>
</tr>
<tr>
<td>Strategies to engage students’ interaction</td>
<td>62</td>
</tr>
<tr>
<td>Compressing the content into short videos</td>
<td>50</td>
</tr>
<tr>
<td>Personalizing students’ learning</td>
<td>46</td>
</tr>
<tr>
<td>Recording videos</td>
<td>34</td>
</tr>
<tr>
<td>Tracking students’ learning progress</td>
<td>33</td>
</tr>
<tr>
<td>Technology support</td>
<td>33</td>
</tr>
<tr>
<td>Strategies to encourage students’ team collaboration</td>
<td>23</td>
</tr>
</tbody>
</table>

Findings RQ3

RQ #3. How do instructors address the challenges that they perceive related to MOOCs?

- Explore other MOOC examples
- Seek help from the platform/colleagues/institutions

RQ3 Survey Results

Ways to Address Challenges

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Browsing other MOOCs for ideas, examples, and benchmarks</td>
<td>81</td>
</tr>
<tr>
<td>Seeking help from the platform</td>
<td>81</td>
</tr>
<tr>
<td>Seeking help from colleagues</td>
<td>71</td>
</tr>
<tr>
<td>Seeking help from institution (e.g., administrator)</td>
<td>67</td>
</tr>
<tr>
<td>Seeking help from other MOOCs instructors</td>
<td>51</td>
</tr>
<tr>
<td>Reading books or articles related to MOOCs</td>
<td>49</td>
</tr>
<tr>
<td>Seeking help through online searching</td>
<td>43</td>
</tr>
<tr>
<td>Attending training sessions or workshops</td>
<td>41</td>
</tr>
<tr>
<td>Reading news related to MOOCs</td>
<td>34</td>
</tr>
<tr>
<td>Attending conferences or other professional events on MOOCs</td>
<td>28</td>
</tr>
</tbody>
</table>

RQ3 Interview Results

Explore other MOOC examples

One MOOC instructor from the US mentioned:

“When I started making the MOOC, I could see MOOCs that other people had made. So I could see what other people did in terms of having videos with questions embedded in the videos, which I really liked.”

Discussion

- The time limitation of creating MOOCs was the primary logistical consideration (Hew & Chung, 2014; Watson et al., 2016) and challenges.
- The pedagogical factors were the primary design considerations (Watson et al., 2016) and challenges in MOOC design.
- The assessment and engagement strategies are the main considerations as well as challenges.
Study #2
MOOCs Instructional Design to Facilitate Participants’ Self-directed Learning


Key Terms

Self-directed learning (SDL) (Garrison, 1997)
(1) self-management
(2) self-monitoring
(3) motivation

Research Background

• Learners need self-directed learning skills and strategies to be successful in MOOCs (Halawa, Grunow, & Mitchel, 2014; Littlejohn & Miligan, 2016), as there is a lack of personalized interaction with teachers.

• Self-directedness of a learner might vary in different learning environments which means that the learners could be more self-directed in one learning environment than another (Hiemstra, 1994).

Research Purpose

• The purpose is to inform instructors or instructional designers and MOOC providers of the current practices of designing MOOCs to facilitate learners’ SDL.

Research Questions

1. How do MOOC instructors perceive participant SDL skills?
2. How do MOOC instructors perceive their facilitation of participant SDL skills?
3. How do instructors design and deliver MOOCs to facilitate participant SDL skills?
   a. How is technology being used by MOOC instructors to support the development of participant SDL skills?
   b. What technology features or functions do MOOC instructors want to have to improve their facilitation of MOOC participant SDL skills?
Research Design

Explanatory sequential mixed methods design
(Creswell & Clark, 2017)

Pilot interview with 4 instructors
Pilot survey with 48 instructors
Survey with 198 instructors
Review 22 MOOCs of interviewees
Interview with 22 instructors
Review 22 MOOCs of interviewees

Data Collections

Survey:
• Volunteer sampling (Creswell & Clark, 2017)
• 198 instructors responded to the survey (10% response rate)

Interview:
• Homogeneous purposeful sampling (Creswell & Clark, 2017; Patton, 2002)
• Maximal variation sampling (Creswell & Clark, 2017)
• 22 interviewees

MOOC review:
• Reviewed 22 interviewees’ MOOCs

Research Context

MOOC Subject Areas

Social Science
Medicine and Health
Language and Literacy
Business and Management
Art and Humanity
Physical Science
Data Science
Computer Science
Biology
Math
Engineering
N/A

MOOC Instructors’ Perceptions of SDL

SDL is a set of skills that can be educated
SDL is related to students’ personal attributes that can be changed
Other (please describe)
SDL is related to students’ learning personal attributes that can never be...

