MOOC Start-up Guide

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What is a MOOC?
A Massive Open Online Course (MOOC) is an online course that is available to anyone for free or at an affordable cost via platforms like Coursera, edX, FutureLearn, and Iversity. All of the University of Copenhagen’s MOOCs are published on Coursera.

If you are not familiar with the MOOC format, it’s a good idea to explore relevant MOOCs before you begin producing one – both those we have produced (coursera.org/UCPH) and relevant courses within your field, produced by other universities across the world.

Once you begin considering to produce a MOOC, you should explore if there are already related MOOCs available, and if so, how your MOOC can make a difference.

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<tr>
<th>Sustainable Tourism – promoting environmental public health</th>
<th>The New Nordic Diet - from Gastronomy to Health</th>
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<td>University of Copenhagen</td>
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<td>The Sustainable Development Goals – A global, transdisciplinary vision for the future</td>
<td>Søren Kierkegaard - Subjectivity, Irony and the Crisis of Modernity</td>
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<td>University of Copenhagen</td>
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<td>Bacteria and Chronic Infections</td>
<td>Diabetes – the Essential Facts</td>
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<td>University of Copenhagen</td>
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<td>After the Arab Spring – Democratic Aspirations and State Failure</td>
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<td>Constitutional Struggles in the Muslim World</td>
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<td>An Introduction to Global Health</td>
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<td>Scandinavian Film and Television</td>
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A MOOC typically consists of a mix of self-study materials such as video lectures and readings and learner activities such as quizzes, discussions and peer-reviewed assignments. The duration of MOOCs varies a lot, normally from 3-10 weeks, with an expected weekly workload of 3-6 hours.

At Coursera, MOOCs run in sessions, typically with a new session starting every 4 weeks. This means that a cohort of learners will begin the course simultaneously and go through the course together, week by week. In this way, learners will have classmates to discuss course issues with and peers to review assignments. However, as a learner you can easily race ahead of the course schedule, since all course materials are available as soon as you enroll. If you do so, you might have to wait a bit for responses to your discussion posts and peer-reviews of your assignment as well as your own possibility to review other learners’ assignments. If you fall behind, you can join the next session, and your progress will be transferred. In this way, Coursera can handle the challenge of synchronised activities vs. studying at your own pace quite smoothly.

A MOOC can be online as long as it’s relevant.
The people involved

Producing a MOOC involves many people with different skills: researchers and other specialists, administrative people, and creative people. Most often these people have never worked together before, and often people are spread across several organisational units, and sometimes even institutions and countries. Some are new to the format and the process, while others are new to the subject matter. This means that we have to get a new project organisation up and running very quickly.

The production process

Below you see the main phases of the process. In this Start-up Guide, you will be taken through our recommendations for each phase, with each action assigned to either course responsible(s), lecturers or the MOOC production team. Some tasks require more parties to be involved and some can be carried out by either one alone.

The course responsible(s) will typically be a professor – often assisted by administrative staff, PhD’s or student assistants.

The lecturers are are typically university teachers but can also be other types of experts who will deliver content for the course and present their content in video lectures, quizzes, assignments, discussion prompts etc. A course can have one or several lecturers.

The MOOC production team is a team of 2-4 people with the following skills: project management, course design, script writing consultancy, video photographing and editing, and graphic design.

The duration of the MOOC production process is typically 4-8 months, depending on the scale of the course and the number of people involved. The MOOC production team will assist you through all decisions and actions.

This guide is aimed primarily at course responsibles. However, all lecturers involved in producing content have a key role in the phases: Design & Script, Record & Edit, Review & Finalise – so these sections are primarily aimed at lecturers.
Initiate & Plan
The actions and decisions of the first phase create the foundation for a good online course that will reach the intended learners.

Some decisions may have been settled upfront as part of the agreement for funding, but since the decisions are interdependent, we advise some room for challenging and aligning decisions during the first phase of the production process.

Engage lecturers
Who should deliver content and be teaching the course? How many do you want to engage?

