Personalizing the MOOC: Insights from Experts Around Planet Earth

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Digital Landscape in 2016: Right Time to Mainstream

- Internet penetration has been impressive in developing countries
- Last 5 years, India and China have contributed to half of the 900 m new users

Part I. Current Trends and Recent Cycles

Milestones in Educational Technology
(All 7 year cycles)

- 2008: First MOOC Offered.

Audience Poll #1:
When did the world become open?

Audience Poll #2:
Who in here has used OpenCourseware?
Audience Poll #3: Who in here has taken a MOOC?

October 19, 2015
MOOCs Are Still Rising, at Least in Numbers,
Ellen Wexler, Chronicle of Higher Education

Course Distribution by Provider

Source: Class Central

Audience Poll #4: Who in here has taught a MOOC?

February 26, 2017
MOOC lists:
Class Central, the MOOC list, etc.
https://www.mooc-list.com/
https://www.class-central.com/

August 20, 2015
Unique Pedagogy
Syracuse professor offers free ‘Star Trek’ class to the public, USA Today, Amari D. Pollard, LeMayne College
http://college.usatoday.com/2015/08/20/syracuse-professor-offers-free-star-trek-class-to-the-public/

December 30, 2016
Finance for Non-Finance Professionals
James Weston, Rice University, Coursera
October 29, 2016
Open Education, Blackboard
https://openeducation.blackboard.com/home?tab_tab_group_id=-12_1

October 29, 2016
OpenLearning (Thailand)
https://www.openlearning.com/

December 18, 2016
Best Online Courses of 2016, Class Central
https://www.class-central.com/report/best-free-online-courses-2016/

December 22, 2016
6 Biggest MOOC Trends of 2016, Dhawa Shah, Class Central

December 25, 2016
By The Numbers: MOOCs in 2016, Dhawa Shah, Class Central

Here is a list of top five MOOC providers by registered users:
1. Coursera - 23 million
2. edX - 10 million
3. XuetangX - 6 million
4. FutureLearn - 5.3 million
5. Udacity - 4 million
Part II. MOOCs and Open Education Around the World

Foreword #1: The Role of MOOCs in the Future of Education?
George Siemens, Executive Director of the Learning Innovation and Networked Knowledge Research Lab, University of Texas Arlington

Foreword #2: Open(ing up) Education for All, Boosted by Moocs?
Fred Mulder, UNESCO Chair in Open Educational Resources at the Open University of the Netherlands

Chapter 1: The MOOC Misstep and the Open Education Infrastructure
David Wiley, Co-founder and Chief Academic Officer, Lumen Learning

Chapter 2: The Single Canon: MOOCs and Academic Colonization
Karen Head, PhD
The Georgia Institute of Technology

Chapter 3: MOOCs and Open Education in Japan
Kumiko Aoki, Ph.D., The Open University of Japan

"If MOOC proponents truly seek to offer the best educational opportunities to the world, they will have to open these platforms to a wide variety of institutions and instructors."

"It is hoped that MOOCs will play a significant role for stakeholders in Japanese higher education in the near future."
Chapter 4: MOOCs, MERLOT, and Open Educational Services
Gerard L. Hanley, Ph.D.
MERLOT Executive Director
Assistant Vice Chancellor, Academic Technology Services
California State University, Office of the Chancellor

Figure 1. MOOCs as a Recent Evolution of OER

Chapter 5: Enabling Open Education: A Feasibility Protocol for Australian Higher Education
Dr Carina Bossu, University of Tasmania, Australia
Mr David Bull, University of Southern Queensland, Australia
Professor Mark Brown, Dublin City University, Ireland

Figure 5.1. Feasibility Protocol

Chapter 6: Open Education at the University of Cape Town
Laura Czerniewicz, Glenda Cox, Cheryl Hodgkinson-Williams, and Michelle Willmers

Figure 3: The openness journey at the University of Cape Town (UCT)

Chapter 8: MOOCs Downunder: Insights from the Open2Study Experience
Maggie Hartnett, Mark Brown, and Amy Wilson
Massey University, Dublin City University, and Massey University

Figure 3: Example of the Indigenous Studies subject

Chapter 10: MOOC Pedagogy
AMP: A Tool for Characterizing the Pedagogical Approaches of MOOCs
Karen Swan, Scott Day, Leonard Bogle, and Traci van Prooyen
University of Illinois Springfield

Figure 3. Ratings Metaphors

Chapter 13: Unbundling Higher Education and the Georgia Tech Online MS in Computer Science: A Chronicle
Richard DeMillo
April 23, 2015
Cost-Benefit Analysis
Offloading Semesters or Years to MOOCs
The Catch in Arizona State's Low-Cost Freshman Year Online: No Aid, Chronicle of Higher Education, Thomas Fisher

Anant Agarwal, the head of edX, which teamed up with Arizona State U. in the new project: "Our mission is to provide education to people who need it the most."

