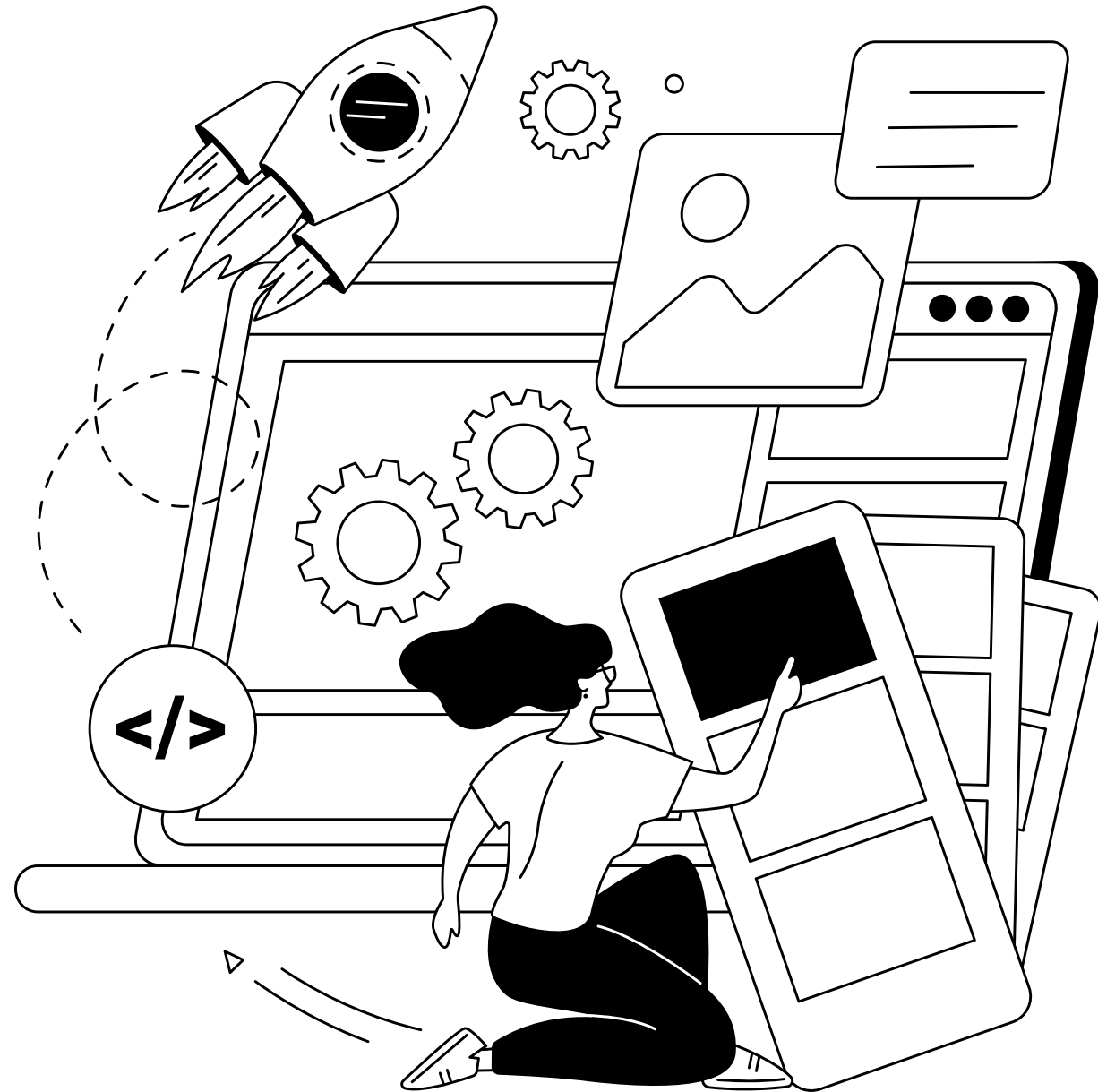




SHARING BEST
PRACTICES



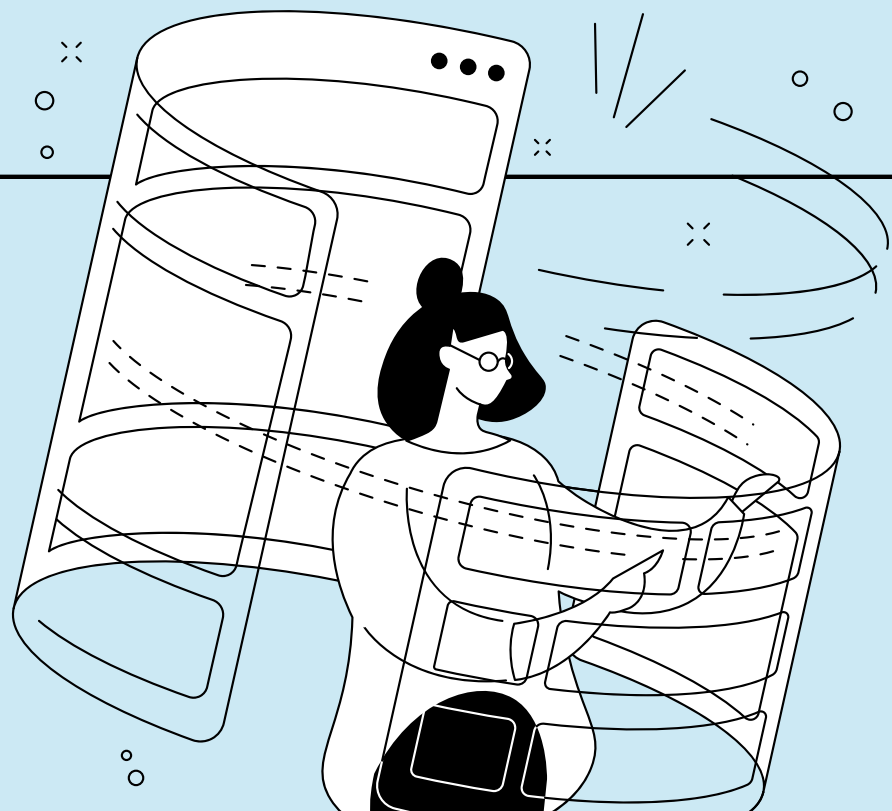
<https://skytte.ut.ee>

MOOC Design Process

Anna Beitane

Head of Digital Education Projects
Johan Skytte Institute of Political Studies
University of Tartu

Agenda



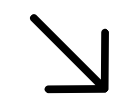
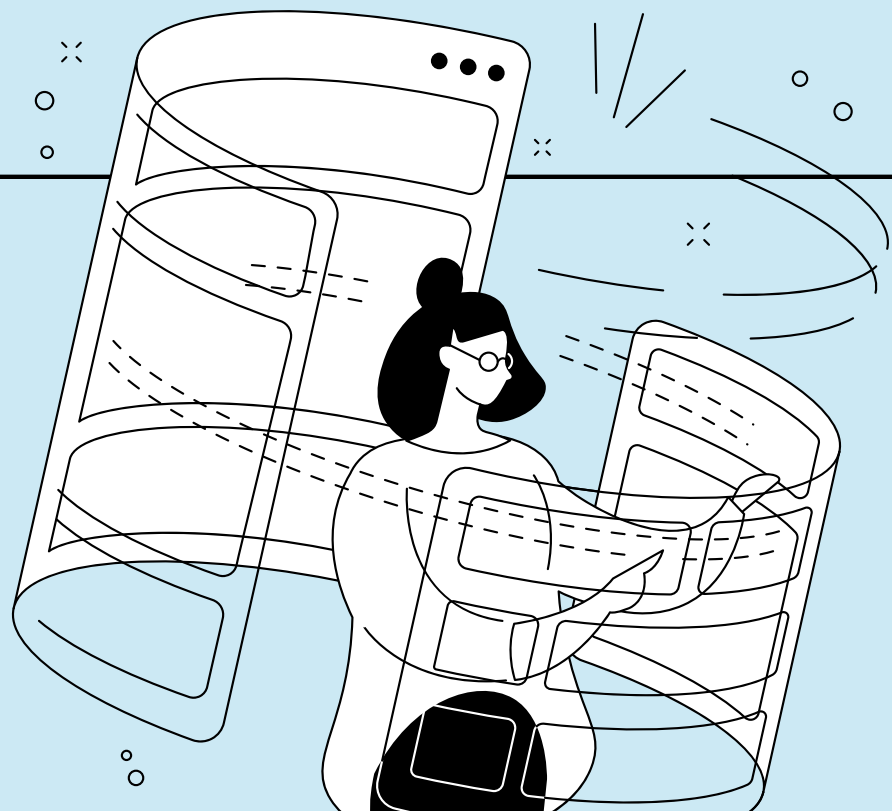
➤ MOOC BASICS

Brief overview of distinctive features of a MOOC. How it differs from a traditional e-course?

➤ DESIGN AND IMPLEMENTATION PROCESS OF MOOCS

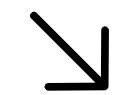
Insights on design and didactics of e-courses and MOOCs development on the example of Common Challenges course ("E-course of the Year 2022" in Estonia).

Agenda



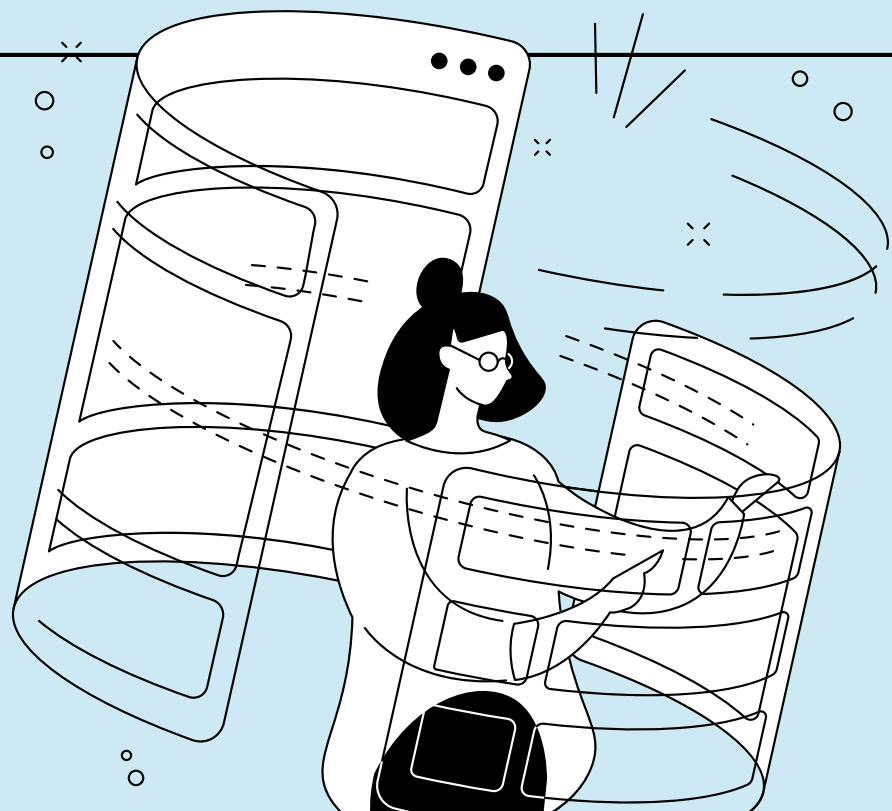
FILMEU MOOC FEEDBACK & RECOMMENDATIONS

Specific feedback and recommendations for updating the MOOC "MOOC on Artistic Research", developed as part of FilmEU consortium.



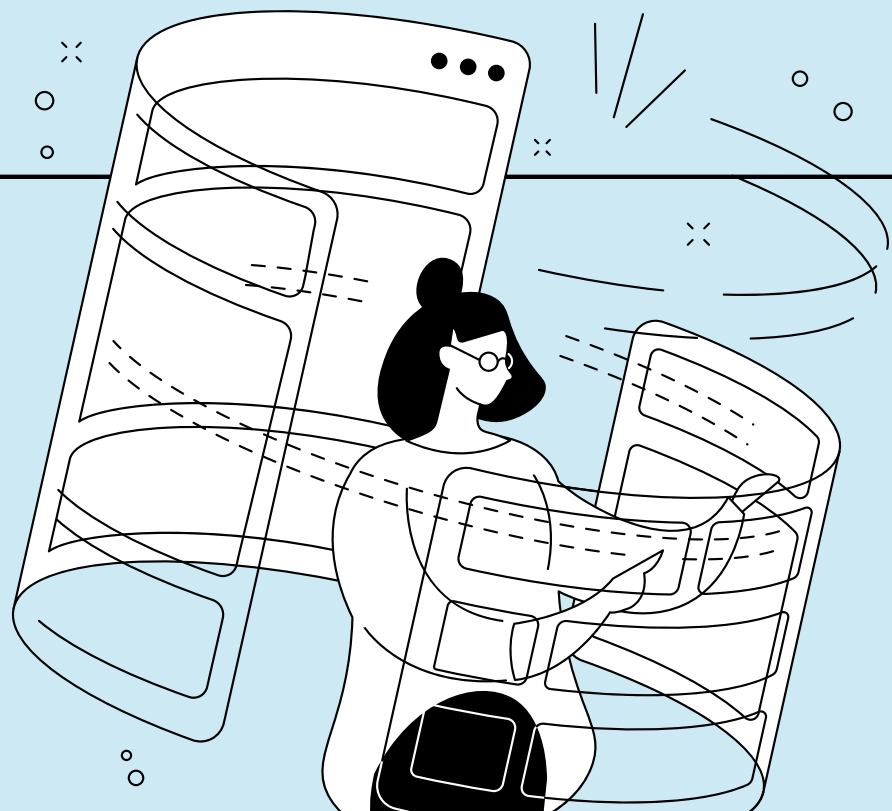
CONCLUSIONS, Q&A SESSION

Tech instructions for online participants



- ↘ IF YOU ARE NOT A SPEAKERS -
PLEASE KEEP YOUR
MICROPHONE MUTED.
- ↘ PLEASE TYPE YOUR QUESTIONS
IN THE CHAT.
- ↘ TIME-KEEPING