If you involve many lecturers, you can draw on diverse expertise and the workload for each lecturer will be limited – but the need for coordination will be high.

If you involve few, 1-3, lecturers the workload may be somewhat bigger for each person, but the need for coordination will be a lot smaller. You can include additional experts as interviewees in stead of lecturers.
Define target group and learning objectives

Who should be able – or motivated – to do what after having completed the course?

We recommend that you are very specific when describing your learners and what you want to teach them. The more specific, the easier it is to create learning materials that are relevant and motivating for your learners. That said, the audience for an online course will be very broad. See examples of specific and broad target groups and learning objectives below.

Guides for writing learner-centred objectives:

- https://www.unl.edu/gradstudies/current/teaching/Course_Objectives.pdf
- https://partner.coursera.help/hc/en-us/articles/211693346 (only accessible for Coursera Partners, contact the MOOC Unit for access)

Specific target group and learning objectives:

Broader target group. This course has no course-level learning objectives, only module-level learning objectives.

https://www.coursera.org/learn/air-pollution-health-threat/home/welcome
Make Course Outline
The aim of the course outline is to ensure that the course content will help the learners reach the learning objectives and – very importantly – coordinate content across lectures, in a well-organised structure with progression and no unintended overlaps. In case of many lecturers, the course outline is a very important tool to achieve a good course experience for the learners.

No matter how thoroughly you create the course outline, be prepared to adjust it along the way.

When you create the course outline, we recommend that you start out with ideas for the learning activities you want the students to do: quizzes, assignments, discussions. The reading material and video lectures should then be selected and designed to equip your students to do well in these tasks – and the tasks should of course help the students reach the learning objectives.

<table>
<thead>
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<th>Course outline</th>
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<tr>
<td><strong>Module 1:</strong> Title</td>
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<tr>
<td>Module description</td>
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<tr>
<td><strong>Learning objectives</strong></td>
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<tr>
<td>Peer-reviewed assignment (optional)</td>
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<tr>
<td>Discussion prompt (optional)</td>
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<tr>
<td>Resources</td>
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<tr>
<td>Video lecture 1.1 (approx. 10 minutes)</td>
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<td>Video lecture 1.3 (approx. 10 minutes)</td>
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Identify promotion channels
How will your potential learners know about the course? How will you motivate them to enrol?

Consider creating a short, 1-2 minute, video trailer for the course or a visual campaign with images and central questions that will be addressed in the course. The trailer/visuals can be published on relevant websites and distributed on social media and mailing lists and shown at relevant conferences.

Make project plan
The MOOC production team will make the project plan in close cooperation with the course responsible. It is very important to allow time for reading and reviewing material across all lectures in order to coordinate content once the first version of the material is created. Here is an example from a course with nine lecturers from four European countries developing the content.

<table>
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<tr>
<th>Action point</th>
<th>Deadline</th>
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<tr>
<td>Development of learning objectives for individual topics</td>
<td>6th December 2016</td>
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<tr>
<td>Kick-off webinar</td>
<td>13th December 2016</td>
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<tr>
<td>Final course outline and learning objectives</td>
<td>16th December 2016</td>
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<tr>
<td>Deadline for delivering:</td>
<td>10th January 2017</td>
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<tr>
<td>• Manuscript</td>
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<td>• Slides</td>
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<td>• Quiz questions</td>
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<td>• Online Discussion proposal</td>
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<td>Deadline for expert review of all manuscripts</td>
<td>1st February 2017</td>
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<td>Status meeting between expert reviewers and production team</td>
<td>1st February 2017</td>
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<tr>
<td>Final adjustments of scripts according to input from expert reviewers and production team</td>
<td>14th February 2017</td>
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<tr>
<td>Recording of video lectures in Copenhagen and London</td>
<td>14th February – 14th March 2017</td>
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<tr>
<td>Launch of online course</td>
<td>May 2017</td>
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Design & Script

In the Design & Script phase, the lecturers do the main part of their work – so this section of the start-up guide is aimed primarily at the lecturers developing the course content. The course responsible(s) and production team has the important role of ensuring a well-structured course through review, coordination and feedback to lecturers.