Chapter 14: Creating a Temporary Spontaneous Mini-Ecosystem through a MOOC
Paul Kim and Charlie Chung, Stanford University
Figure 2. Twitter thread announcing the MOOC

Chapter 15: Learning about MOOCs by Talking to Students
Charles Severance, University of Michigan
Chuck Severance, U Michigan/Coursera) in Barcelona
http://www.youtube.com/watch?v=3zNYmSv8TI
Chuck Severance, University of Michigan
https://www.coursera.org/course/pythonlearn

April 1, 2015
Flipped the Classroom with MOOCs
For a Better Flip, Try MOOCs, David Raths, Campus Technology
http://campustechnology.com/articles/2015/04/01/for-a-better-flip-try-moocs.aspx

Chapter 16: Collaborative Design and Development of MOOCs for Teacher PD
Bernard Robin and Sara McNeil, Univ. of Houston

Chapter 18: Changing the Tune: MOOCs for Human Development? A Case Study
Balaji Venkatataraman and Asha Kanwar, COL
Chapter 19: Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty
Sheila Jagannathan, World Bank, Washington DC

Figure 1: World Bank Group Twin Goals

Chapter 20: The Glocalization of MOOCs in Southeast Asia
Zoraini Wati Abas, Ed.D.

Figure 2. Eight of thirteen MOOCs offered by Taylor’s University

Chapter 22: OER and MOOCs in Africa: The AVU Experience
Griff Richards and Bakary Diallo, African Virtual University, Nairobi, Kenya

It is estimated that only 6% of Africans can access post-secondary education. The development goal is set at 12% even though North America and Europe are somewhere around 45%.

Chapter 23: Open Learning in the Corporate Setting
Elliot Masie, The Learning CONSORTIUM @ The MASIE Center

“Open” is an interesting and disruptive word to use about a corporate setting. Yet, Open Learning is one of the most provocative and rapidly changing elements of how corporate learning is being harvested, delivered, and packaged.

Chapter 24: ALISON: A New World of Free Certified Learning
Mike Feerick, CEO & Founder, ALISON
Chapter 2: USA/Georgia Tech:
Karen Head

- Be careful with: hand gestures (e.g., finger pointing—use at least two fingers), body movements, English dominance, political issues.
- Jokes and humor can easily be misinterpreted.
- Be aware of shifting political climates impacting resource access such as YouTube in China.
- Many cultures do not have a linear approach (e.g., from A to B) to communication.
- Using visual rhetoric (e.g., visual images) to communicate can be a minefield of problems.

Chapter 3: Japan/The Open U
Kumiko Aiko

- Make subtitles available in multiple languages based on intended audiences.
- Avoid references to current events that may only be shared by a small subgroup.

Chapter 5: Australia
Carina Bossu

To ensure inclusiveness (including cultural, ethical, and religious), one should openly license all educational materials developed for MOOCs, so as to guarantee the permissions and freedoms required for translation, adaptation, re-use, redistribution, and repackaging.
Duke MOOCs Around the World
https://www.youtube.com/watch?v=nL5QQRi6DIU&feature=youtu.be

September 16, 2013
Courses from Open Content
Rwandan Degree Program Aims for a 'University in a Box', Chronicle of Higher Education, Megan O’Neil
http://chronicle.com/article/Rwandan-Degree-Program-Aims/141631/

Students attend an orientation session at Kepler, a new hybrid program in Kigali, Rwanda, which will use MOOCs and classroom time to help students earn competency-based associate degrees.

Chap. 6: South Africa
Laura Czerniewicz

- The single most important requirement is that MOOCs and MOOC resources be made available under Creative Commons licenses or other open licenses which allow for re-use and adaptation. It is essential a broadcast model be employed.
- The agency for and ownership of local resources needs to be in the hands of those who best understand local conditions, and therefore they need to be able to create and adapt as they see fit.