Data Analysis

RQs Data Sources Data analysis Tools
Survey Descriptive statistics SPSS

RQ1 Interview Content analysis (Elo & Kyngäs, 2008) NVivo

RQ2 Survey Interview Descriptive statistics SPSS NVivo

RQ3 Interview Content analysis NVivo

RQ1 Perceptions of SDL

• A majority of the MOOC instructors thought that these skills or attributes are not static, and that SDL as a set of skills can be educated or students’ personal attributes that can be changed.

Survey:
• Volunteer sampling (Creswell & Clark, 2017)
• 198 instructors responded to the survey (10% response rate)

Interview:
• Homogeneous purposeful sampling (Creswell & Clark, 2017; Patton, 2002)
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Survey:
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• 22 interviewees

MOOC review:
• Reviewed 22 interviewees’ MOOCs
• Emma’s understanding of SDL is more related to self-management and motivation. She said: “When I think about self-directed learning, I think about students managing their time and managing the coursework on their own, and how it fits into their schedules and their lives, how they interact with materials, what’s going to keep them engaged.”

RQ2 Interview Results

• Ashely emphasized the importance of both instructors’ facilitation and students’ SDL skills. She said: “The participant has a lot of flexibility on how they approach the content. I mean, obviously, we have things like assignments. We have things like online forums. And there’s ways that we scaffold the learning experience. But there still is a lot of choice for the learner.”

RQ3 Strategies to Facilitate SDL

• Students’ intrinsic motivation plays an important role. However, extrinsic motivation provided by the MOOCs might help transfer extrinsic motivation to intrinsic motivation.

<table>
<thead>
<tr>
<th>Motivations</th>
<th>Strategies</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering motivation</td>
<td>MOOC instructors helped students identify the needs and goals of learning and sense of achievement.</td>
<td>MOOC instructors helped students identify the needs and goals of learning and sense of achievement.</td>
</tr>
<tr>
<td>Task motivation</td>
<td>MOOC instructors motivated students through instruction, learning materials, feedback, and learning community.</td>
<td>MOOC instructors motivated students through instruction, learning materials, feedback, and learning community.</td>
</tr>
</tbody>
</table>

• Both internal feedback and external feedback were provided to help students’ self-monitoring.

<table>
<thead>
<tr>
<th>Self-monitor</th>
<th>Strategies</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal feedback</td>
<td>Cognition MOOC instructors provided quizzes for self-assessment, tutorial on technology use, learning advice, navigation of the course, progress indicators, resources, and instructional modeling, etc.</td>
<td>MOOC instructors provided quizzes for self-assessment, tutorial on technology use, learning advice, navigation of the course, progress indicators, resources, and instructional modeling, etc.</td>
</tr>
<tr>
<td>Meta-cog</td>
<td>MOOC instructors encouraged students to reflect and think critically by providing reflection questions and building learning community.</td>
<td>MOOC instructors encouraged students to reflect and think critically by providing reflection questions and building learning community.</td>
</tr>
<tr>
<td>External feedback</td>
<td>MOOC instructors, teaching assistants, and peers were involved in providing external feedback.</td>
<td>MOOC instructors, teaching assistants, and peers were involved in providing external feedback.</td>
</tr>
</tbody>
</table>
RQ3 Self-assessment (i.e., embedded quizzes)

**Try again once you are ready.**
Required to pass 80% or higher.

- Who was the typical student in the Grammar Translation approach?
  - Male
  - Female
  - Non-specific

- Why was the grammar translation approach taught?
  - rote
  - meaningful

- Was the course based on grammar rules and drills?
  - Yes
  - No

- Was the course student-centered? (Yes/No)

RQ3 Progress Indicators

**Course Progress for Student**

- Complete: 60%
- Date: Oct 25
- Time: 9:00

RQ3 External Feedback: Peer-assessment (e.g., 3 peers assigned to review each assignment)

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>GRADE</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td></td>
<td>Nov 19</td>
</tr>
<tr>
<td></td>
<td>Module 2 Review Quiz</td>
<td>20 min</td>
</tr>
<tr>
<td>Peer-graded Assignment</td>
<td>Critical Evaluation of the 2 Appro...</td>
<td>Nov 22</td>
</tr>
<tr>
<td>Review Your Peers</td>
<td>Critical Evaluation of the 2 Appro...</td>
<td>Nov 25</td>
</tr>
</tbody>
</table>

RQ3 Strategies to Facilitate SDL

- They helped students' self-management concerning setting learning goals, time management, resources and support management although among the three elements of SDL, MOOC instructors had less control over students' management.