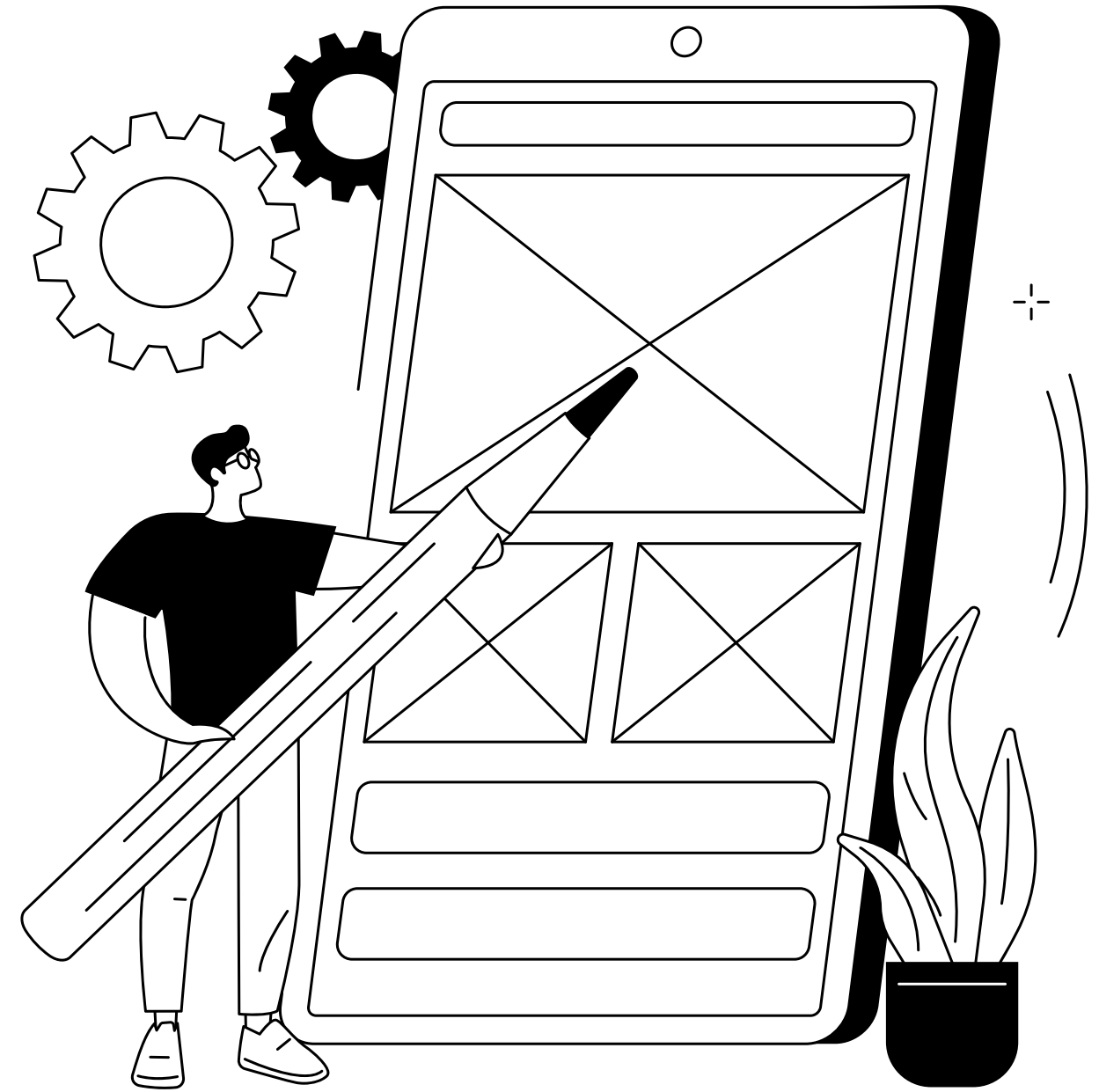
Learning outcomes



By the end of the training, you will:

- ↘ understand the difference between the MOOC and a traditional e-course.
- ↘ recognise the major instructional design frameworks for a MOOC development.
- ↘ have a comprehensive overview of the MOOC development process, from idea generation to course implementation.

MOOC basics



Definitions & features



WHAT IS A MOOC?

A MOOC stands for

- **Massive** - hundreds or thousands of people can join it.
- **Open** - it is freely accessible to a world-wide audience.
- **Online** - most of the learning takes place online, allowing learners to decide when, where and how fast to learn.
- **Course** - it is not just information on a website, but a logically-organised unit of learning.

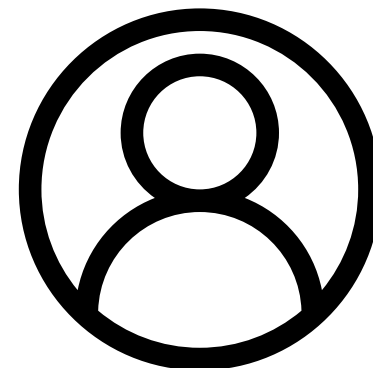
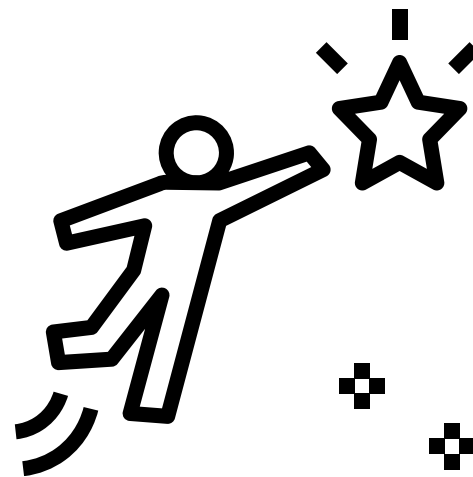
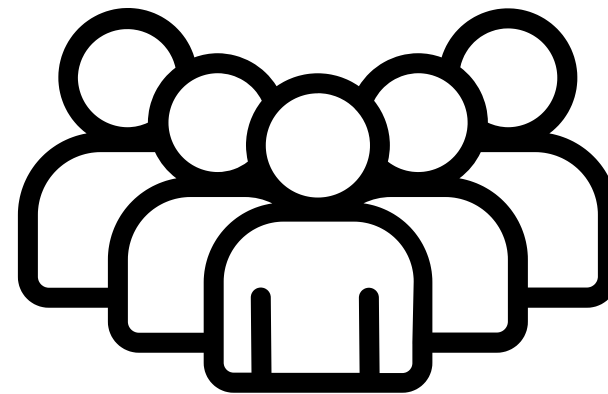
MOOC vs online (e-) course

E-COURSE/ONLINE COURSE

Participant **numbers fixed** and **limited** with maximum numbers in the hundreds or low thousands

Participants are expected to have **focussed motivation** to earn credit or certificate

Profile: **similar cohorts** at fixed stages of school or career (first years, mature students, professionals). Often united by geography or nationality.



MOOC

Usually have no limits, and have attracted thousands of participants

Participants have a **wide range of motivations** ranging from dipping in to see how a course is taught, to browsing, engaging with a community or achieving a certificate.

Mixed cohorts with mixed ages, backgrounds, country of origin, language capabilities

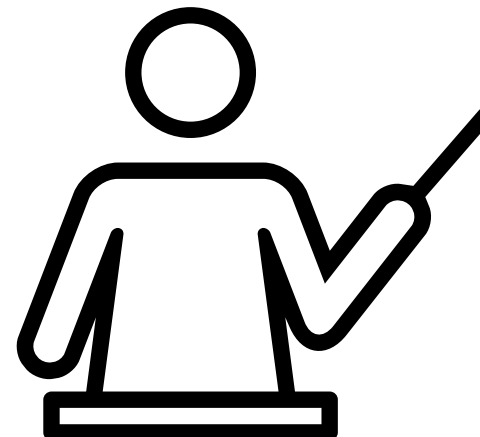
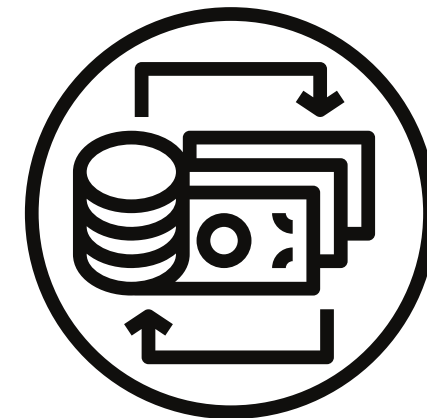
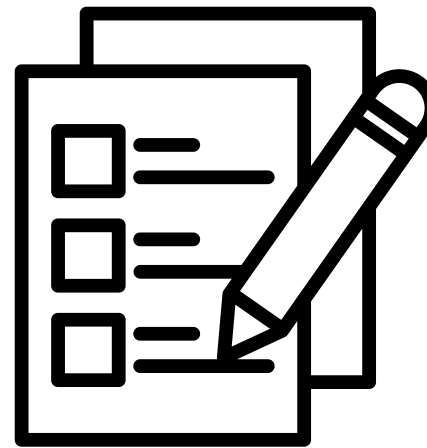
MOOC vs online (e-) course

E-COURSE/ONLINE COURSE

Assessment: is a key motivator for students; needs to be **rigorous, aligned** with learning objectives and institutional and/or professional standards.

Costs: participants will **pay** for the course (directly or indirectly)

Teacher is **responsible for teaching, guiding** students through the prescribed curriculum, **providing personalised feedback**, managing formative and summative assessments and awarding the qualification.



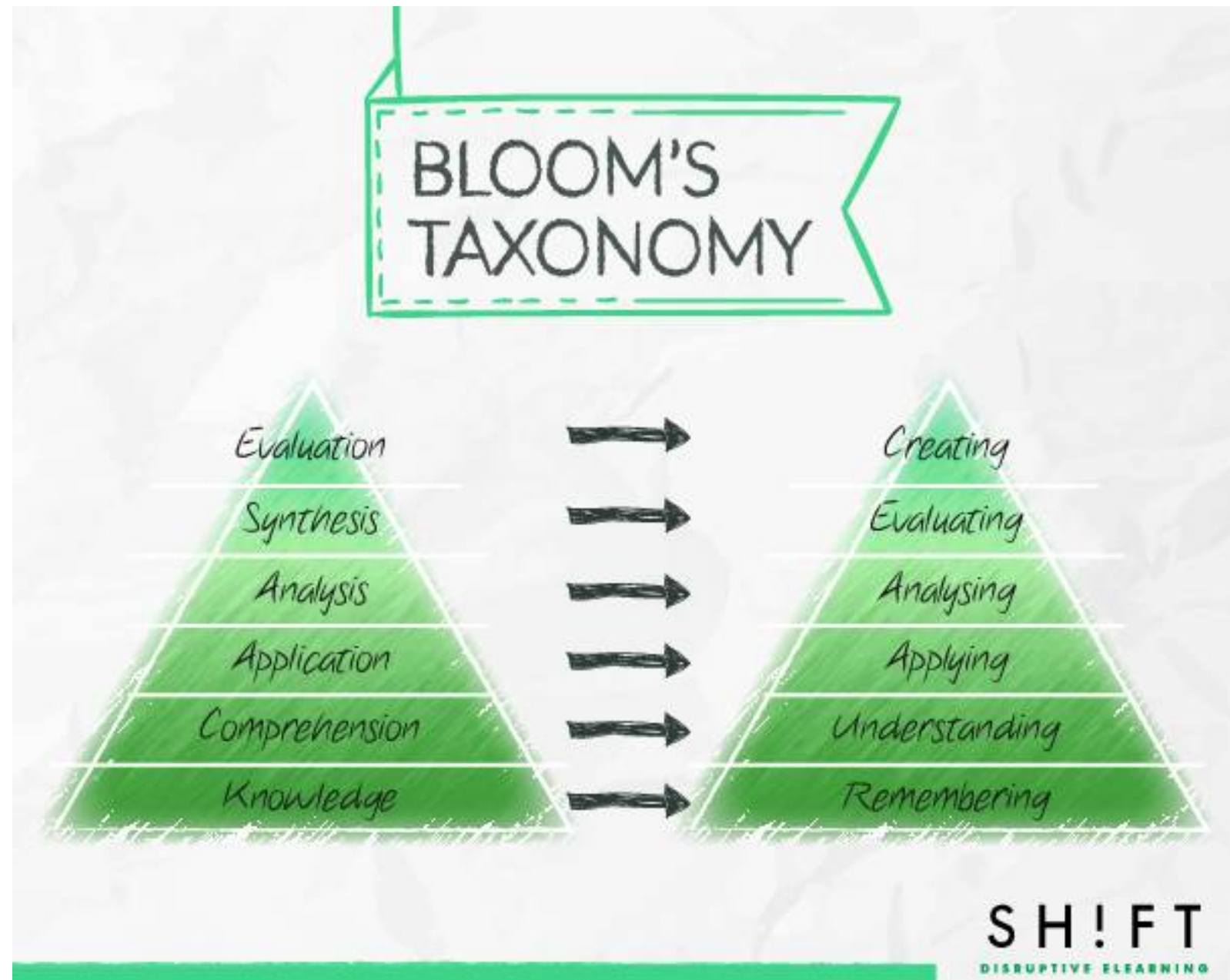
MOOC

Assessment is **optional, flexible** and may not be a motivator for all participants, yet creative and innovative assessment practices can drive participant behaviour.