Chapter 8: New Zealand and Ireland
Mark Brown

- Create MOOCs on indigenous cultures and unique languages other than English (e.g., Irish).

Chapter 9: Scotland
U of Edinburgh
Amy Woodgate

- Intermittent Internet access on one’s mobile phone will not help to stream HD videos.
- Simple course designs (e.g., talking heads with minimal hand gestures) helps to make content more available for international audiences. More engaging content is more difficult to convert.
Mobile MOOCs
(e.g., mobile courses on smartphone)

Chapter 11:
India and Canada/COL
Sanjaya Mishra
– Be culturally sensitive to music and pictures while designing content for global audience.
– Consider technology used to develop the content (does it assist reuse and remixing?).
– Instead of focusing too much on the cultural sensitivity of MOOCs and raising costs, try to allow for reuse and remixing of content. Use open source technologies and content.

Chapter 12:
Netherlands/Open U
Fred Mulder and Darco Jansen
To be mindful of:
• Different levels of digital literacy skills
• Local resources by locals
• Legal differences and barriers
• Gender, age, and disability issues
• Device-specific pedagogy and interface

May 27, 2015
MOOC Participant Study Strategies
The Invisible Learners Taking MOOCs,
George Veletsianos, Inside Higher Ed
https://www.insidehighered.com/blogs/higher-ed-beta/invisible-learners-taking-moocs

August 1, 2014
Can You Really Teach a MOOC in a Refugee Camp?
Steve Kolowich, Chronicle of Higher Education
http://chronicle.com/blogs/wiredcamp/can-you-really-teach-a-mooc-in-a-refugee-camp-b68152

Two men living in Dadaab, a refugee camp in Kenya, would watch lecture videos and take online quizzes at a nearby United Nations compound. (InZone)
Chapter 15: USA/U Michigan
Chuck Severance
- Avoid troublesome metaphors and examples (e.g., the baseball World Series in the USA).
- Never show lecturer's face (use audio only)—allows for complete overdubbing in the native language and avoid hand gesture problems.
- Make slides as word free as possible—where possible use symbols
- "Limit" to audio and "No" video OR keep the video "simple"

Chapter 19: DC/World Bank Institute
Sheila Jagannathan
- "Widen" and "increase" representations from more diverse groups and stakeholders (gender, non western, public and private, grass roots, etc.).
- Make the contents more culturally sensitive/relevant.

Chapter 20
Indonesia and Malaysia
Zoraini Wati Abas
- Do not expect Asian audience to quickly voice their opinions
- Treat Asian audience as an equal
- Avoid issues related to religion and politics.
- Minimize distractions and negative feelings (e.g., do not show visuals or give examples of prohibited types of foods or animals)

Chapter 21: U of Philippines Open U
Melinda Bandalaria
- Strictly avoid references to religion.
- Use acceptable dress code.
- Even when English is the primary or secondary language of the country, consider making MOOC content available in the major dialects of the country.
Chapter 27: Canada
Helene Fournier and Rita Hop

• “Personalize” the learning experience to offset the massiveness.
• Need to think hard about how cultural differences might be expressed and accepted in the MOOC platform.
• The road ahead hinges on personalizing learning experiences; the connectivist approach (i.e., cMOOCs) is which participants are in the driver's seat.

March 1, 2016
Zoom
Tarleton State University, Texas
Dr. Credence Baker

Chapter 28: UK/FutureLearn
Rebecca Ferguson and Mike Sharples

– Access. In many countries (e.g., in Africa, but also areas of Asia) mobile is the main means of access, so the courses need to be developed for a mobile-first experience, including pedagogy as well as interface.
– Provide transcripts of videos, preferably in multiple languages and multi-language subtitles.
– There are deep-seated cultural differences related to: the value of expert vs learner-originated knowledge; deference to experts; willingness to engage in discussion and critique.

January 20, 2016
Why the Future Is Bright for the World’s Poorest Farmers, Gates Notes, the blog of Bill Gates

Part IV. Personalization of MOOCs

Foreword: Canada/USA
George Siemens

• MOOCs are adopting CMUs OLI project (adaptive learning in stats) (e.g., Candace Thille at Stanford).
• Smart Sparrow (adaptive learning company connected to ASU) has started running personalization in MOOCs. One personalized/adaptive MOOC with Australian univ.
• Carolyn Rose at CMU recently ran a “Super Heroes” MOOC together with Smithsonian that used personalization approaches through “intelligent agents” to foster dialogue and collaboration.
In the Mooc on mobiles for development the course team received requests from two groups of learners in Sierra Leone and Zambia for the course materials on DVD.

