GOALS AND DESIGN

1. Learn about course participants early in the course to enable us to
enhance the learning experience and foster a learner-centered learning
environment.
Pre-course survey: learner introductions, divided learners into smaller
groups for online facilitator sessions. We also made efforts to become acquainted with
learners.

2. Facilitate online engagement and keep them engaged.
The course featured regular videos from course instructor and course
instructors; collaborative activities designed with easy access to module material;
- frequent opportunities for interactivity at different levels; interesting and
relevant materials.

3. Reach learners on an emotional level.

Use of engaging graphics, multi-media and activities which sparked learner’s
interest, increased motivation, and fostered recognition of the relevance of
the content. Emotion conveyed through instructor presence such as video and
dialogue reflected in learners.

4. Prepare a multi-modal design to appeal to various learning preferences.
Various types of content representation and use of multi-media, engaging
course discussions, variety of assessment methods such as quizzes, practical
activities, explorative activities, and portfolio-writing.

5. Facilitate the ‘open’ concept of a MOOC by providing learners with
online learning experience; design for learners of varying knowledge
and computer experience.

6. Build on learner motivation, through the development of a Community
of Inquiry (CoI).

Three levels of instructor presence were present in the course:
- the ‘Professor,’ who acted as the figurehead of the MOOC in the role of
the ‘Professor.’ The Professor provided a consistent ‘flat’ presence throughout
the course.
- the ‘Facilitator,’ who acted as the figurehead of the MOOC in the role of
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the course.

7. Establish a learning community.
Learners were encouraged and prompted to develop learning community
activities, explore activities, and e-portfolio entries.

Various types of content representation and use of multi-media; ongoing
instructor-students interaction and student-student interaction were encouraged throughout
the course. The third level of instruction was that of the Facilitators who
acted as the figurehead of the MOOC in the role of
the ‘Professor.’ The Professor provided a consistent ‘flat’ presence throughout
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8. Prepare a multi-modal design to appeal to various learning preferences.
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THE EXPERIENCE

INSTRUCTION AND FACILITATION

Three levels of instructor presence to support learners and ensure
development of a Community of Inquiry (CoI).

Lead instructor: AU faculty member
Provided a student presence via pre-recorded videos (module introductions) and
ongoing interaction with learners.

The learner: 
AU MOOC Graduates
Provided a data collection for the AU MOOCs and their needs.

Participants: AU MOOC Graduates/Students
Provided a data collection for the AU MOOCs and their needs.

The learner: AU MOOC Graduates
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PROGRAMME

Start-up (2-24 days)
LMS support tools (Canvas) and course directions (design course direction)
- Introduction
- 24-48 hours

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