



Create your MOOC with the Centre Virchow-Villermé Guidelines

1. What is a MOOC ?

A MOOC (Massive Open Online Course) is a **class delivered on the Internet open to everyone**. In addition to **short videos** (5-10 minutes max), **readings**, **quizzes** and **problem sets**, MOOCs are designed to **facilitate interaction** between participants, the teacher and the teaching assistants.

A MOOC is typically a **short course**, lasting only 5 to 12 weeks. Participants who finish successfully earn an attestation or a certificate of completion rather than a diploma.

Offering quality content for anyone eager to expand their knowledge - provided an Internet access -, MOOCs participate in a new paradigm for education, which will be **more open** and **more focused on participants activities and uses**.



2. Regarding the course I would like to create. What should I keep in mind ? What questions do I need to ask myself ?

- **What is the audience** that I would like to reach with my course? Is my course adapted to this audience ?
 - **How could I adapt my course** to the MOOC format (video sections of around 10 min. each in 5 or 6 sessions with problem sets and quizzes) ?
 - **What do I want them to learn** : How can I highlight in my presentation and my course the key concepts for the MOOC participants ?
- **Remember:** Keep in mind that it is the passion for the course you teach that you will share. The conciseness and clarity of the content are key elements. The pedagogical team will help you with the recording. Don't hesitate to ask them if you have any special requirements.

A/ Regarding the PowerPoint Slides :

- **Clear** (some bullet points to present the outlines).
- More pictures and graphs than long text : **your voice will be the text.**
- Print that is **big enough** to be read using smart phones.
- **Check** that the selected image material carries a **Creative Commons licence.**

We will provide you a template for your slides.

B/ Regarding the recording :

We will have only a few days to record the whole MOOC. It will be intense. Here is some advice to make it more comfortable for you :

- If you are not comfortable with improvisation, you can prepare a text and read it (using an iPad prompter, for example). We suggest that you prepare a draft even if you are improvising. It will help us to edit the video later.
- The lights can make the room hot. Avoid wearing too warm clothing.



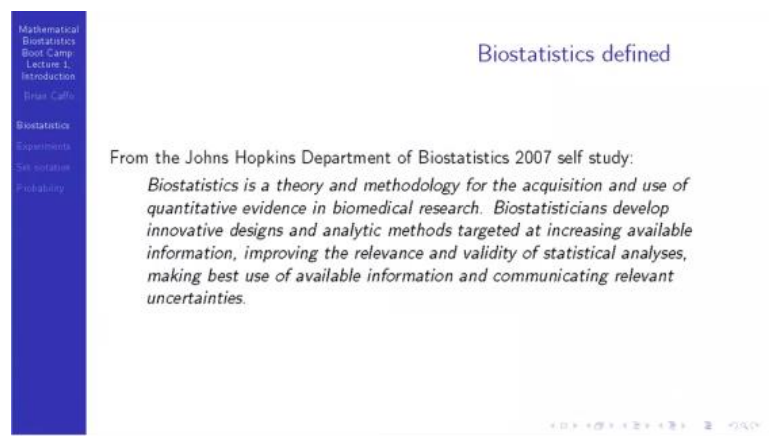
3. I am ready to record! What options do we offer you ?

Depending on the recording capacities you are offered you may choose between being filmed :

- **In studio** (You may find it difficult to be facing a camera in a studio but it enables you to do several takes, as necessary, and to speak from a script. It may also make the editing easier.)
- **On screencast** (By webcam. It may be easier to record this way, especially when the speaker cannot travel to Paris. A minimum sound and video quality needs to be preserved though.)