Participants access the course for **free**, paying only in terms of the cost of an internet connection, and having the option to buy a certificate upon successful completion.

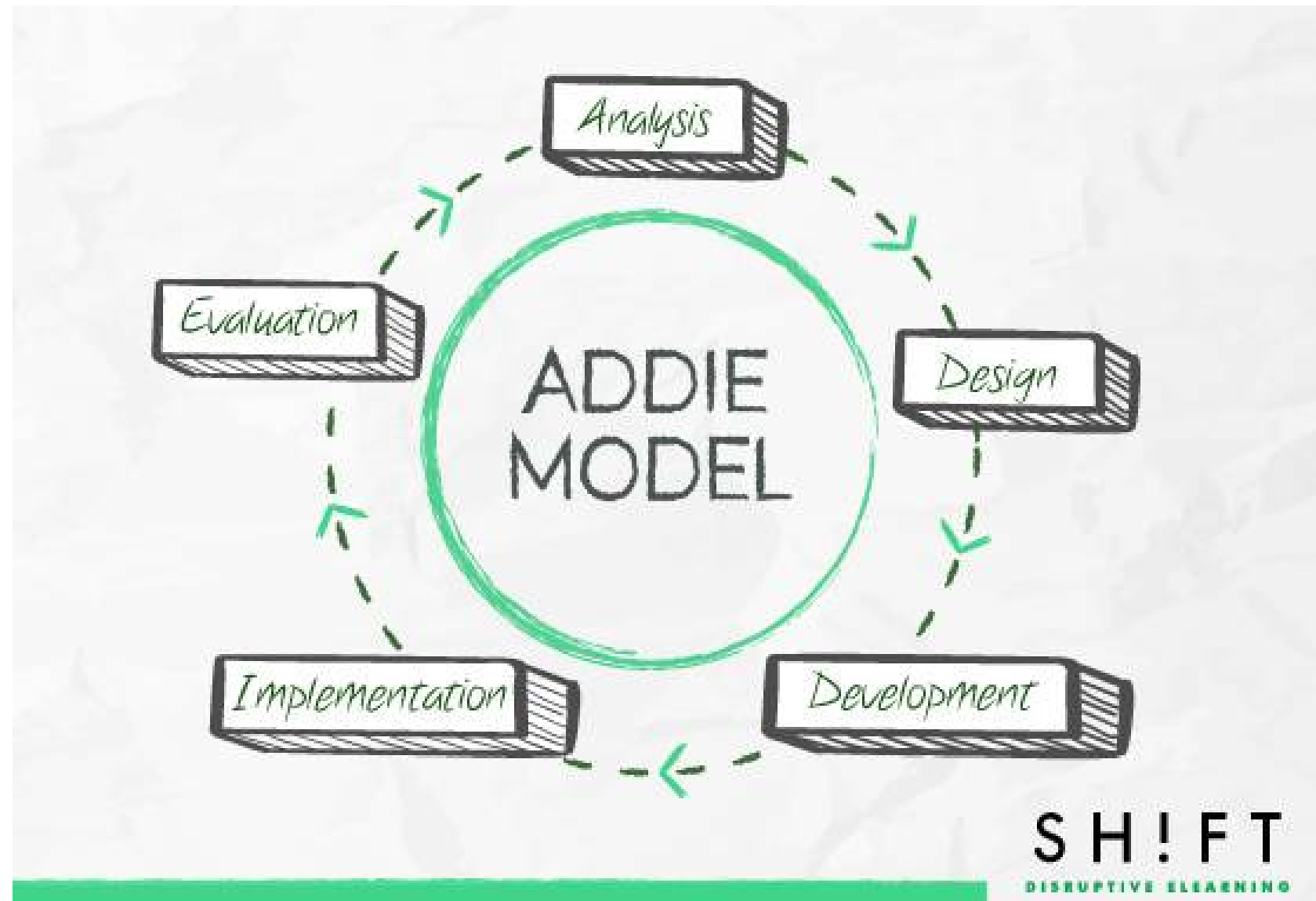
Teacher's role is **present but limited**; time and resource constraints do not allow for personalised teaching or guidance or marking assessments. Students are expected to be **self directed**.

Instructional Design Models for a MOOC



- In 1956, Benjamin Bloom created a classification system of measurable verbs to describe and organize the different levels of cognitive learning. In 2001, the six dimensions were modified by Anderson and Krathwohl and are known as the "Revised Taxonomy."
- The taxonomy pushes the learners past the lower steps of learning (of knowledge and remembering) and into the domain of deeper understanding, reflection, and application of knowledge to develop a learner's individual process of solving problems.
- It is a great way for establishing learning objectives that engage learners with the content and ingraining new knowledge and concepts.

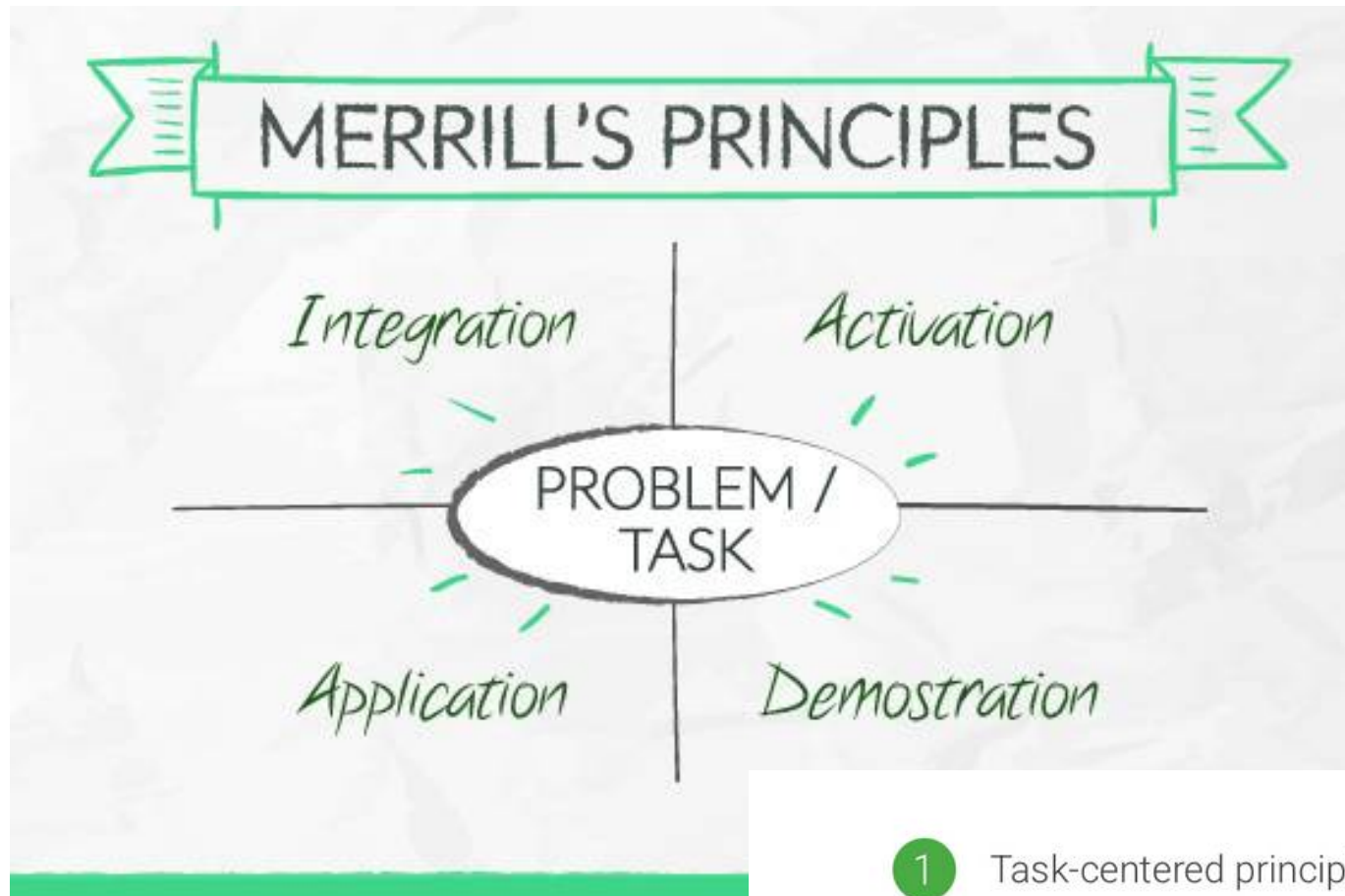
Instructional Design Models for a MOOC



ADDIE stands for **A**nalysis, **D**esign, **D**evelop, **I**mplement, and **E**valuate.

- **Step #1 Analysis** — Why is the training needed? The instructional designers (IDs) answer this question after exhaustively collecting information and profiling target learners, and understanding the needs and expectations of the organization. Analysis drives design and the development process.
- **Step #2 Design** — In this phase, IDs select the instructional strategy to follow, write objectives, choose appropriate media and delivery methods.
- **Step #3 Development** — IDs utilize agreed expectations from the Design phase to develop the course materials.
- **Step #4 Implementation** — The course is released/rolled-out, delivered, to the learners, and its impact is monitored.
- **Step # 5 Evaluation** — Is the course providing the expected results? IDs collaborate with the client and evaluate the impact of the course based on learner feedback, surveys, and even analytics.

Instructional Design Models for a MOOC



- 1 Task-centered principle
- 2 Activation principle
- 3 Demonstration principle
- 4 Application principle
- 5 Integration principle

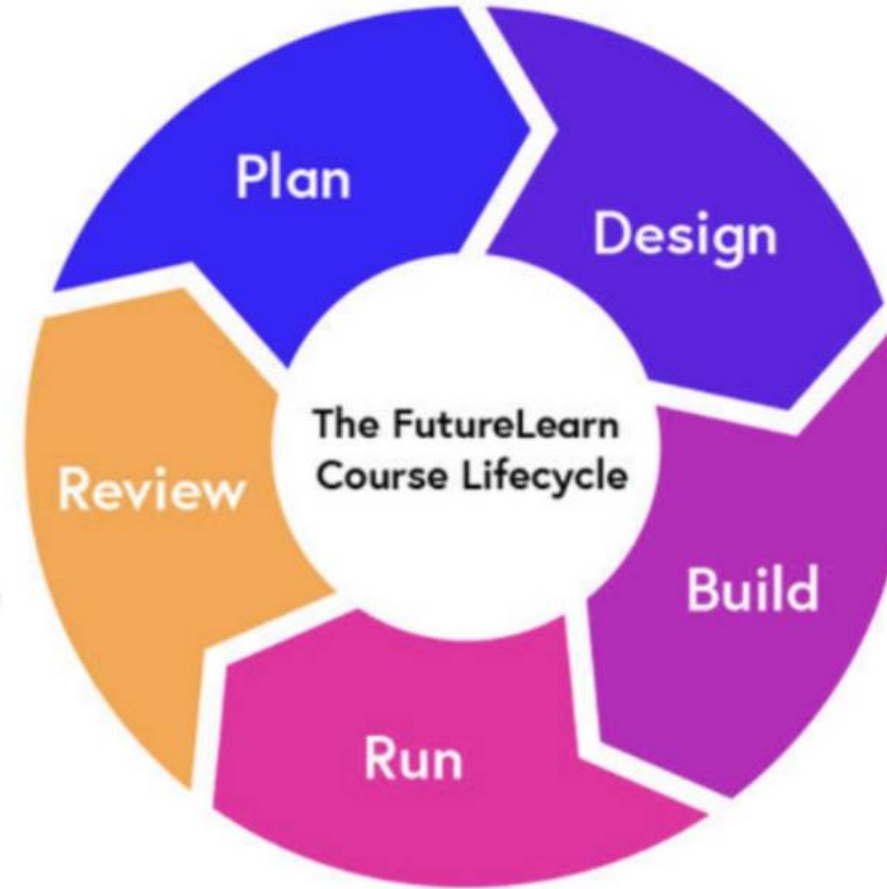
The principles promote learning in the following manner:

- Learning starts with real-world problems. Students should be able to relate to **problems and tasks** they can handle.
- **A course must activate existing knowledge** base of the learner; hence aiding them connect previous knowledge with the new one.
- A course must **demonstrate the knowledge** (both visually and through story telling) so that it leverages different regions of the brain, hence retaining it longer.
- Allow them to **apply new information** on their own. Let them practice and learn from their mistakes. Let them see how your new material works in concrete situations
- The course must offer possibilities for **integrating the knowledge** into the learner's world through discussion, reflection, and/or presentation of new knowledge.

