

**Massively Open Online Courses (MOOC)
Resource and Planning Guidelines**
Open UToronto
Feb 2016

A. Oversight and Institutional Leadership

The Office of the Vice-Provost Innovations in Undergraduate Education has oversight over academic and policy matters related to design, development and delivery of Massively Open Online Courses supported by the institution. The Open and Online UToronto Advisory Committee guides the office in development of Open UToronto principles and practice and provides strategic advice and guidelines regarding online and open access resources and courses.

Director - Online Learning Strategies provides support in the area of faculty development related to MOOC initiatives; consults on resourcing, team-based planning and design; and acts as liaison with the Office of the Vice-Provost Innovations in Undergraduate Education as required.

Director - Academic and Collaborative Technology provides support in the area of Open and Online UToronto initiatives broadly, identifies institutional strategies and processes related to resourcing and infrastructure integration, and enables access to relevant information, resources, services across the institution.

B. Critical Success Factors

For MOOCs, as with all online course development, there are a number of critical success factors that result in achieving the desired outcomes for students, faculty and the institution. Careful planning and implementation are particularly important given the scale of MOOCs. Instructors need to address the needs with thousands of students who are a much more heterogeneous population of learners. Further, it is important to note the high visibility of a MOOC as it represents a very public face of the university.

Critical Success Factors	Resourcing Implications
<p>Allow for necessary capacity and lead-time for individual faculty development related to online instruction.</p> <ul style="list-style-type: none"> • Given that there is limited collective experience in working within the MOOC model, faculty will need to turn considerable attention to redesign of their course to leverage the affordances of the MOOC platform at scale, negotiate its limits and understand key differences between traditional classroom and online teaching, and between traditional online courses and MOOCs. • Instructors must be provided to spend considerable amount of time on design and development. 	<ul style="list-style-type: none"> • An instructor who is new to the process generally requires substantial time for consultation, planning and faculty development supporting their design of a MOOC. Arrangements may depend on the divisional needs and resources, for example course release, co-instructor, additional RA or instructional staff support, or other strategies. • At least four to six months lead time is recommended to allow for coordination of all aspects of the development process (pedagogical design, technical set up and production work flow, content preparation, course building) • This does not include additional time for redesign of any related degree courses for inverted classroom models etc.

<p>Instructional/Design support early in the course design process.</p> <ul style="list-style-type: none"> • In order to ensure that the course design and development process is efficient and effective, we recommend early consultation with the Director of Online Learning Strategies (Director – OLS) and divisional/departmental educational technology professionals to ensure recognized design process and best practices are adopted. Getting on track with good advice early will reduce frustration in the long run. • Instructors should anticipate that their course will need to be re-designed and adapted for delivery in the MOOC context. • Instructors should carefully consider the supporting materials they wish to include in their courses. It is encouraged that ‘open’ readings etc be used as much as possible. If copyrighted material is required, it is important to allow plenty of lead time to obtain the necessary permissions. There can be considerable cost associated with obtaining these permissions. Liaison librarians can be an effective support in this area. 	<ul style="list-style-type: none"> • Once a MOOC has divisional and institutional approval for development, it is recommended that the instructor, the Director of Online Learning Strategies (Director-OLS) and other team members as appropriate meet to review the goals of the MOOC, administrative set up, pedagogical models, MOOC platform interface, production models and resourcing needs. • A daylong orientation, design and planning MOOC workshop will be scheduled in order to establish a solid foundation for the process. • Regular team meetings every few weeks should follow to ensure support for the process and quality of the outputs to University of Toronto expectations. See below for typical team roles.
<p>Team-based model for course building</p> <ul style="list-style-type: none"> • It is not realistic for an instructor to undertake the development of a MOOC without a supporting cast that bring expertise to the table across the realms of instructional design, library support, technical support, content expertise, video production, etc. • Team members may bring expertise directly, or provide referrals to appropriate staff, resources and services. Good online teaching calls for teams that support the academics with a range of skills. 	<ul style="list-style-type: none"> • The exact make up of the team will depend on the expertise of the instructor, available staff resources within the division, contract staff assigned to the project. However, at a minimum, the team should include: <ul style="list-style-type: none"> ○ Director – OLS ○ Liaison Librarian ○ Educational Technology Support/Course Builder ○ AV Support/Technician • The online learning coordinator will provide additional administrative support related to the MOOC set up, user processes and liaison with MOOC platform personnel.
<p>Production Equipment and Studio Space</p> <ul style="list-style-type: none"> • There are several models for video content production including screen cast with tablet annotation; video lecture insert with PowerPoint; studio video capture; combinations and derivations of the above. Following needs analysis 	<ul style="list-style-type: none"> • Unless the division or department already has dedicated facilities, expenditure for room renovations, hardware and software set up may cost up to \$10,000. • Quiet workspace is required for content production. Often the demand for this space is intensive during peak periods of

<p>during initial planning, appropriate equipment resources and quiet space must be secured. Note: Classroom lecture capture is not recommended as a video production method.</p>	<p>work.</p>
<p>Course building and AV support</p> <ul style="list-style-type: none"> • Instructor time is not best spent in the detailed course building and technical production processes. This may be undertaken by Educational Technology staff or contract staff depending on local resourcing. • Early consultation with AV experts to set up the recording space and/or processes is recommended. If a division does not have these resources in house they may be available from another unit on campus, or from an external provider at a higher cost. 	<ul style="list-style-type: none"> • It is recommended that staff should be assigned to undertake a) video editing and b) site building. • Graduate students involved in related degree courses or RAs who have content knowledge may assist with content development, including selection of reading materials and multiple choice question/homework assignments. • Instructors may still need to allow time to be trained in the use of the MOOC platform user interface in order to oversee and manage their MOOC. The process of setting up a MOOC requires training to become familiar with a quite different user interface.
<p>Evaluation process planning</p> <ul style="list-style-type: none"> • In order to explore and understand the student and instructor experience in the MOOC environment, faculty are encouraged to develop related research initiatives and document their findings. • Regular community round tables are held to share information across divisions. All team members are welcome to attend the round tables • As pioneers in the MOOC arena, instructors benefit from considerable institutional support and in return are asked to share what is learned as we explore new methods and strategies for online delivery. 	<ul style="list-style-type: none"> • Research and evaluation is encouraged and should be included in resource planning. • Be prepared to share with others to ensure the deepening of our collective understanding.
<p>Appropriate resourcing</p> <ul style="list-style-type: none"> • While every instructor, department and division may have particular technical capacity, staff complement and facilities, the resourcing needs for MOOCs should not be underestimated. • The university provides general coordination and support through the offices of the Director–OLS and the Director–ACT. However, adequate resources should be confirmed by the division in advance of approval of a MOOC proposal. 	<ul style="list-style-type: none"> • Based on our experience to date, the cost for development of a MOOC might include the following expenses: <ul style="list-style-type: none"> ○ Faculty release ○ Graduate student staff support ○ Course builder staff time ○ AV production and post production staff time • If no facilities are available funding may be required for production system set up. This might include: <ul style="list-style-type: none"> ○ Computer/tablet ○ Lighting and cam/mic/peripherals

	<ul style="list-style-type: none">○ Software○ Renovations• Copyright/permissions costs may also be incurred.• Repeat offerings or revisions to the MOOC may result in additional expenses.
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