AgMoocs initiative (http://www.agmoocs.in/) uses MookIT platform designed for access in low bandwidth conditions. It includes a functionality for a learner to hear the voice track on a basic mobile phone.

Social media was integrated with it. Any interested learner can add his or her SM profile to the profile in the course. This will enable a learner to follow the discussions on the course forum in real time using just the smart phone. This bandwidth is cheaper in most Pacific island countries than bandwidth availed for laptops. This facility greatly contributed to increased course participation often overwhelming the team of instructors.
Chapter 18: DOCC/USA
Radhika Gajjala

Doing a "Collaborative" course requires that we engage the context - not just talk to it.... We start by dialogue and engagement with the students - the sensitivity would emerge through interaction and skype conversations and discussion and debate.

Chapter 18: DOCC/USA
Liz Losh

The Selfie Course...
MOOCs often tend to misestimate the importance of situated experience in approaching learning as a meaning-making process.
Snapchat pedagogy, the ways that MOOCs overlook the importance of the mobile phone as a vehicle for connecting students -- who are individually situated in time, space, status, etc. -- in distributed learning networks.

September 2014
The Selfie Course
http://www.selfieresearchers.com/the-selfie-course/

Chapter 19: DC/World Bank Institute
Sheila Jagannathan

- We try to do badging etc. to give motivation and personal incentives such as champion or expert.
- We try to customize the discussion forums with regional and very level forums, topics and moderators.
- Google hangouts are also used to customize and personalize at country or institutional levels.

Learning for Enjoyment vs. Credentials

December 23, 2016
HarvardX and MITx: Four Years of Open Online Courses -- Fall 2012 - Summer 2016
Isaac Chung, MIT, and Andrew Dean Ho, Harvard
March 3, 2016
‘Trump U.’ Draws Unflattering Spotlight to the Candidate as Fraud Cases Move Forward
Chronicle of Higher Education, Corrine Ruff
http://chronicle.com/article/Trump-U-Draws/235573?cid=trend_right_a

Chapter 21:
Philippines Open U
Melinda Bandalaria

• ...one feature that we have integrated into our MOOCs which I think is one effort to personalize learning is the “Multiple Paths to Learning” or the “Learning on the Go.” Through this feature, the learner can choose whether to learn through the video lessons, text lessons or podcast.
• In terms of gadgets to use, of course, we made sure that the courses are accessible whatever device especially mobile devices, the learner has access to.

Chapter 22:
Canada/Africa
Griff Richards

“I think a concept like personalization is laudable, but I’d like to see where it sits in the list of things to do to improve MOOCs. For example if we look down Hattie’s list of useful interventions, would personalization give us the biggest learning bang for the buck of development? Or would we get there through some simpler intervention like simply making the courses more self-paced.”

Chapter 25:
USA/Illinois
Vickie Cook

• Personal notes within the MOOC from either other students or the instructor that the MOOC takes on a personalized emphasis...communications that do not use my name, or are generic to be reused—feel quite cold and impersonal.
• Theory of “heutagogy” – basically learning that is self-determined and available in a mobile interface, I think it is important that personalization also create the desire to return to the MOOC for more.

Chapter 25:
USA/Illinois
Ray Schroeder

• Most obvious way to personalize is to include group projects, allowing students to self-select into interest areas to conduct collaborative projects that are relevant to the MOOC topic
• One of the easiest and most effective ways is to build self-reflection into each module of a MOOC.
• Motivated self-determined learners (such as many MOOCers are) do naturally adapt, build upon and scaffold MOOCs to meet their personal learning needs and desires.

Part V. MOOC Instructor Survey
Personalization Results (July 2016)
1. How many MOOCs have you taught? (N = 152)

- Less than 10,000: 16%
- 10,000-25,000: 27%
- 25,001-50,000: 40%
- 50,001-100,000: 6%
- More than 100,000: 8%

Q4: 3. How many MOOCs have you completed as a learner (including any that you are currently enrolled in)?

Answered: 145    Skipped: 10

Q7. What is the delivery format of your most recent MOOC?