When creating content for an online course, most people tend to focus on the script or notes for the video lecture. But as already stated, we would like to help lecturers think differently: Think Learner, Think Activity, Think Visually – before you think My Presentation.
Also, there is no need to produce texts or visual material similar to those that already exist and are publicly available. So this is a good place to start: Find the relevant open access resources that are already out there.

Find open access resources
Open access resources are free, publicly available, online materials like articles, websites, databases, policies, videos, quiz-sets and presentations.

Referring directly to such materials, and asking your learners to actively use them for assignments, quizzes or discussions is a great way of linking the course content to real-life challenges and solutions.

You can also build upon such material in your own lectures or you can use it as ‘further reading’.

Find visuals – and think visually
Before you begin writing the script for your video lecture, we recommend that you search for good visuals that will help you show your key points and tell your story. When we say “think visually” we mean that you should ideally build your presentation around central visual material such as interesting data visualisations, a good illustration of causes and effects, or photo or video from relevant places.

If relevant, you can bring objects to the studio – for example a geological sample or medical equipment – for “show and tell”.

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Find visuals – and think visually

Find open access resources
Design learner activities
Find visuals
Write video scripts
Review learning resources, visuals and scripts
Finalize scripts

- Course responsible(s)
- Lecturers
- MOOC production team
The MOOC production team will strive to create a uniform graphical look across the course lectures. This means that you do not need to think about how your slides or draft for illustrations look. However, you have to give specific descriptions of what you want to illustrate. You can provide your visuals in the highest possible resolution in a slide-format (PowerPoint, Keynote etc.)

If you have some visual ideas, but no visual material, you can describe your ideas on a slide and refer to it in the script. You can also note if you would like our graphic designer to make a certain illustration – but be aware that we have limited resources for producing tailor-made graphics. Often we will have to use the visuals you provide.

For visuals found on the internet, be aware of copyrights! On Google, you can search for images that are free to use:

Find guidance about legal use of visual material in education here: http://undervislovligt.dk/?lang=en
Design learner activities

Activating learners around central course material is essential for the learning outcome and for the learner’s ability to assess his/her learning progress. In MOOCs however, the number of students and the constant flow of assignments makes it impossible for lecturers to evaluate or grade students’ work. The solution is to use quizzes (maybe with pre-edited feedback), discussion prompts and peer-graded assignments.

Quizzes

We recommend to have at least 3-5 quiz questions pr. 10 min video lecture. Quiz questions can also be related to articles, research in databases, etc. Quizzes are most often graded and mandatory for completing the course. Questions can have pre-edited feedback as shown below to the right. Quizzes can be presented to the learner immediately after a lecture or as a module test at the end of a module with a number of lectures.

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**Question 2**

Variation 1

- These insulin-resistant people with normal blood-glucose levels have...
  - [ ] a greater beta cell mass compared to weight-matched T2D patients
  - [ ] an unchanged beta cell mass compared to weight-matched T2D patients
  - [ ] a reduced beta cell mass compared to weight-matched T2D patients

1 Point

**Question 3**

Variation 1

- Why is a constant blood glucose important? (multiple answers are allowed in this question)
  - [ ] It secures constant energy to the brain
  - [ ] It prevents many of the diabetes late complications to develop
  - [ ] It allows you to effectively secrete glucose into the urine

1 Point

https://www.coursera.org/learn/diabetes/home/welcome

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What are the effects of the myokines that are secreted from skeletal muscles during exercise?

- [ ] They have beneficial effects on several organs.
  - Myokines secreted from muscles during exercise have multiple effects on several organs. These include improved liver function, strengthening of bones, reduced low-grade inflammation (associated with atherosclerosis).

- [ ] They provoke an inflammatory state in some organs.
  - Myokines do not provoke inflammation. This is indeed in contrast to what is seen during a bacterial infection which causes an inflammatory response.