MOOC development stages

Plan - defining objectives and sharing the vision. .
High-level proposition level decisions re stakeholder requirements, audience, objectives, outcomes.
Output: Course Proposal

Review - gathering data, evaluating against objectives

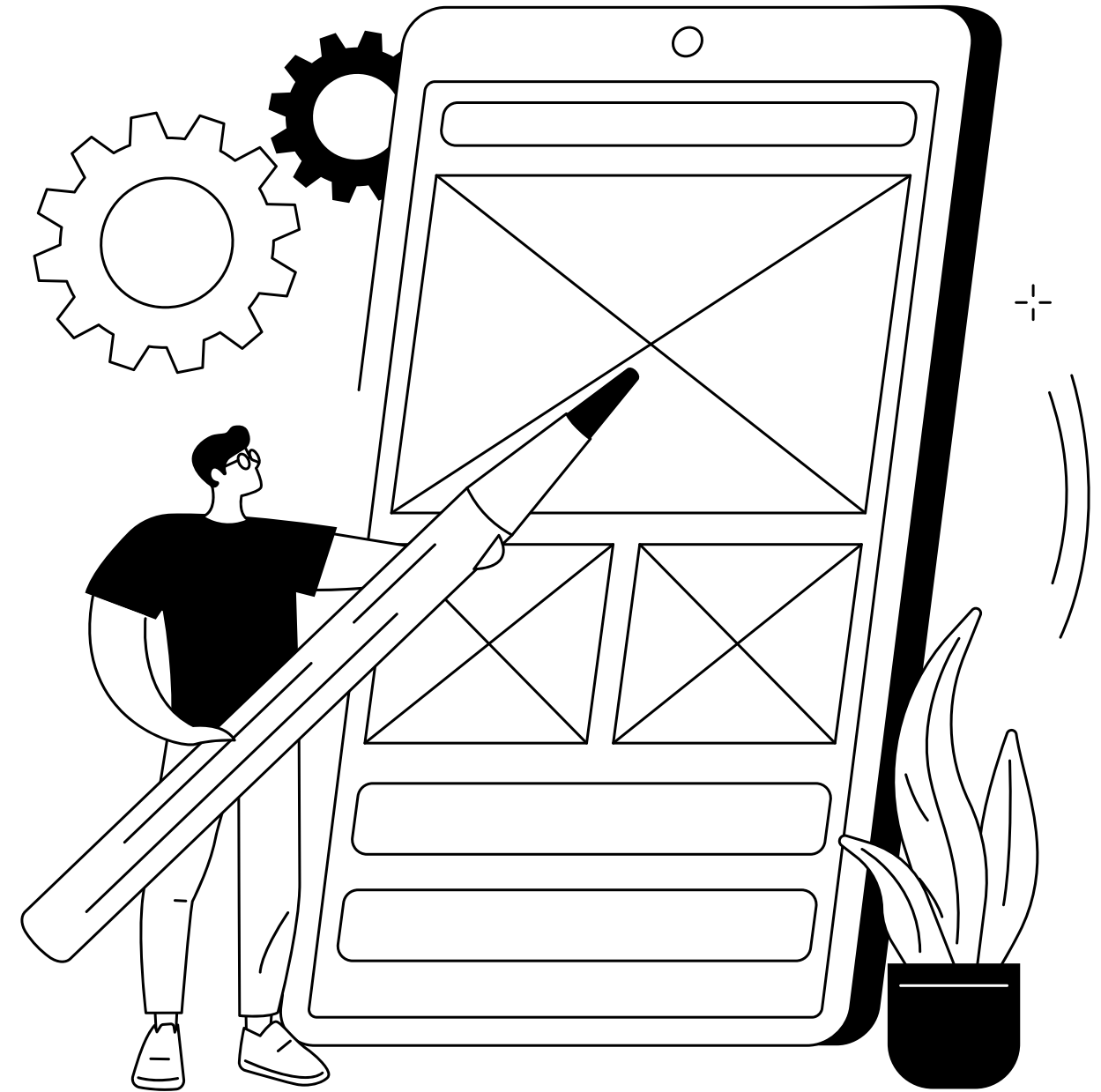


Design - Sketching and storyboarding learning activities at step level detail.
Output: Course Outline

Build - creating and editing high quality digital media, creating editorial manuscripts, course build on the platform.
Output: Media and manuscripts
Final course build

Run - quality assurance, testing and live deployment

From theory to practice



Building the MOOC: Context

Example of "Common Challenges"

GENERAL INFORMATION

Duration: spring 2021 - spring 2023

Number of learners: 1311 (total)

ECTS: 2 (52 AH)

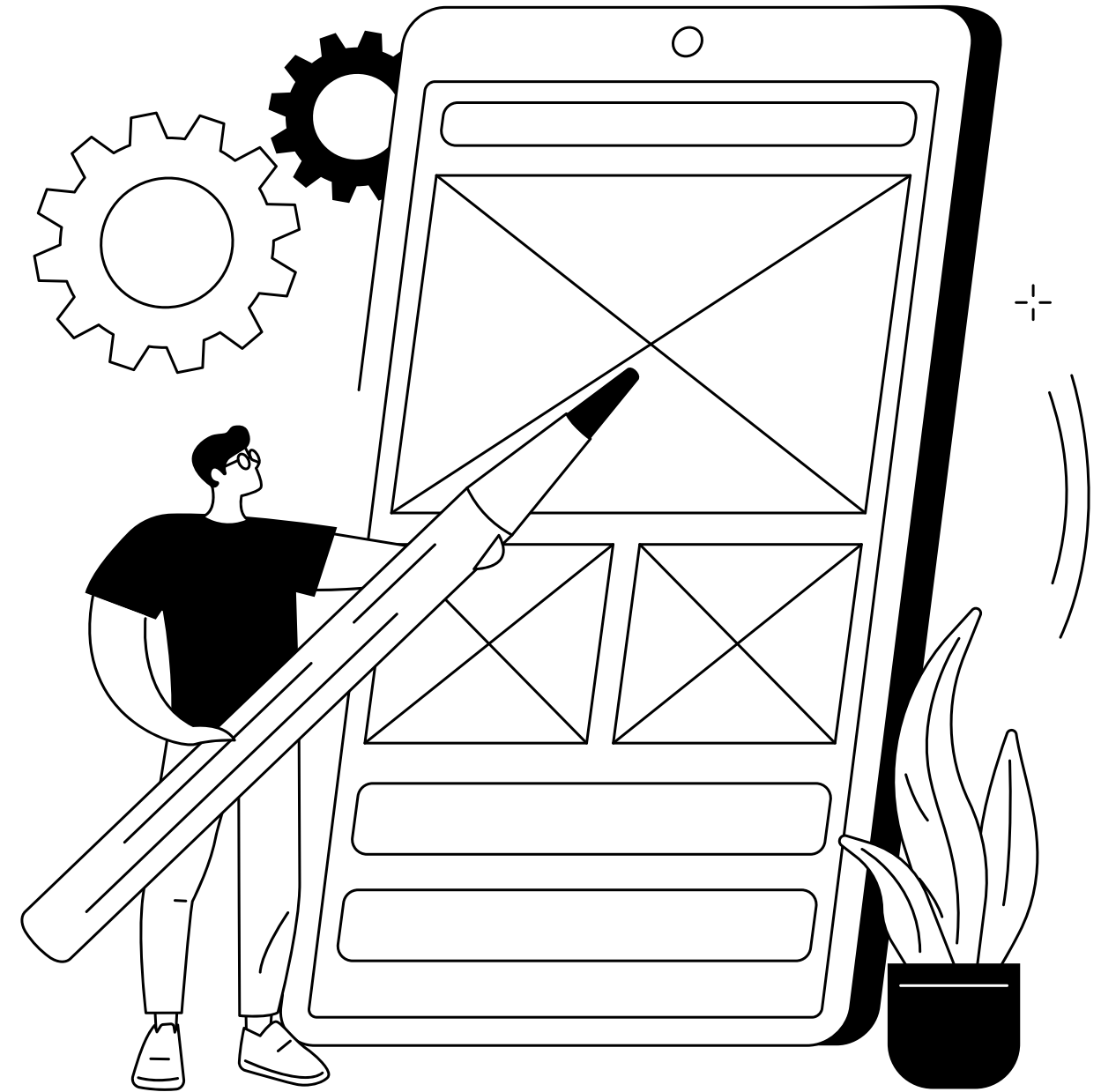
Assessment: pass/fail

General description: the course explores the complex nature of regionalism across different geographical and geopolitical contexts in Europe and Eurasia. It will examine how regionalism is defined conceptually and theoretically. By adopting historical and institutional comparative perspectives, students gain practical insights into regional developments and analyze their impact on specific cases.

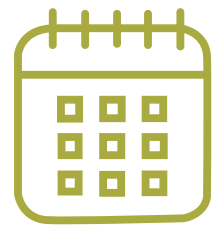


Design phase

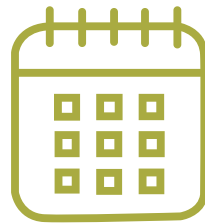
From idea to reality



Design and Delivery Roadmap



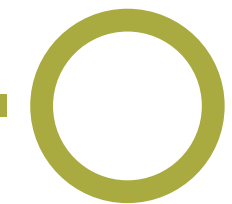
2-3 weeks



3-4 weeks



5-8 weeks



Ideation

Syllabus outline,
material collection (1)

Course plan outline, detailed
lecture plans, scripts, material
collection (2) + review of
scripts/editing



Ideation: Setting priorities for a new MOOC launch



REFLECTION

Reflecting on post-evaluation reports of previous MOOCs:

- what have we learned?
- what worked?
- what could be improved?

Ideation: Setting priorities for a new MOOC launch



CONCEPT NOTE

Target audience - for who are we designing the MOOC (final year BA students, first year MA students)

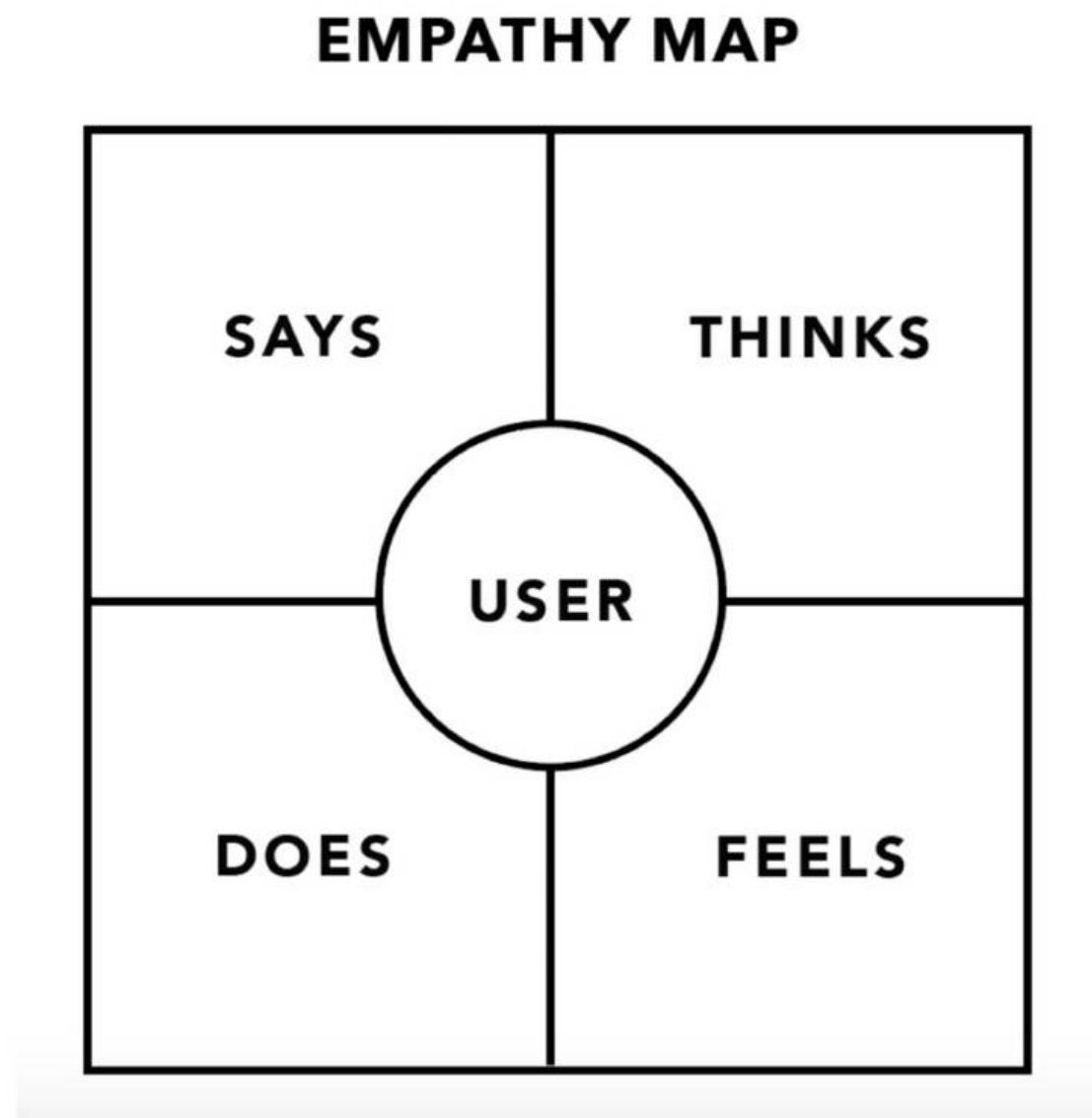
Instructional design - how shall our new MOOC look like (emphasis on diversication of content)

Use and diffusion of content - how MOOC could be integrated with already exisiting content and courses on campus? ("orientation" material for students interested in the MA program IRRS)

Setting deadlines and timeframe for production (taking into account the volume of content)

Identifying key staff members - who will be involved, division of responsibilities

Identifying your target audience: empathy map



Traditional empathy maps are split into 4 quadrants with the user or persona in the middle.

Empathy maps provide a glance into who a user is as a whole and are not chronological or sequential.