Answered: 143    Skipped: 12

- Instructor-led (Synchronous)
- Instructor-led (Asynchronous)
- Thinks individually
- Self-paced
- Hybrid or blended format
- Other (please describe)

8. How many people signed up for your most recent MOOC? (N = 150)

Answer Options
- Less Than 10,000: 47.3%
- 10,000-25,000: 24.0%
- 25,001-50,000: 12.7%
- 50,001-100,000: 10.0%
- More than 100,000: 6.0%

Q13. How do you address students’ varying competencies and needs?[Check all that apply]

Answer Options
- Embed supplementary course materials (e.g., readings, post-living course announcements and emails)
- Record videos or multithreaded (e.g., Rosenberg, YouTube, TED talks, YouTube, YouTube)
- In-class peer-based learning and discussion
- Practice quizzes and exams
- Virtual conferences and summits
- Discussion forums or threads
- Discussion forums or threads
- Other (please describe)

Q14. What types of learning resources can participants select from in your most recent MOOC?[Check all that apply]

Answer Options
- Discussion forums or threads
- Reading lists and resources
- Visuals (e.g., concept maps, diagrams, flowcharts, timelines, etc.)
- Video lectures and tutorials
- Expert interviews
- Simulations and games
- Animations and other types of animated or interactive contents
- Presentations, videos, TED talks, YouTube, etc.
- Instructor lecture notes
- Jobs aids and study guides
- In-class peer-based learning and discussion
- Other (please describe)
16. In what ways is peer interaction encouraged in your MOOC?[Check all that apply; N = 137]

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer peer-based assignments or peer reviews (e.g., collaborative project)</td>
<td>85.3%</td>
<td>116</td>
</tr>
<tr>
<td>Text applications</td>
<td>4.9%</td>
<td>7</td>
</tr>
<tr>
<td>Synchronous conferencing and chat tools</td>
<td>1.5%</td>
<td>2</td>
</tr>
<tr>
<td>Embedded agents for student advice</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Virtual worlds</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

17. How did you design your course to be suitable for students from different cultures and/or linguistic backgrounds?[Check all that apply]

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer transcripts of video or audio content</td>
<td>56.2%</td>
<td>88</td>
</tr>
<tr>
<td>Add subtitles to video content</td>
<td>53.8%</td>
<td>85</td>
</tr>
<tr>
<td>Be careful with language use and hand gestures</td>
<td>31.9%</td>
<td>49</td>
</tr>
<tr>
<td>Simplify the language used</td>
<td>42.1%</td>
<td>56</td>
</tr>
<tr>
<td>Slow the pace of speech</td>
<td>36.8%</td>
<td>54</td>
</tr>
<tr>
<td>Simplify the course content and navigation</td>
<td>27.1%</td>
<td>35</td>
</tr>
<tr>
<td>Link text by relying more on pictures</td>
<td>19.5%</td>
<td>26</td>
</tr>
<tr>
<td>Encourage participants to translate and localize content</td>
<td>18.0%</td>
<td>24</td>
</tr>
<tr>
<td>Other (Please describe)</td>
<td>15.8%</td>
<td>21</td>
</tr>
<tr>
<td>Translates the content to different languages</td>
<td>11.3%</td>
<td>15</td>
</tr>
</tbody>
</table>

18. Does the structure of your most recent or current MOOC provide any of the following? [Check all that apply; N = 126]

<table>
<thead>
<tr>
<th>Answer Options</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learner selected incentives (e.g., certificates, badges, course credit, etc.)</td>
<td>64.3%</td>
<td>81</td>
</tr>
<tr>
<td>Options with course考核和 assignments</td>
<td>38.1%</td>
<td>48</td>
</tr>
<tr>
<td>Learner discussion and negotiation of current</td>
<td>30.3%</td>
<td>40</td>
</tr>
<tr>
<td>Two or more media means to learn the same content</td>
<td>21.7%</td>
<td>28</td>
</tr>
<tr>
<td>Learner participation or contributed content</td>
<td>30.2%</td>
<td>38</td>
</tr>
<tr>
<td>Learner selected learning pathways (i.e., different routes to learn the course)</td>
<td>19.0%</td>
<td>24</td>
</tr>
<tr>
<td>Learner self-assessment</td>
<td>18.7%</td>
<td>23</td>
</tr>
<tr>
<td>Choice is to learn or collaborate patterns (i.e., self-formed teams)</td>
<td>16.7%</td>
<td>21</td>
</tr>
</tbody>
</table>