- [ ] They have no effect on organs, they help build muscle tissue.
  - It is correct that myokines have an impact on the muscle itself, however they can have multiple effects on several organs. These include improved liver function, strengthening of bones, reduced low-grade inflammation (associated with atherosclerosis).
Discussion prompts
A discussion prompt is a great way of engaging your global audience of learners in interesting discussions. Based on readings or video lectures, you can frame a discussion by stating a few good questions that can spark a global discussion or sharing of experiences and views.

https://www.coursera.org/learn/air-pollution-health-threat/home/welcome

Delhi in India is one of the most polluted cities in the World. In November 2017, Delhi experienced a severe air pollution event, as seen on this Air Quality Index from Delhi, Nov 9 2017 (aqicn.org)

Please read about the event and the sources of air pollution in Delhi and discuss the following questions with your fellow students from all around the world:

What are the most important sources of air pollution in Delhi?
Which air pollution challenge do you believe is most important to address and who should do what?

There are many articles about the event, for example:

The Guardian, Nov 7 2017: Delhi doctors declare pollution emergency as smog chokes city
Al Jazeera, Nov 7 2017: Health emergency declared, pollution soars in New Delhi

Sources of air pollution in Delhi

The Citizen: Five Reasons Why
DelhiAir.org: What Causes Poor Air Quality?

Public health interventions for prevention of diabetes

In 2014, as part of a larger strategy to combat obesity, Mexico implemented a tax on sugar sweetened beverages. The first studies of its effects show a positive impact with a 11.6% reduction in sales of the taxed drinks.

This kind of public health intervention is being tried out in many countries across the world. Some, like Mexico, use taxation as a means to reduce consumption of certain foods and drinks. Others go the way of limiting access, or completely outlawing a product or ingredient.

Can you think of any examples of this kind of interventions from your own country or region?

Can you find any data that shows if the intervention was efficient or not?

If you want more information about the study you can google “Mexico sugar tax” or read the editorial that accompanied the publication in the BMJ.

https://www.coursera.org/learn/diabetes-essential-facts
Peer-graded assignments

Peer graded assignments let the learner engage more deeply with the content – and students learn a lot from evaluating each other’s work. Be aware of describing well-defined review criteria to avoid confusion and frustrations among the learners.

Peer Assignment

Persuading your government to act

Overview

Write a short summary of the learning goals of this assignment and what learners will be required to do.

As you have seen through the course there is no easy way to stop the rise in diabetes. Efficient policies must be a combination of interventions and legislation on many different fronts, promoting healthy life styles, encouraging physical activity, early diagnosis, and generally seeing the challenge as one that goes far beyond the ministry of health.

For this short peer-assessed activity we would like you to write a short text, where you argue why a certain part of government (in your own country or region) should take initiatives to prevent obesity and diabetes. The text should be directed at the relevant minister. Please do not choose the ministry of health, but instead be creative and focus on another ministry, such as one responsible for taxes, or employment, or research, or urban planning, or schools, or something else.

Number of required reviews

3

GRADING CRITERIA OVERVIEW

Provide a brief explanation on how the assignment will be graded.

Each submission will be reviewed by a number of your fellow learners according to a grading matrix.

The matrix will include 5 questions, one for each of the four required elements (detailed in the guidelines where you submit) and one where the reviewer assesses how persuasive your argument was.

There is a maximum of 10 points available and you must get at least 5 points to pass.

After you have submitted you will be required to review the submissions of at least three of your peers.

Here is an example to help you understand what your assignment should look like.

Please keep it short, and do not submit more than maximum 250 words.

--------- EXAMPLE SUBMISSION --------

To the Minister of Education, Germany,

I am writing you to propose a new policy that will strengthen the well-being of children in Germany, and at the same time help tackle some of the big health challenges of our country, namely obesity related diseases such as diabetes. Some health challenges are too great for just the health sector to solve, and need a concerted response from a large range of policy areas to be resolved. This is one of them. It is well documented that healthy lifestyles are established early in life, and this is why we should include the formation of healthy habits as one of the objectives of our school system.