Format of empathy map



Example of the map from Erasmus+ project ActIPLEx Action for Interactive Anti-Polarisation Learning Experiences for a Better Democracy

Course design: key principles for selecting and designing content

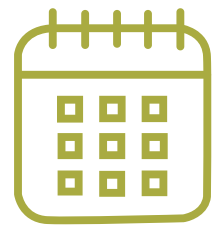


Key priority: emphasis on diverse and complementary content. Each element in the course should complement each other and give students full overview of the topic from different angles and analytical depth

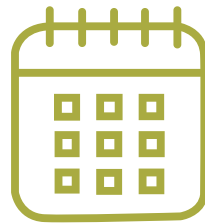
Example:

- **Knowledge clips** - short videos commentary on basic definitions and concepts (between 10-15 minutes per each), which will give participants of the course a general overview of key concepts related to comparative regionalism. The following format of material will be provided during weeks 1-2.
- **Academic commentary/round-table discussions** – video lectures with interventions from academic experts will provide a more in-depth and critical overview of integration process and comparative dimension between EU and EEU in terms of regional integration. The video lectures are between 20-30 minutes in length and will be facilitated between weeks 3-4 and 6.

Design and Delivery Roadmap



4-5 weeks



3-4 weeks



5-6 weeks



Filming videos (lectures + guest interviews, trailer)



Designing course assignments

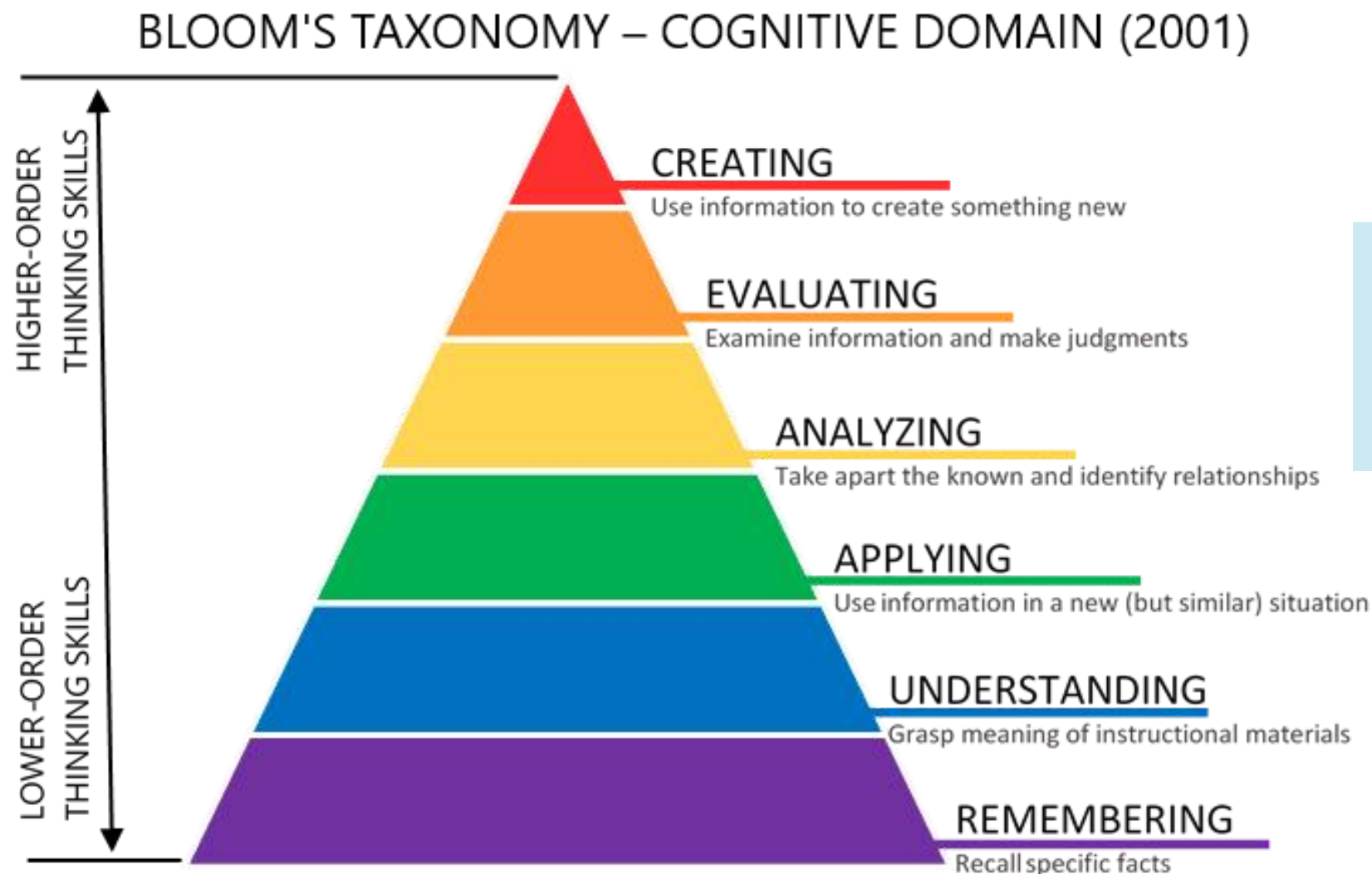


Designing Moodle page, registering course in SIS, review (syllabus) & demo test page



Designing course assignments: key principles

↙ When designing course assignments: refer to your course syllabus (course objectives) + classics (Bloom's taxonomy)



Level 3-5

**Written assignments
(weeks 3,4 +6)**

Level 1 + 2

**Quizzes + discussion prompts
(weeks 1-2 + week 5)**

Constructive alignment (Biggs)

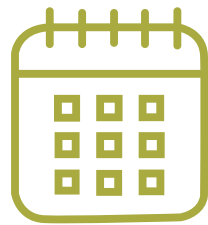
TARGET LEVEL (see Learning Objectives)	TOPICS TO LEARN (see Learning Objectives)	ACTIVITIES & FORMATS	TOOL
CREATE: Designing, publishing, planning, producing, inventing, constructing		☐ Individual research essay/paper ☐ Individual presentation ☐ Individual project: product, design, service → Group work (asynchronous): ☐ Collaborative research/design project	☐ Moodle/LMS ☐ Other → ☐ Adobe Connect / Zoom ☐ Other
EVALUATE: testing, experimenting, checking, judging, moderating, critiquing		Content evaluation: ☐ Research essay/paper ☐ Peer-evaluation (of essays, of group work) → Video conference (real time): ☐ Online-seminars / group discussions ☐ Moderating a seminar	☐ Moodle forum ☐ Google Drive ☐ Other → ☐ Adobe Connect ☐ Zoom ☐ Other
ANALYZE: organising, outlining, integrating, comparing, validating		☐ Reflection essay (can be self-evaluated) ☐ Self-evaluation ☐ Peer-commenting (of text, of participation) → Video conference (real time): ☐ Online-seminars / group discussions ☐ Small group discussions / 1-to-1 discussions ☐ Online workshop (real time) ☐ Commenting/annotating videos ☐ Creating videos	☐ Other → ☐ Adobe Connect ☐ Zoom ☐ Other ☐ Flinga ☐ Other ☐ H5P: Interactive video ☐ Panopto/Etuubi ☐ Other

Learning Design Toolkit (2019), by Akseli Huhtanen, Aalto University, is licensed under Creative Commons Attribution 4.0 International license.

Design and Delivery Roadmap



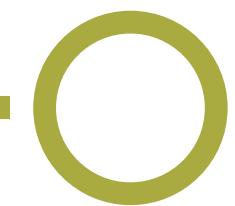
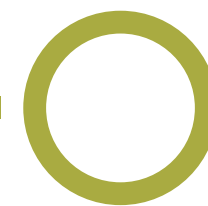
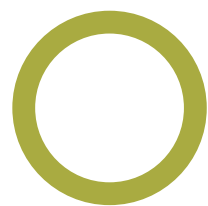
4-6 weeks



6 weeks



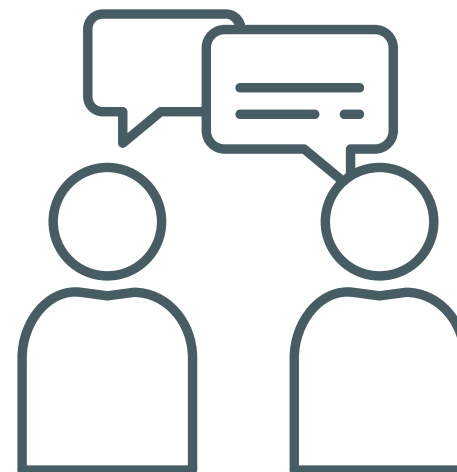
4 weeks (1+3)



Course marketing and
dissemination

Course implementation

Issuing certificates. course post-
evaluation + future steps
(adjustments)



End "product" - the MOOC

 TARTU ÜLIKOOL

Search courses 

 29  1 Anna Beitane 

Common Challenges of Competing Regionalisms (SVJS.TK.025)

Dashboard / SVJS.TK.025 

 ESTONIAN e-COURSE
QUALITY LABEL 2022

SECTION LINKS

1 2 3 4 5 6 7

ACTIVITIES

 Assignments

 Feedback

 Forums

 Glossaries

 Interactive Content

 Quizzes

 Resources

CALENDAR

◀ April 2024 ▶

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14

 UNIVERSITY OF TARTU



Image designed in Canva.com by Anna Beitane

▼ Welcome to the course Collapse all

The following course is offered in the Moodle online environment from April 24 to June 4, 2023.

In this course you are going to learn about:

- The key concepts and fundamentals of regional integration;
- The institutional and historical developments in the EU;
- The process of regional integration in Eurasia and its comparison with the EU;
- The dynamics of the democratic process and the dimension of supranationalism, parliamentarism, and governance in different regional contexts;
- The cases of regional integration in the light of the relevant concepts;

 With the support of the
Erasmus+ Programme
of the European Union

Course is developed within the framework of the
Jean Monnet Module "NearEU"



More info about the Module at <https://neareu.ut.ee>

MOOC SUPPORT TEAM:



Anna Beitane
MOOC Coordinator and Moderator
anna.beitane@ut.ee



End "product" - the MOOC



Image designed in Canva.com by Anna Beitane

In this section we will introduce the main concepts and theoretical perspectives that relate to the processes of regional integration and regional cooperation in Europe and beyond. After discussing such dimensions as supranationalism, sovereignty, and hegemony we will connect them to historical examples of regionalism. Concrete examples and their practical applicability will be discussed in the light of the neo-functionalist, inter-governmental, and federalist framework.

Upon completing this section, you will:

- be able to name and distinguish core definitions of regionalism and models of regional integration;
- be able to identify the conditions behind emergence, consolidation and diffusion of regionalism;
- be able to distinguish core features of neo-functionalism, inter-governmentalism and federalism.

Contextualising competing regionalisms in light of the war in Ukraine

In the following video, our lecturer Dr. Stefano Braghiroli is going to provide an update to the debate about competing regionalisms in the light of the war in Ukraine. The video is intended to provide an more up-to-date context to the issues discussed in the course.

Video lecture (knowledge clip): introduction and definition of toolbox

Reading material 1

(optional) Self-check: flashcards - key terms (week 1)

Quiz 1

Receive a grade Receive a passing grade

(optional) Community board

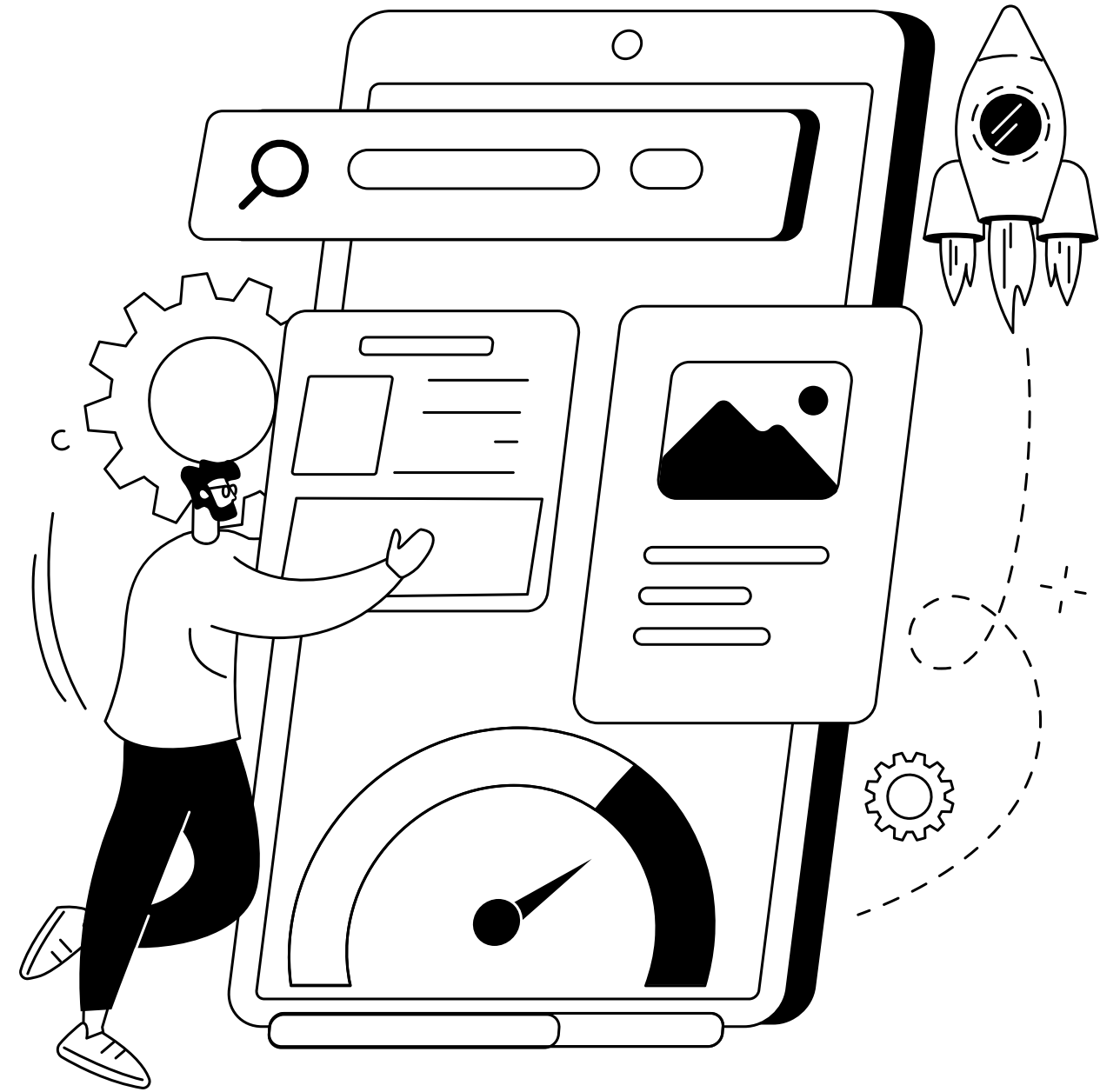
You can use this Padlet as a collaborative space. Feel free to post your questions and comments about the issues discussed in the readings and video lecture, as well as to upload any interesting readings and other content that is related to the week 1 topic. You ARE NOT ALLOWED TO COPY RIGHT ANSWERS TO THE QUIZ IN THE FOLLOWING

MOOC overview:

- 6 weeks
- Material is open on the weekly basis
- Deadlines: bi-weekly
- Workload: 2 ECTS (52 AH),
- Volume of material: 5 hours of video study material as well as 221 pages of compulsory readings
- The final assessment of the course consists:
 - two multiple-choice quizzes - 2x20 =max 40 points
 - written assignments - 3x20 = max 60 points
 - contribution to the forum - "sufficient/insufficient"Total: 100 points

Implementation phase

Show time!



