

Building an Institutional Framework for MOOC Programs | 03.05.2014 **Dr. Cynthia J. Cyrus and Dr. Mary E. Mancini**

Please find a list below of additional resources from the Academic Impressions “Building and Institutional Framework for MOOC Programs” webcast. These resources offer a reading list covering how universities from across the nation have prepared and delivered MOOC courses and programs. We have also included an “Institutional Framework” that provides a basic institutional structure for the development of MOOC programs.

Pre-Webcast Resources

1. [Questions to consider when building a MOOC framework](#) – Page 2 – This is a short list of questions that can be used to lead initial discussions around developing MOOC programs and the internal preparation required.
2. [Institutional MOOC framework](#) – Pages 3-4 – This outline will assist in assigning and tracking tasks for institutional stakeholders of new MOOC programs. The table is designed to ensure a comprehensive approach to MOOC development by identifying the essential tasks and stakeholders required for completion.
3. [Bibliography](#) – Pages 5-6 – This reading list covers MOOCs as pertaining to four areas: 1) history and context, 2) finances and cost, 3) preparing faculty, and 4) assessment.

1. What are your goals and objectives for the MOOC program?

2. List ideas to communicate these goals to:
 - a. Internal Stakeholders

 - b. External Partners

 - c. Potential MOOC Students

3. What criteria will be used when evaluating:
 - a. Courses to implement as a MOOC:

 - b. Instructors to teach the courses:

 - c. Potential partners to collaborate with:

4. Which departments will incur the costs of the MOOC and who will be responsible for allocating and managing those costs:
 - a.

 - b.

 - c.

5. How will faculty be compensated for the work required in creating the MOOC?

6. What factors should be considered when planning to scale this initiative?

Institutional Tasks	Who is Responsible?	Who can contribute to completion?	Who needs to be informed?	What is the timeline for action?
Establishing Goals for the Project	<i>Academic Administration, Program Dean</i>	<i>IT, Faculty, Library Services,</i>	<i>Faculty Leadership, IT leadership, general counsel, Procurement, student government</i>	<i>1-2 months</i>
Selecting Courses and Instructors				
Managing Academic Administration Tasks				
<i>Identify internal stakeholders and develop communication plan</i>				
<i>Review of contracts, permissions, IP issues</i>				
<i>Compliance (e.g. ADA), State Authorization, Regional Accreditation</i>				
<i>Academic governance (know your process!)</i>				
<i>Academic policies (e.g. grading, pre-reqs, wording of certificates, eligibility for continuing ed credit, etc.)</i>				
<i>Copyright, online resources, textbook, access to library and technical support</i>				
<i>Student privacy, student authentication, FERPA, certificate/grades</i>				
<i>Develop communication plan to suit mission and goals</i>				

Set Technical Standards; choose production model; choose provider (or LMS); establish quality control guidelines				
Faculty (and TA) Training; General Campus Outreach				
Course Design				
Course Production				
Managing Costs and Budget				
Measuring Success and Return on Investment				

HISTORY AND CONTEXT:

- ***"What You Need to Know About MOOCs." The Chronicle of Higher Education***
This article is an ongoing compilation of resources that outlines the historical tree of MOOC topics from the Chronicle's perspective.
<http://chronicle.com/article/What-You-Need-to-Know-About/133475/>
- ***"The Year of the MOOC." The New York Times***
This article is an overview of the early development of MOOCs in 2012 and how that will affect future impact.
<http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?pagewanted=all&r=0>
- ***"Major Players in the MOOC Universe" The Chronicle of Higher Education***
This comprehensive graphic outlines the most influential companies and thought leaders in the MOOC development space.
<https://chronicle.com/article/The-Major-Players-in-the-MOOC/138817/>
- ***"Are MOOCs the best chance we have to satisfy a global thirst for education" Guardian News and Media***
This article is an articulation of current issues and perspectives and how MOOCs can impact education worldwide. <http://www.theguardian.com/education/2014/jan/20/moocs-global-thirst-education>
- ***"The Online University: Building Viable Learning Experiences for Higher Education" ed. by Richard Kesner (Champaign, IL: Common Ground Publishing, 2013).***
This is a comprehensive collection of articles and case studies covering online learning and MOOC offerings. This publication also includes a case study on the development of the Vanderbilt MOOC programs.
<http://worlduniversitiesforum.cgpublisher.com/product/pub.291/prod.5> --

FINANCES AND COSTS:

- ***"What Do MOOCs Cost?" by Rachelle DeJong, Minding the Campus***
This is an overview of the estimated costs of creating MOOC courses broken down by provider and institution type.
http://www.mindingthecampus.com/originals/2013/09/what_do_moocs_cost.html
- ***"Is there a business model for MOOCs?" by Ed Finkel, University Business***
This list of case studies outlines different approaches and models being used to create revenue through MOOC offerings.
<http://www.universitybusiness.com/article/there-business-model-moocs>

PREPARING FACULTY:

- ***“Vanderbilt’s Coursera Resource Guide” by Kathryn McEwen and Derek Bruff***
This guide provides an overview of common practices for teaching and learning on the Coursera platform. It is designed to help orient faculty in the emerging open online environment as they think through the opportunities, and challenges, of teaching in massive open online contexts.
<http://vucourseraguide.pressbooks.com/>

ASSESSMENT

- ***“Assessing Writing in MOOCs: Automated Essay Scoring and Calibrated Peer Review” by Stephen Balfour***
This essay reviews the relevant literature on the different approaches to assessment and feedback within a MOOC course. The offering outlines the capabilities and limitations of both Automated Essay Scoring and Calibrated Peer Review, and provides a table and framework for comparing these forms of assessment of student writing in MOOCs
<http://www.rpajournal.com/assessing-writing-in-moocs-automated-essay-scoring-and-calibrated-peer-review/>
- ***“Analyzing Learner Subpopulations in Massive Open Online Courses” by René Kizilcec, Chris Piech, Emily Schneider***
This white paper outlines a Stanford study on the different levels of engagement within a MOOC and how those results can help guide and improve future MOOC design and pedagogy.
<http://lytics.stanford.edu/deconstructing-disengagement/>
- ***“Tuned Models of Peer Assessment in MOOCs” By Chris Piech et al.***
This white paper created by a team of MOOC thought leaders provides an in depth analysis to peer grading and the biases that come along with it. The team breaks down several data sets from MOOC courses to eventually develop a model that can lead to more intelligent peer assessment techniques.
http://www.educationaldatamining.org/EDM2013/papers/rn_paper_23.pdf
- ***“Assessment’s Place in the New MOOC World “ by Cathy Sandeen***
This essay provides a brief primer on the evolution of MOOCs, an overview of major forces and trends shaping this evolution, and the role of assessment within the MOOC context.
<http://www.rpajournal.com/dev/wp-content/uploads/2013/05/SF1.pdf>