19. In what ways do students get feedback in the course? [Check all that apply; N = 135]

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Other (Please describe)</td>
<td>67.7%</td>
<td>87</td>
</tr>
<tr>
<td>Instructor feedback</td>
<td>53.8%</td>
<td>78</td>
</tr>
<tr>
<td>System or computer feedback</td>
<td>43.0%</td>
<td>58</td>
</tr>
<tr>
<td>Instructor, tutor, or teaching assistant feedback</td>
<td>35.3%</td>
<td>46</td>
</tr>
<tr>
<td>Task or assignment rubrics</td>
<td>31.7%</td>
<td>41</td>
</tr>
<tr>
<td>Self-feedback</td>
<td>30.0%</td>
<td>39</td>
</tr>
</tbody>
</table>

20. Does your most recent (or current) MOOC utilize any of the following? [Check all that apply; N = 127]

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<tr>
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<tr>
<td>Automated grading system</td>
<td>48.4%</td>
<td>61</td>
</tr>
<tr>
<td>Automated or system generated feedback system</td>
<td>35.3%</td>
<td>45</td>
</tr>
<tr>
<td>Automated alerts for missed assignments</td>
<td>27.1%</td>
<td>34</td>
</tr>
<tr>
<td>Automated grading system</td>
<td>16.5%</td>
<td>21</td>
</tr>
<tr>
<td>Automated or system generated feedback system</td>
<td>10.9%</td>
<td>14</td>
</tr>
<tr>
<td>Automated alerts for missed assignments</td>
<td>5.5%</td>
<td>7</td>
</tr>
<tr>
<td>Automated group assignment</td>
<td>9.0%</td>
<td>11</td>
</tr>
<tr>
<td>Automated or system generated feedback system</td>
<td>0.0%</td>
<td>0</td>
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- Descriptive Research
- Causal Comparative Research Design
- Interpretive Case Study
- Multi-Case Study Analysis
- Collaborative Autoethnography
- Learning Analytics
- Qualitative Thematic Analysis
- Phenomenology
- Comparative Study
- Cluster Criticism and Curricular Analysis
- Design-Based Research Approach
- Empirical Investigation of the Network Dynamics

**Location of MOOC Research Team Members (2014–2017)**

![Location of MOOCResearch Team Members](image)


- Taiwan
- Europe
- Israel
- Scotland
- UK
- United States
- Canada
- Germany
- Turkey
- China
- Spain
- Mexico
- Australia
- Not Specified or Vendor Delivered (e.g., Coursera)
- Hong Kong
- Ireland
- Netherlands
- Rwanda
- Sweden
- Denmark

**Focus of MOOC Research (2014–2017)**

<table>
<thead>
<tr>
<th>Focus</th>
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<td>Student-Focused</td>
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<td>Design-Focused</td>
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<td>Instructor-Focused</td>
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<td><strong>Total</strong></td>
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*Seven studies had more than one area of focus.*

**Specific Topics of MOOC Research (2014–2017)**

- Self-Regulated Learning
- Social Learning
- Motivation
- Engagement
- Communication/Interaction
- Satisfaction
- Professional Development
- Retention and Completion/Dropout
- Learners' Experience
- Quality of MOOC
- Performance/Satisfaction
- K-12/PRE-COLLEGE
MOOCs...
Ten Course/Instructional Design Guidelines

MOOC Instructor Guide #1.
Plan and Prepare for the Experience
Plan! Prepare! Practice!

MOOC Guide #2.
Build in Feedback for Each Experience (etc., Peer, Machine, Volunteer, and Self-Assessment)

MOOC Guide #3.
Create Interactivities (e.g., use Polling Questions)

Poll #1: Where are you now?
A. North or South America
B. Europe
C. Africa
D. The Middle East
E. Australasia

MOOC Guide #4.
Provide Variation and Choice

MOOC Guide #5.
Combine Sync and Async Instruction (e.g., David Merrill and Charlie Reigeluth)
MOOC Guide #6.
Design Responsive and Interactive Learning Communities

MOOC Guide #7.
Offer Weekly Recaps and Updates

MOOC Guide #8.
Personalize the Activity or Experience Where Possible!

MOOC Guide #9.
Engage in Resource Sharing

MOOC Guide #10.
Be Willing to Change Midstream.

Any Comments or Questions?
Slides at: TrainingShare.com
Papers: PublicationShare.com
Free Book: http://tec-variety.com/
MOOCsBook: http://moocsbook.com/