Implementation: before the launch of the MOOC



2-3 weeks



Checking accessibility of course material



Recruiting and meeting with the MOOC assistant (helps and tracks forum discussions, replies to students emails, helps with organising grading process and with post-evaluation report)



Preparing "getting started with the course" material, study tips ("how to take an online course, how to organise your study process" + tips on "participating in a discussion"). Recording screen capture video of Moodle page (how to navigate through course material)



Managing course with an international audience. Consider:

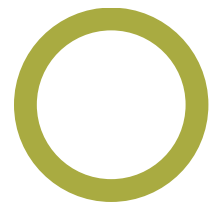


- ↘ Experience of taking online courses
- ↘ Any limitations (socio-economic, health, language, etc.)
- ↘ Geographical reach + connectivity (ICT infrastructure)
- ↘ Level of exposure to the topic

Implementation: before the launch of the MOOC



3 day before



Transferring students to Moodle



Writing notification email/instructions on how to login



Greetings message on course forum + tips on getting started. Giving time to login (over weekend) + replying to questions



During the course: general plan of action



Mon: Opening course material + announcement on the course forum



Week 3 - material open on Moodle
by Anna Beitane - 14.03.2022 09:46:58

Dear all,

welcome to the third week of our MOOC! Thank you to those of you who managed to meet the hard deadline for Quizzes 1 and 2. We hope that you found the course material so far useful and engaging! During the third week of the MOOC, we will discuss the cases of Eastern Partnership countries (i.e. Armenia and Ukraine) in relations to the process of European Integration and regional cooperation in Eurasia and in the context of evolving EU-Russia relations. In this respect, the third week of the MOOC contains:

1. Video lectures (see *Guest interview: the case of Armenia*; and *Guest interview: the case of Ukraine*), where our lecturers Dr. Andriy Tyushka and Mr. Gor Petrosyan, will discuss Ukraine's and Armenia's progress and relations with the European Union as well as the future trajectory of the following partnership.
2. [Reading material](#) (uploaded in a PDF file format), which will complement information provided in the video lecture. Please pay attention that in the readings description section, we indicated which page numbers should be covered for each week. The compulsory readings for this week is the material by a) Zarembo, L. and Litra, L. Chapter 2. Ukraine: New engines for the partnership, p.28-41. In: Secieru, S. and Saari, S. (eds). The Eastern Partnership A Decade On. Looking back, thinking ahead. EU Institute for Security Studies, 2019; and b) Hovhannisyan, M. Chapter 6. Armenia: Striving for complementarity, pp.84-95. In: Secieru, S. and Saari, S. (eds). The Eastern Partnership A Decade On. Looking back, thinking ahead. EU Institute for Security Studies, 2019.
3. (optional) [Background information on Armenia and Ukraine in the EaP](#): if you are new to the topic and would like to read more detailed information about the main milestones of the EU's engagement with Armenia and Ukraine.
4. [Forum post](#): after familiarizing yourself with the videos and readings, please submit your forum post contribution via Moodle, following instructions described in the assignment section, where you **can also find the question** for the forum contribution. Please upload your answers strictly in the dedicated section for submission of this assignment. Answers posted in Padlets or announcement forums will not be considered valid. Forum contributions are accepted **until Sunday, March 20th, 23:55 PM, EET!** We recommend submitting your tasks as either word or PDF files (you are more than welcome to use the provided template for submitting your contribution). Please make sure that you read through all instructions and get familiar with the evaluation criteria. Please note that the grades for forum contribution will be available after the deadline as we might take a couple of days to grade all submissions. We are going to inform you when the grades will be ready via Moodle announcement.

NBI Please note that there are no flash-cards or community board sections for this week!

If you have any issues with accessing material or any other course related questions, please do not hesitate to contact our MOOC management team (Anna and Amil).

Good luck with the course assignment!

MOOC team



Course trailer and course navigation

In the following section, you will find useful video clips introducing you to the structure of the course as well as tips.



Course syllabus and grading policy

In the following section, you will find useful documents in regard to the course organization, assessment criteria, and grading policy. Please make sure that you are familiar with these documents before the start of the course.



Study tips for participation in an online course

In the following section, you can find useful tips and guidelines on how to organize and manage your study process in an online discussion. We highly encourage you to read these tips before the start of the course.



Course News and Announcements Forum

All news, updates and course announcements will be posted in the following section.



Technical Questions

Please post all technical-related questions (if any) in this forum.

During the course: general plan of action



Thu: checking/notifying students who did not manage to login or did not login for a long time

NotificationsSettings

Search:

Inbox (71)

Sent

lists

	Time	Receiver	Subject
✖	06.09.2021 12:11	525513221@qq.com,...	MOOC by the University of Tartu - "Common Challenges of Competing Regionalisms" open for registration
✖	29.04.2021 13:38	Avylov1@gmail.com,...	Reminder to login: MOOC "SVJS.TK.025 Common Challenges of Competing Regionalisms" (University of Tartu)
✖	23.04.2021 10:05	525513221@qq.com,...	Welcome to the MOOC "Common Challenges of Competing Regionalisms", transferring you to Moodle online en
✖	18.03.2021 10:52	Annabeltalts@gmail.com,...	Join new MOOC "Common Challenges of Competing Regionalisms". Registration is open until April 22nd, 2021

<< < 1 / 2 > >>

Dear MOOC participant,

we noticed that you have not logged in to Moodle yet and we would like to kindly remind you that now all study material for Week 1 is accessible on the course page. To access (including spam folders) and login to Moodle page <https://moodle.ut.ee/> with assigned credentials. If you experience any issues with the registration - please contact us or the Mc

Once you login, we highly recommend you to get familiar with our course syllabus as well as check a short video introduction to Moodle platform.

We are looking forward to greeting you in our course and having you on board!

Should you have any questions, please don't hesitate to contact us.

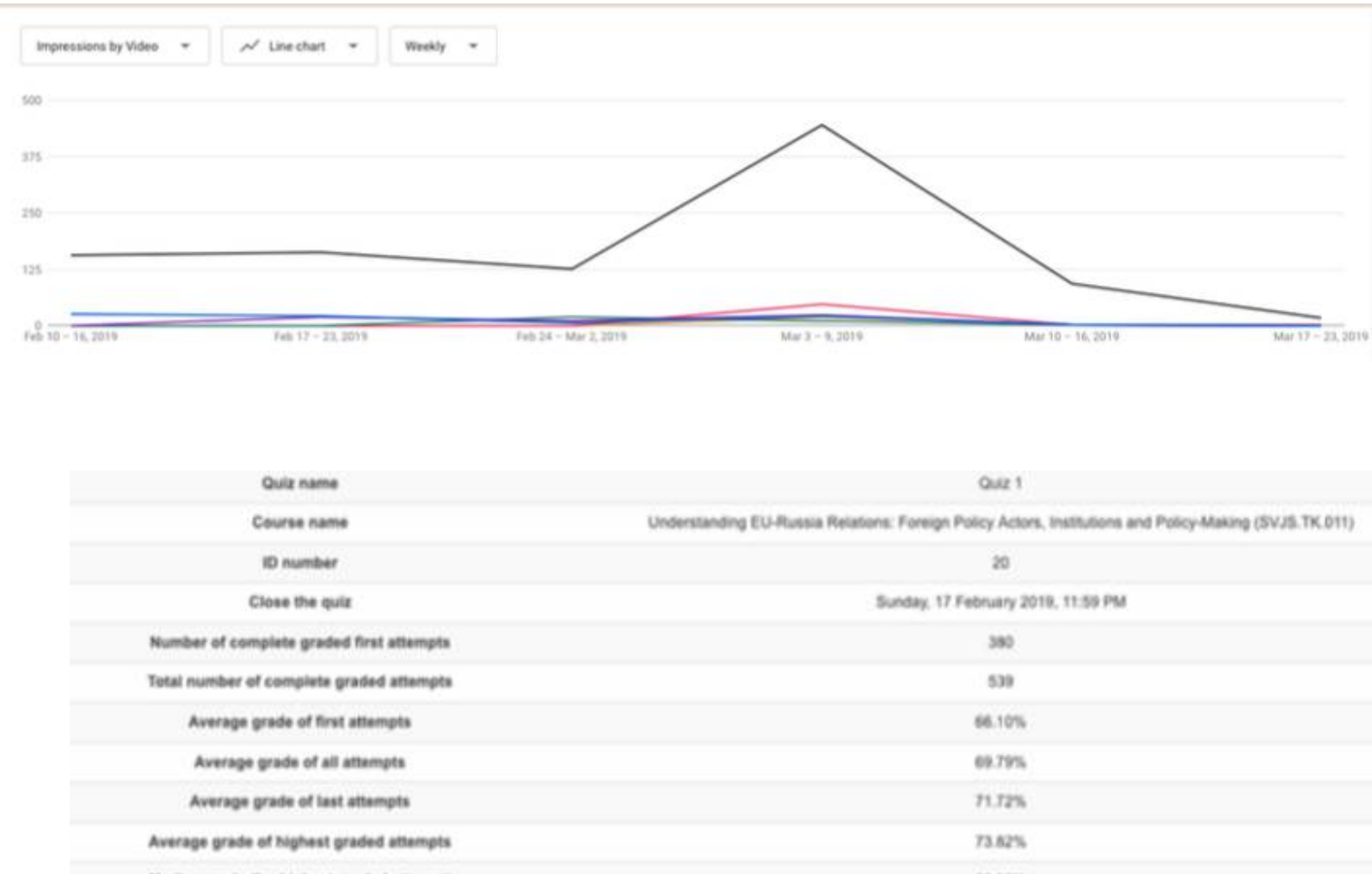
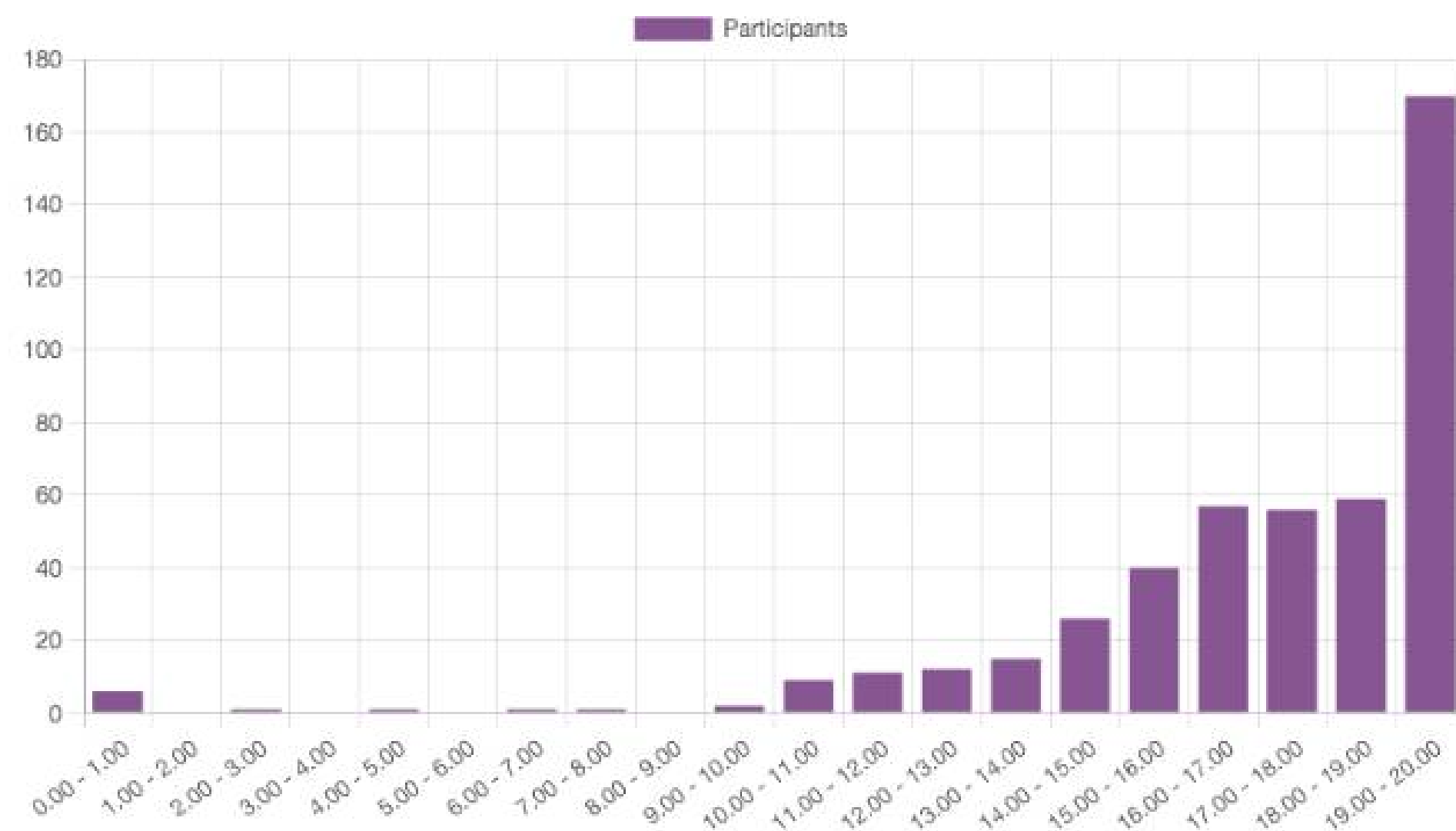
Kind regards,
MOOC team