In Germany 15% of children are overweight. Among the biggest culprits in the obesity epidemic are sugar-sweetened drinks. These drinks are marketed and sold in schools all over the country. Stopping the sale of sugar-sweetened drinks in schools, and improving access to free drinking water in areas where food is sold, will dramatically reduce the sugar intake of our children and be a first important step in an all-of-society approach to stop obesity and diabetes.

For more information about the connection between sugar-sweetened drinks and obesity related diseases, please see: Hu, Frank B. “Resolved: there is sufficient scientific evidence that decreasing sugar-sweetened beverage consumption will reduce the prevalence of obesity and obesity-related diseases.” Obesity Reviews 14.8 (2013): 609-619.
Review criteria are defined in rubrics:

https://www.coursera.org/learn/diabetes-essential-facts
Write video scripts

Once you have a well-defined target group and draft versions of the course outline, your learning objectives, quiz questions (and perhaps discussion and/or assignment prompts) as well as open access resources and central visuals, you are ready to begin writing the script for your lecture(s).

You may ask: Is it necessary to write a full script? Why can’t I talk from my notes and slides like I’m used to in class?

Making a video lecture is very different from presenting a lecture in front of a class. The camera gives no feedback – what so ever. You will have to make the lecture “come alive” without an audience. A written manuscript will help you to:

- write a text that is precise and well-structured
- get feedback on your presentation from peers and video lecture specialists
- ensure that graphs, illustrations, etc. are clearly explained for your global audience
- say exactly what you have planned at the recording session: you will read from at teleprompter, and this will help you avoid making mistakes or getting unclear along the way

Tips for writing a good script

- You can open the video lecture in different ways, but no matter how you do it, you should try to catch the attention of your audience from the very beginning. Here are a few ideas: Present the essence of the video in a few lines, through a case study or an example of what the content means in a broader context. Why is your lecture relevant? Avoid abstract and difficult academic terms in the introduction. Keep it simple and explain in layman terms. You can elaborate afterwards.

- You can give a brief introduction of yourself (name, title, specialization). But in many cases, a text box showing your name and title in the beginning will be sufficient.

- Think visually. As stated above, the video format is good for “show-and-tell”. Let your script grow from the visuals you want to present, e.g. photos, video clips, graphs, illustrations. Also consider if you have any objects you can show in the lecture.

- Consider if you know of any cases or examples that are suitable to communicate your topic. Cases are great for visualizing theories and statistics.

- You may consider including an interview with an expert or relevant citizen to make the subject more personal and relevant to the audience. It may add an extra dimension to the theory.

- Write in a direct spoken language as if you were talking directly to a student in front of you. This may help to avoid long and complex sentences.

- Read the text out loud to yourself or others to ensure the text has a good flow. Change sentences if you stumble upon them:
  - make them shorter
  - spell out abbreviations
  - name only the absolutely necessary figures and numbers – we can show them on screen in stead
  - change passive verbs into actives and replace gerunds with verbs and nouns
  - name yourself “I” and not “we”.

- Keep the duration in mind: 500 words is approximately 4 minutes of talk.

- The specific format for writing scripts can vary. The important thing is to have a clear connection between the spoken words and the visual side. Here are two different examples for inspiration.
First, the slide-based script:

Epidemiological studies (slide 2) suggest that regular exercise decreases the risk of more than 35 different diseases. It protects against type 2 diabetes, dementia and cancer – just to mention some. Randomised controlled studies provide strong evidence that exercise (slide 3) should be prescribed as medicine for several cardiogenic diseases including type 2 diabetes. We are facing a polarization in physical activity pattern. Today more people than ever are very fit – and at the same time more people than ever are very unfit. Physical inactivity is a global pandemic, responsible for 5 million people deaths per year and is one of the UN’s primary targets to reduce non-communicable diseases.

Let me tell you a story about two brothers (slide 4). Peter and Mark both have a high BMI. But they
Second, the filmic script:

CASE 1: uncover adherence, improve instead of correct

The stage
Setting: counselling room.
Characters:
- COUNSELOR: Curious; helpful; probing; suggestive
- PATIENT: easy-going; in-a-hurry; honest but not too quick to give detailed information

Summary of storyline: COUNSELOR tries to uncover PATIENT’s adherence. It takes more than one question to get more detailed information.

