Massively Open Online Courses (MOOCs)
Workflow for Creating a MOOC at University of Toronto
Open UToronto
November 2016

A. PROPOSAL STAGE

Step 1: An instructor that has an idea for an MOOC should first investigate whether a MOOC is an appropriate vehicle to meet their needs and whether they are prepared for the investment of time involved. Please review **Overview of Approaches to Open Course Content*** document with a focus on the distinguishing features of MOOCs and **MOOC vs Degree Course - FAQs*** documentation.

Step 2: Initial consultation with Director of Online Learning Strategies (OLS) and divisional Dean's Office (or their delegated lead responsible for online learning).

Step 3: Review **MOOC Resource and Planning Guidelines***. See also **MOOC Proposal*** template and **OCIF Funding Framework***.

Step 4: At this stage, after the proposal is approved by the **Department Chair** and the divisional **Dean's Office**, submit the MOOC proposal to the Vice Provost, Innovations in Undergraduate Education.

If approved by the Vice Provost, Innovations in Undergraduate Education, then move to Development Phase.

B. DEVELOPMENT STAGE

Step 5: Assemble course team (instructor(s), local educational technology specialist(s), liaison librarian(s), RA(s), local AV specialist(s), etc.).

Step 6: Team works with OLS portfolio to address critical success factors noted in the **MOOC Resource and Planning Guidelines. This is important for ensuring high quality development and to uphold the University of Toronto's reputation as a leading institution for teaching, learning and research.**

Step 7: Team may take advantage of models and the work of earlier MOOC developers through participation in community information sharing, workshops and meetings. **Team members from newly proposed/funded projects are expected to attend an annual MOOC design workshop if available (typically held in June) or receive equivalent best practice instructional support from the OLS team before course development begins**. Experience has demonstrated that this is critical to successful design and implementation.

Step 8: Build the MOOC course (create content; populate course shell, create and populate assessment strategies for course, marketing materials, etc.)

Launch Course

Step 9: Participate in research and evaluation activities for continuous improvement to both the divisional and institutional stakeholders.

* All documents referred to in this workflow are available online at
http://open.utoronto.ca