☐			Ukraine	1 day 3 hours
☐				3 days 8 hours
☐		Lahore	Pakistan	3 days 19 hours
☐				4 days 2 hours
☐		Tartu	Estonia	4 days 3 hours
☐		Philippines		5 days 18 hours
☐				8 days 19 hours
☐		Semarang	Indonesia	10 days 9 hours
☐				10 days 21 hours
☐		Ruse	Bulgaria	11 days 2 hours
☐			Estonia	11 days 19 hours
☐		Vereeniging , South Africa	Zimbabwe	12 days 16 hours

During the course: general plan of action



Fri: Checking level of engagement with course material (quiz attempts, Moodle stats). Sending reminders in Moodle forum about upcoming deadlines. Preparing/reviewing material for next week.



During the course: Ad-hoc tasks

Daily: replying to students' emails (shared resp. with MOOC assistant)



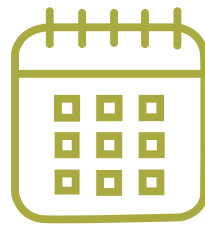
Daily: checking Technical questions forum + replying to questions/solving issues (shared resp)



Grading process



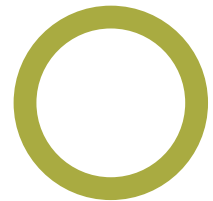
Prior to the course



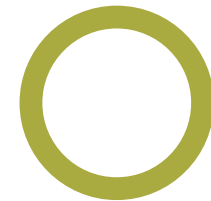
During the course



After submission



Designing the template for analysis. Creating grading rubrics and grading policy criteria.



Explaining the requirements and instructions. Checking students submissions



Dividing works between teaching staff. Grading by using grading matrix/rubric (2-3 days). Results appear on Moodle with short feedback.



Grading process (examples)

Written assignment 1_SUBMIT

Receive a grade

Due: 23.05.2023 23:59:00

In order to complete the first written assignment, please follow these steps:

STEP 0 Before getting started with the assignment, make sure that you are **familiar with the GRADING CRITERIA**.

STEP 1 Make sure you are familiar with the readings and video lecture for the following week. For this assignment, you might also want to refer to the material provided in week 2.

STEP 2 Carefully read the instructions **provided in TEMPLATE** below (please follow the format provided in the template and stick to the **word limit**. Any text going beyond the word limit will **not be evaluated**). Template can **be found and downloaded from below**.

STEP 3 Submit the template (recommended formats – Word or PDF files) with your analysis to the submission page. After submitting your assignment, the page shall indicate that your work is "**submitted for grading**". You can check how to submit written assignments in the video *Navigating through Moodle page* (starting from 13:42 min).

NBI Ouriginal notification

General guidelines for this assignment:

- **Referencing** – we recommend students to use either [Harvard](#) or [Chicago](#) referencing styles.
- **Academic writing & Plagiarism** – please make sure that your analysis is properly referenced and all sources are clear. See the section "[Support material for written assignments](#)" prior to starting written assignment and encourage you to take the is

Template_written assignment 1 (week 3).docx

25.10.2021 10:56:10

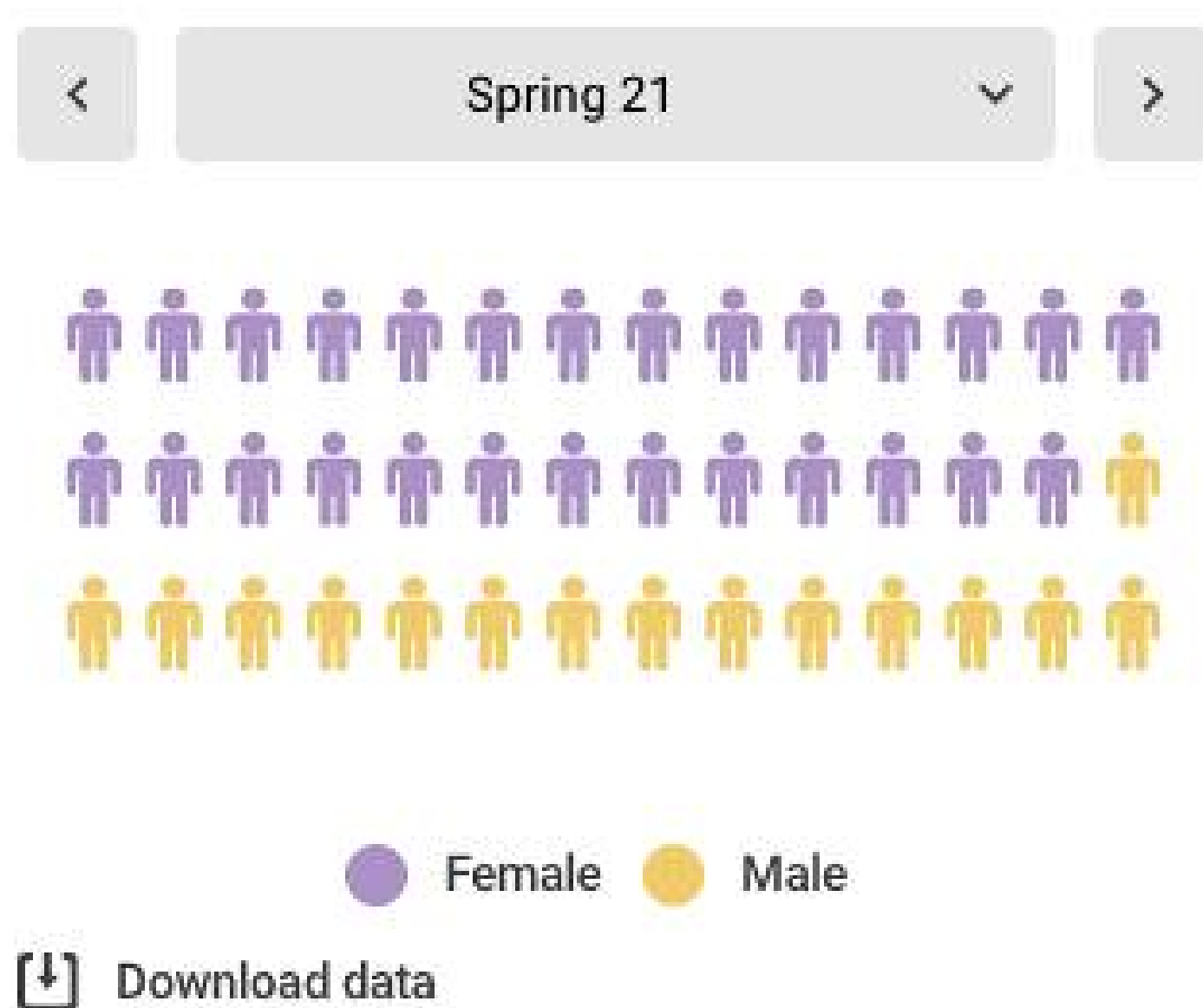
Explanatory component (Role of the Commission)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
Explanatory component (Role of the Member states)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
Explanatory component (Sovereignty)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
Explanatory component (Interdependence)	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>
References	Absent <i>0 points</i>	Minimal <i>1 points</i>	Adequate <i>2 points</i>	Satisfactory <i>3 points</i>	Complete <i>4 points</i>