<table>
<thead>
<tr>
<th>Management</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enactment of learning goals</td>
<td>Providing discussion questions, reflections, survey, and appreciation students' learning goals.</td>
</tr>
<tr>
<td>Time management</td>
<td>Providing time frame, progress indicator, short learning units, and flexible timelines</td>
</tr>
<tr>
<td>Management of resources and support</td>
<td>Providing flexible learning resources, peer-assessment, accessibilities, clear expectations, and short learning units.</td>
</tr>
</tbody>
</table>

RQ3 Time Management (e.g., time advisories and estimates)

Synchronous communication technologies
- Google Hangouts
- YouTube Live

Asynchronous communication technologies
- Discussion forum
- Blog
- Slackbot
- Flickr

Multimedia (e.g., video and graphics)

Feedback technologies

RQ3-a. Tech Used for SDL
Discussion

- SDL can be Changed
- MOOC Instructors can Facilitate SDL
- Strategies to Facilitate SDL: A variety of strategies can be used to facilitate student SDL skills in terms of motivation, self-monitor, and self-management.
- Tech for SDL: Tech plays a vital role in facilitating SDL skills.
- Tech expectations: Adaptive learning systems, artificial intelligent systems, and learning analytics were expected to have to support SDL.

Implications

- For MOOC instructors and Instructional Designers
  - Build learning community
  - Inspire intrinsic motivation
  - Personalize learning
- For MOOC providers
  - Create a personalized learning environment
  - Provide learning analytics to support learning and teaching

Top 10 Strategies to Facilitate SDL in MOOCs

1. Helping students set their own learning goals.
   Example: “I have asked, at the first page of course, why they’re taking the course. So that is the goal. A lot of people say, ‘I’m a teacher. And I want to do the stuff with my kids. Or I want to update my knowledge. Or I’m retired and I want to learn this.’”

2. Building learning community.
   Joshua from the UK mentioned: We use a lot of resources that already exist. And then we use the MOOC discussion board as a place to where they, kind of, point out and say, “I’ve seen this. And this is useful. Well, I use this, and this is good. I created this.”

3. Offering immediate feedback.

5. Providing progress indicators

6. Providing reflection questions.
   We introduced kind of moments that video was stopped and there was a question. The student had to think of it a bit. Sometimes it was kind of a rhetorical question. There wasn't even no answer required. But it was just a pause for a while to let the student reflect. (Jacob)

7. Designing short learning units.

8. Providing flexible timelines.

9. Highlighting estimated time frames.

MOOC: Infection Prevention and Control (IPC) for Novel Coronavirus (COVID-19) from OpenWHO (English Version)

11. Structured learning environment:
- Clearly stated the learning objectives.
- Course details stated the expected time to complete the course.
- The syllabus, number of course modules, and title of each module.

12. On completion of modules participants get a certificate.

13. Week overview. The course is divided into week-long segments, and each week is chunked into manageable parts. Very importantly for the participant to be able to anticipate what can get done in one sitting, the length of each video is included.

14. Lecture recorded and captions added.
10 More Strategies to Facilitate SDL in MOOCs

14. Continued...Lecture video transcripts.

The full transcript of each video is shown below the video player, with the current point in video highlighted as it plays:

15. Quick check tasks.

The video features contain one or two “quick check” pop-up questions to assess understanding (and engagement).


There is the choice to watch all of the videos, read all of the materials, and submit all of the assignments, or there are choices all along the way to “cut corners” and take in only what the participant wants to.

17. Visuals showing tasks completed.

18. Visuals showing work progress.

19. Rewirements (assignments) for putting the material to practice (e.g., Random Acts of Kindness, Make A Social Connection, Let’s Get Physical, Meditate!, Sleep!, Gratitude Letter/Visit, Savoring, etc.)

Daily Gratitude Journal

Gratitude is a positive emotional state in which one recognizes and appreciates what one has received in life. Research shows that taking time to experience gratitude can make you happier and even healthier. For the next seven days, you will take 5-10 minutes each night to write down five things for which you are grateful. They can be little things or big things. But you really have to focus on the things you are writing about (e.g., imagine the person or thing you’re writing about, etc.). This exercise should take at least five minutes. Do this each night for the whole week.
10 More Strategies to Facilitate SDL in MOOCs

20. Offer community support and help.

Help Articles

Bonus Item: Peer-graded assignments.

Do we have time for another study? No!

MOOC Study #3

Pushing Toward a More Personalized MOOC: Exploring Instructor Selected Activities, Resources, and Technologies for MOOC Design and Implementation

Additional Research


Additional Research