SETTING
Characters already sit down as they would sit in a counseling session. They have already said ‘hello’ and have started the actual counseling session. The counselor finishes counting pills and checks the calendar

CAMERA 1: facing counselor

COUNSELOR
I see you have 5 pills left, which is (looking at calendar)...exactly right.

So tell me, how is it going for you? Do you find it easy to take your pills consistently?

PATIENT
Sure. I’m a very organized person (smiles)

COUNSELOR
That’s great... Well, it is not easy to be a hundred percent accurate all the time... Were there any moments that you did not take any pills? Like that you forgot one, for instance...?

PATIENT
Well, now I think of it, it might have happened once or twice, but then again I took two the following day to compensate. So no problem, right?

COUNSELOR
Ah well, that’s not how it works (we have to discuss that later). When you forget a dose, is that usually connected to specific moments or events? Like having had a drink or two, or maybe holidays...?

PATIENT

Anne Kirkgaard
Seems a bit strange not to address this misconception at once. In fact, this misconception might be very important for sticky adherence: if I miss a pill one time, I just take two the next day – no problem...
Review learning resources, visuals and scripts
A few people – at least one course responsible and one from the production team – should take the time to read across all materials, coordinate content, remove overlaps, identify gaps, and change order of materials to make the best possible learning flow. This is especially important if many lecturers are involved.

Adjust course outline and learning objectives
As stated before, be willing to adjust the course outline and sharpen learning objectives at this stage in order to optimize the learning experience now that the content is much more clear and elaborated.

Finalize script
The people reviewing all the course material must give feedback to each lecturer and maybe ask two lecturers to coordinate content between them. When finalizing the script, it is important to read the script out loud, to optimize it for the recording session.
Record videos

Many video lectures are shot in the MOOC Unit studio with a green screen background, which can be replaced by relevant images during editing. But sometimes it makes sense to go to a specific location to show something specific or to be in a surrounding relevant for the content. No matter where the shooting takes place, it is important that we can work with as few interruptions by e.g. noisy surroundings as possible.

If many lecturers from different countries are involved, it may be a good idea to plan recordings in relation to a conference or another event where they are gathered anyway. We have a mobile green screen studio set-up, so all we need is a quiet room with acceptable acoustics.
During the shooting, you will read your script from a teleprompter placed in front of the camera lens. The text is rolling and you can pause/play as you wish. Note that all paragraphs and bullet lists will be removed. Therefore, you should be familiar with the text so that you can place small pauses where it is appropriate and use a convincing and enthusiastic tone of voice.

You should tell the text rather than read it!

The quality of the presentation will improve if you are familiar with the text so we recommend that you prepare yourself prior to the performance by reading your script aloud to yourself. Practice telling it with a convincing and enthusiastic tone of voice. If you have an iPad, you can download a teleprompter software that is often used by video producers. One app is called “dv Prompter”. Paste your text into the software, play it and experience how much of the text you can see at a time, the rolling speed, font size etc. In the studio, you will be reading the text from a distance of approximately 3 meters. If you want to try this, you need to remove all bullets and formatting from your text.

Being in front of the camera
If you are in front of the camera for the first time, it may take a little while to get used to the experience. Once you have had a chance to speak to the camera and get warmed up, it is often best to treat the shoot as if it were live, meaning: do not worry about getting things completely perfect. Your students are out there, and they will not notice the occasional stumble if they are following your story. For the sake of image framing you have to keep your feet on a specific spot, but please feel free to change weight from one foot to the other and to gesture with your hands. This will make the video more vivid.

Bring relevant objects
Remember to bring relevant objects (according to your manuscript) that you would like to show the students, while shooting the video.

Clothing
Please avoid white, checkered, striped and very shiny clothes. And if the shooting will take place in a green screen studio, please also avoid green clothes - it will make you invisible ;)

Globally we have come a long way in reaching agreement on identifying the issues involved in reproductive health and how to address them.
Edit videos
The MOOC production team will edit the videos based on a design guide, which must be approved by the course responsible before the editing begins.