→ A selection of possibilities:

A/ Slides with only a voice and with only the speaker in full screen at the beginning and at the end :



B/ A discussion :



C/ Course content with the teacher appearing on the screen :

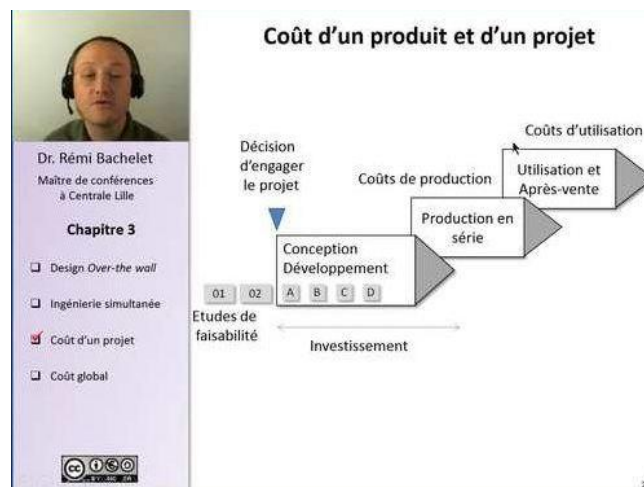


LA BOMBE DÉMOGRAPHIQUE DÉSAMORCÉE ?

5 LES EXPLICATIONS GLOBALES

1. La modernisation socio-culturelle et la rationalité de la famille nombreuse
2. **La rareté de la terre (Rwanda)**
3. Le « malthusianisme de pauvreté » (Bangladesh)
4. Les politiques de population (Kenya)

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Coût d'un produit et d'un projet

01 02 A B C D

Etudes de faisabilité

Investissement

Décision d'engager le projet

Conception Développement

Coûts de production

Production en série

Coûts d'utilisation

Utilisation et Après-vente

Dr. Rémi Bachelet
Maître de conférences à Centrale Lille

Chapitre 3

- Design Over-the wall
- Ingénierie simultanée
- Coût d'un projet
- Coût global

CC BY SA

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4. Of what do I have to be aware ?

- Look at the camera. **Eye contact** is important to **establish a relationship** between you and the MOOC participant.
- **Avoid speaking too fast.** Participants may not speak the same language as you.
- Wear clothes that won't impair the quality of the recording. Bring several outfits to change between multiple sessions. The following [advice](#) may help.

A recent [study](#) (Guo Philip J., Juho Kim, and Rob Rubin. "How video production affects student engagement: An empirical study of mooc videos." *Proceedings of the first ACM conference on Learning@ scale conference*) on what video format most encourages learner participation gave the following results. Maybe it can help you decide which one is the best for your MOOC.

Finding	Recommendation
Shorter videos are much more engaging.	Invest heavily in pre-production lesson planning to segment videos into chunks shorter than 6 minutes.
Videos that intersperse an instructor's talking head with slides are more engaging than slides alone.	Invest in post-production editing to display the instructor's head at opportune times in the video.
Videos produced with a more personal feel could be more engaging than high-fidelity studio recordings.	Try filming in an informal setting; it might not be necessary to invest in big-budget studio productions.
Khan-style tablet drawing tutorials are more engaging than PowerPoint slides or code screencasts.	Introduce motion and continuous visual flow into tutorials, along with extemporaneous speaking.
Even high quality pre-recorded classroom lectures are not as engaging when chopped up for a MOOC.	If instructors insist on recording classroom lectures, they should still plan with the MOOC format in mind.
Videos where instructors speak fairly fast and with high enthusiasm are more engaging.	Coach instructors to bring out their enthusiasm and reassure that they do not need to purposely slow down.
Students engage differently with lecture and tutorial videos	For lectures, focus more on the first-watch experience; for tutorials, add support for rewatching and skimming.



5. What am I expected to do when the MOOC is running ?

- Take some time to **check** the discussion forums on the MOOC.
- **Answer** the participants questions directly on the forums if needed.
- **Produce a summary for each week** pointing out the main difficulties encountered by the participants during the week and how to resolve such difficulties.
- For all these tasks, especially answering questions on the discussion forums and assessing homework, you may need **the help of a teaching assistant**. Please notice that the Centre Virchow-Villermé can help you with the animation of the MOOC but **cannot provide** you with a teaching assistant.

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- *To conclude, we see a MOOC as a **product emerging from discussion and negotiation between the teacher and the pedagogical team**. So please feel comfortable to tell us if you have need of anything or have suggestions to improve the MOOC adventure that we are about to embark on together.*