Kenneth Waltz
1924 - 2013
Review & Finalise

Review video lectures and provide concrete corrections
Finalize video lectures

Course responsible(s) Lecturers MOOC production team

Review video lectures
When the video is ready for review, the lecturer will receive a mail with instructions for the review, link to the video, and a review document:

Dear Sheena,

Lecture 2.5, Sexual Health and Harm Reduction, is now ready for your review. Please review the video carefully. The aim is that you will be able to give your final approval once we have corrected the issues we identify in this review.

In order to speed up the production process, we aim to only have one thorough review of each lecture. This means that I have reviewed your lecture and found some issues, but before we correct them, we would like to have your comments and corrections as well.

In the attached document, you will find my comments. Please add your comments in the same document: Simply write the time code for each comment, and maybe insert a screen dump for clarity. Please respond to the issues marked yellow.

We would appreciate having your comments no later than a week from now: Monday April 3rd.

Link to the video:
http://video.ku.dk/secret/16263458/9eec12aa5ec958c52c9a3e8400efe253

Kind regards,
Anne Kirkegaard
Course Designer
When reporting issues, it is important to be very specific, since we all want to avoid numerous rounds of editing and reviewing.

**Finalise video lectures**

The MOOC production team will do the final editing based on the review document received from the lecturer end then send the video lecture for approval. The aim is to have only one review before we can reach approval.
Normally, the MOOC production team will implement all course elements on Coursera. However, sometimes it may make sense that the course responsible(s) take on this task: especially if you want to be able to monitor learner activity and adjust texts, quizzes, discussion prompts and assignments based on learner feedback. In that case, the MOOC production team will assist in the implementation process as needed.

Implementation of all course elements must be finalised at least 1 week before course launch to allow the mandatory review done by Coursera.
About 2 weeks before course launch, we can open the course for pre-enrollment.

This means that people will be able to see a course description and check out the teacher profiles – and pre-enroll. Once a learner is enrolled, he will receive email reminders about the course activities – when the course launches and when it’s time to complete quizzes and other graded work.

When the course is open for pre-enrollment, it is time for the course responsible(s) to begin the planned promoting activities: sharing the trailer or visual campaign material on social media, mailing lists, relevant websites etc.

**Sustainable solutions across the fields**

At the Sustainability Science Centre, we use interdisciplinary cooperation between researchers, businesses and decision-makers as the key to solving the new challenges we face as a society. We work to ensure that the right people are connected, so that both scientists, teachers and the public at large become part of the process to reshape our common future.
Launch

Initiate & Plan

Design & Script

Record & Edit

Review & Finalize

Implement

Promote

Launch

Optimise

Monitor learner reactions

Provide additional information if necessary

Course responsible(s)

Lecturers

MOOC production team

During the first course session, the course responsible(s) should monitor the learner reactions closely. On Coursera, you can find data on how many learners you reach, ratings, reviews, learner stories, reporting of issues, and questions raised in the course discussion forums. If relevant, give additional information or adjust quizzes and informational texts in the course.
Optimize

Review learner feedback regularly
After the first session with learner feedback and adjustments, you can go from close monitoring of learner feedback to reviewing learner feedback regularly. The MOOC Unit will also keep an eye on the learner feedback regularly and report issues to you if necessary. Coursera is responsible for any technical issues.

Optimize course when relevant
The learner community that builds up around your course is highly knowledgeable and interested in your field. Often, the learners provide good suggestions for improving the course – or interesting new material that you might want to add. Some issues can be fixed with little effort, directly in the course room. If you want to change video lectures, it requires more work.

Your learner community
Finally, with the learner community you have around a MOOC, you have direct access to people from all over the world who are interested in your field. This is a great opportunity to send out relevant information about study programmes, summer courses, conferences etc.

We look forward to developing more great MOOCs. If you have any questions, don’t hesitate to contact us:

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