Post-Evaluation phase

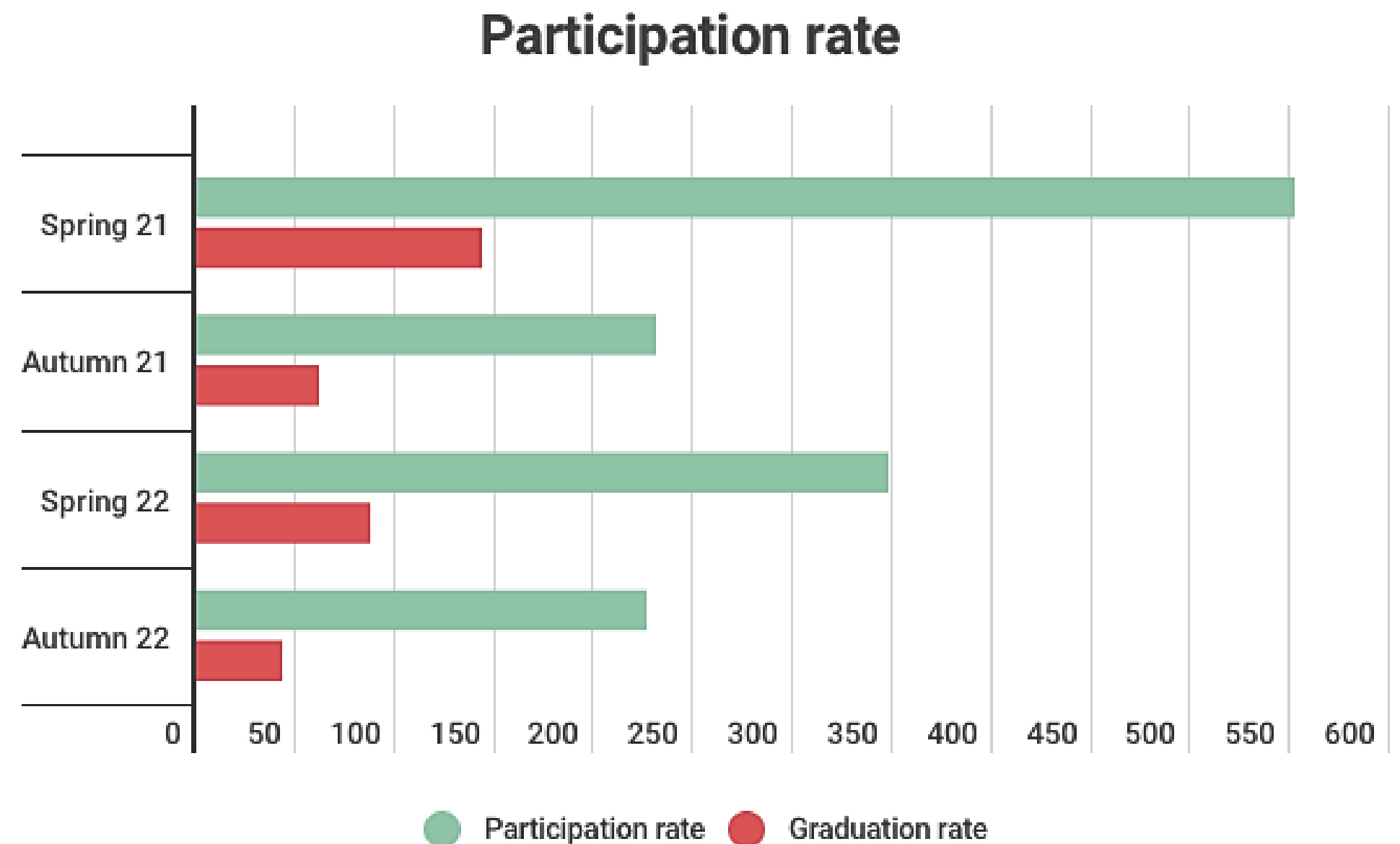
Reflect and review



MOOC in brief: learners' profile

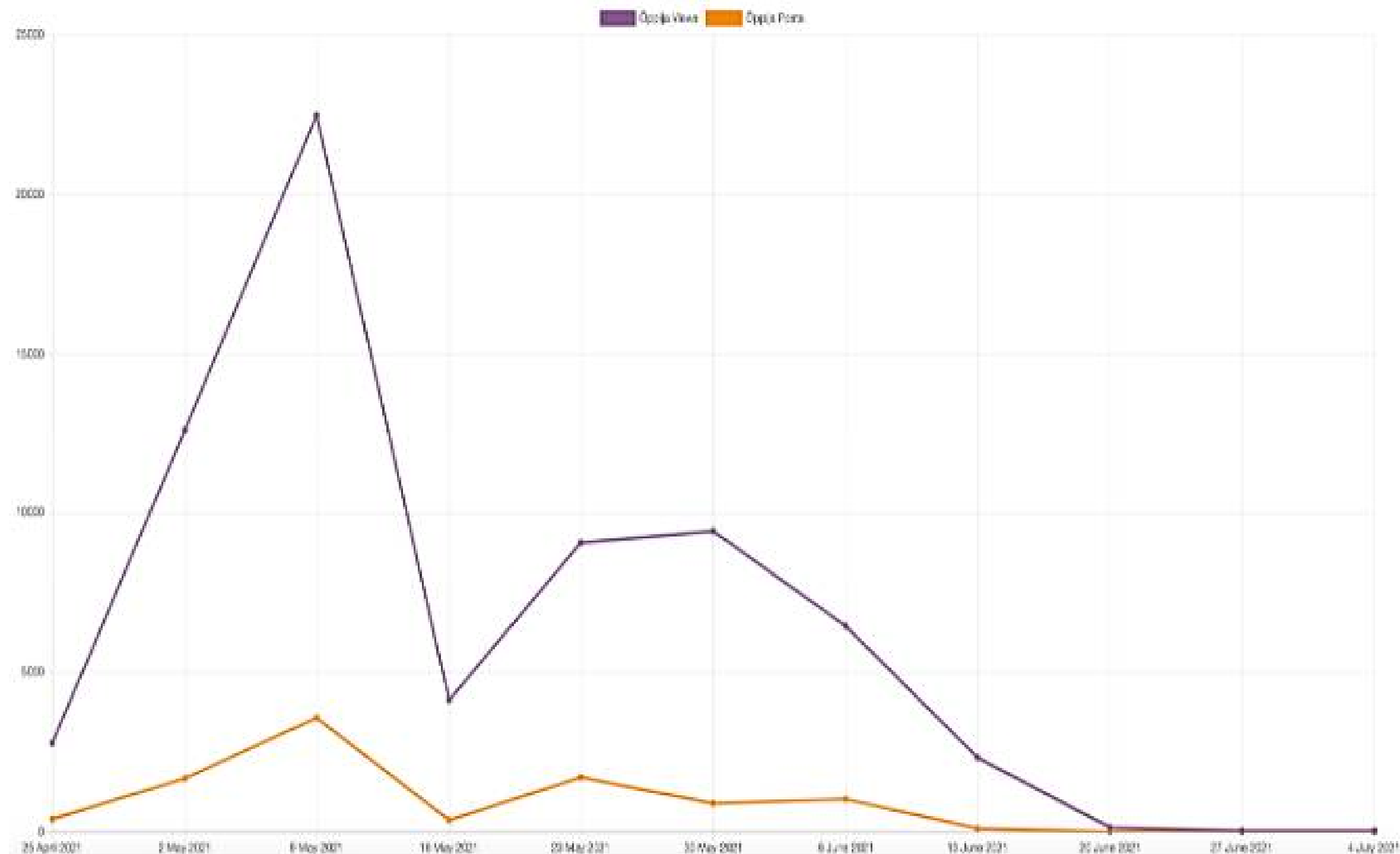


Data taken from the pre-course surveys (spring 2021, autumn 2021, spring 2022 and autumn 2022)



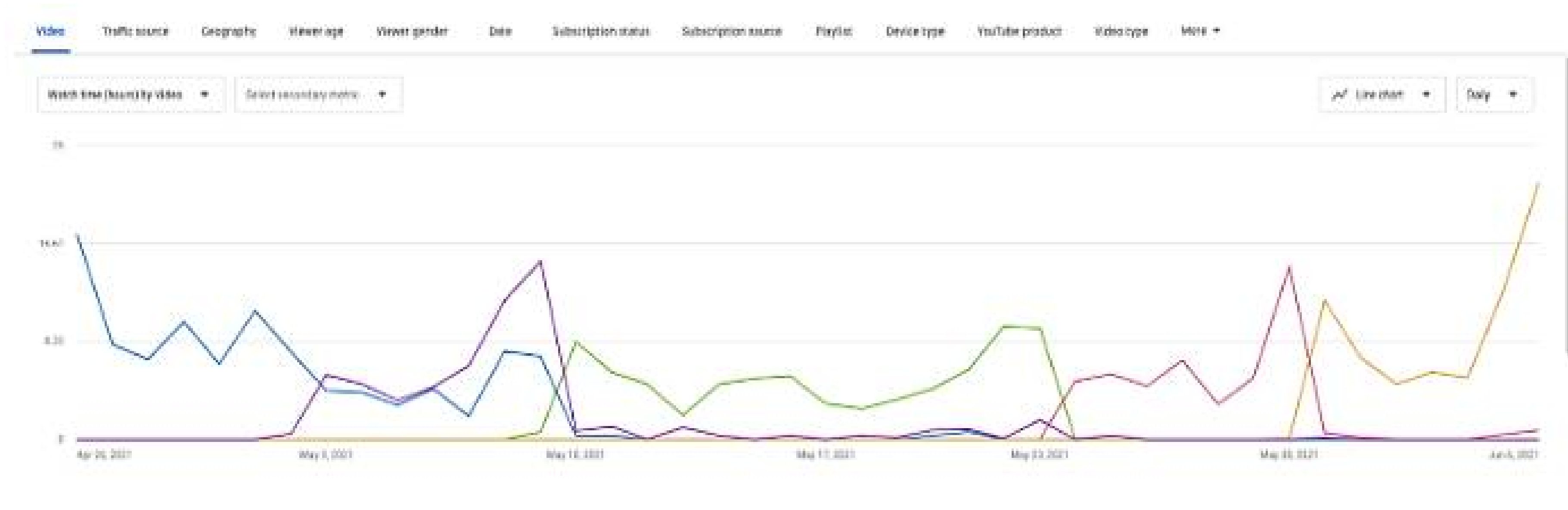
Source: <https://infogram.com/common-challenges-mooc-1h8n6m3pxpr1z4x?live>

MOOC in brief: learning analytics (spring 2021)



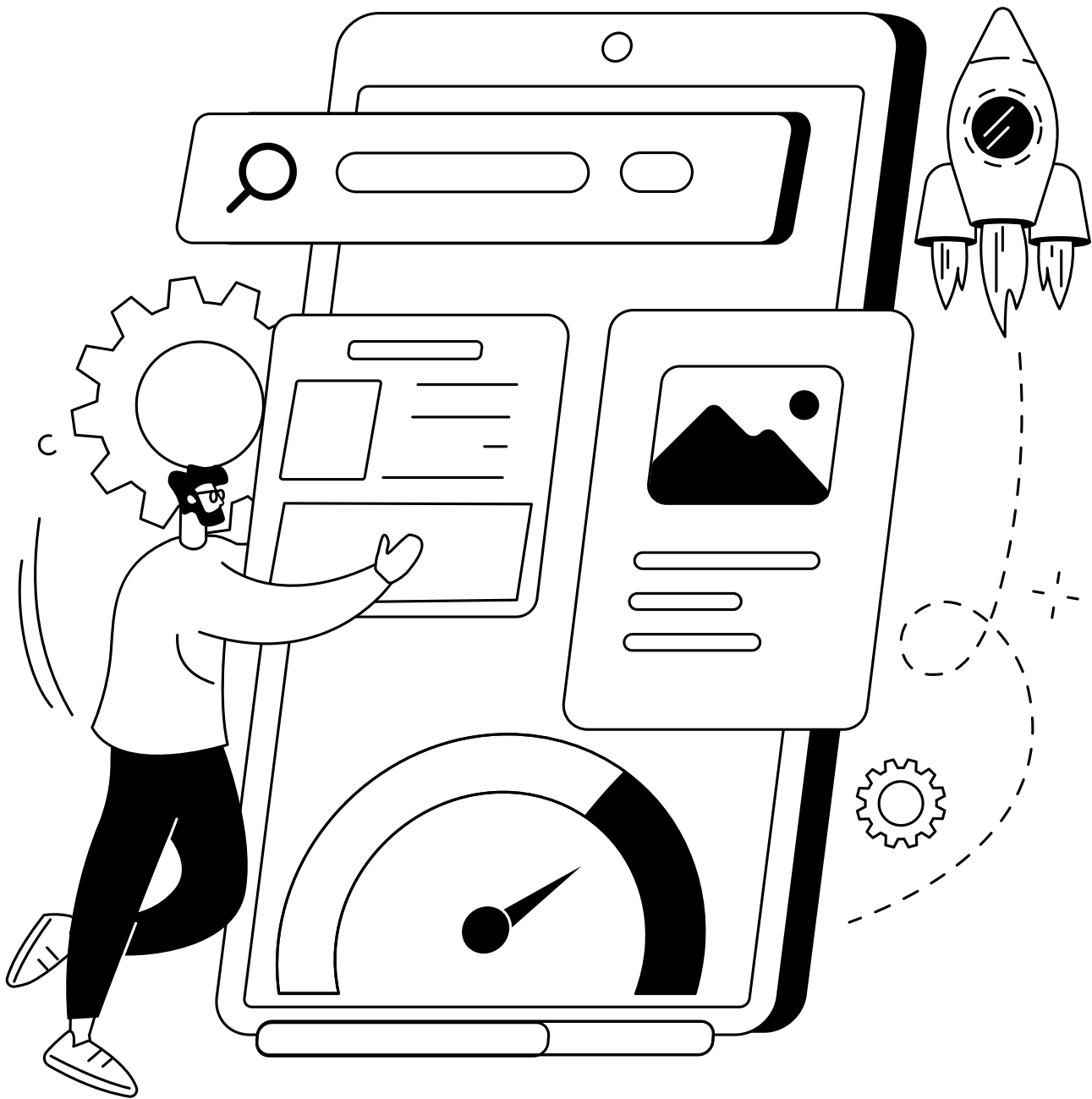
Moodle
engagement

MOOC in brief: learning analytics (spring 2021)



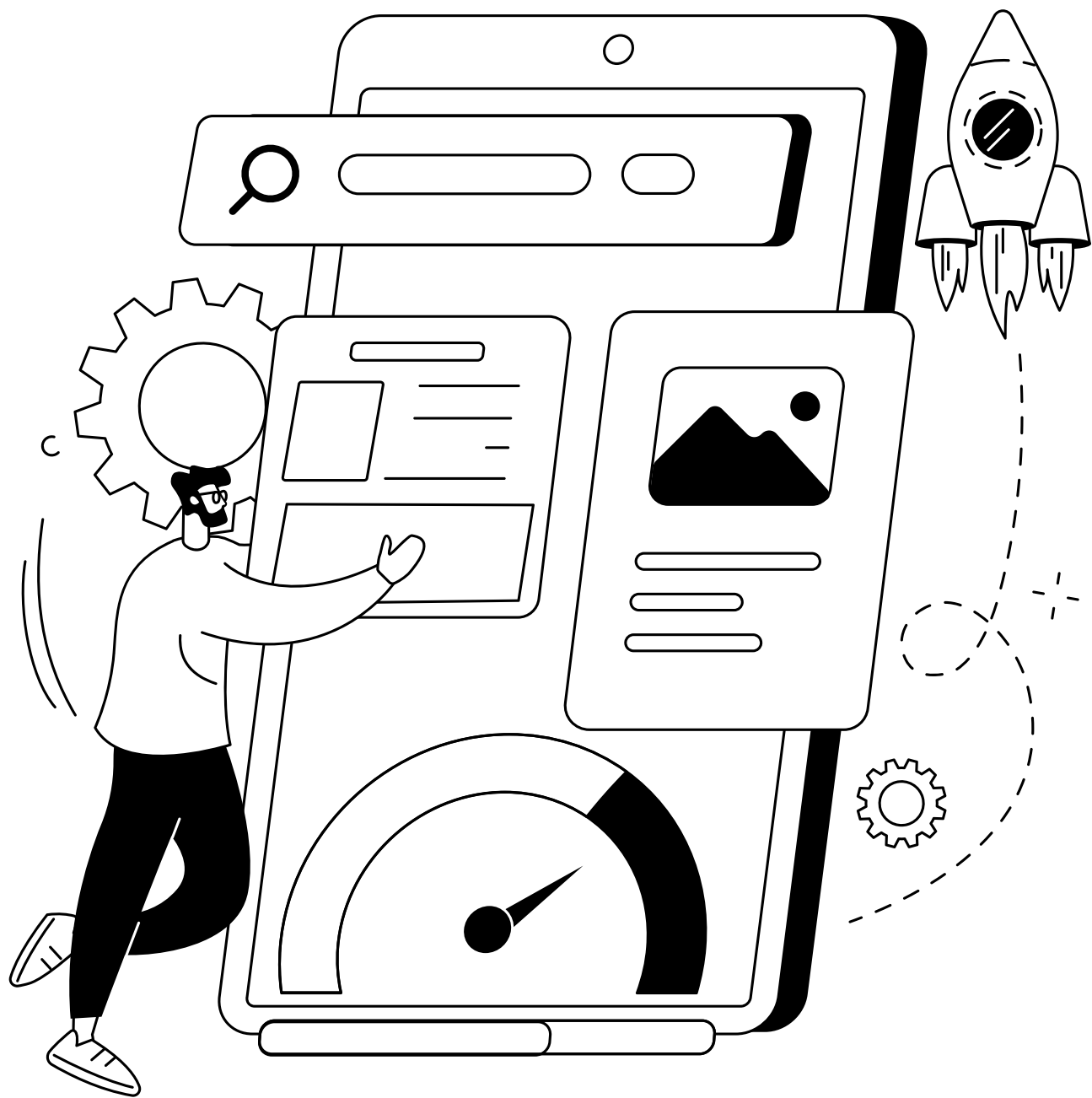
YouTube engagement

Post-evaluation feedback: overall picture



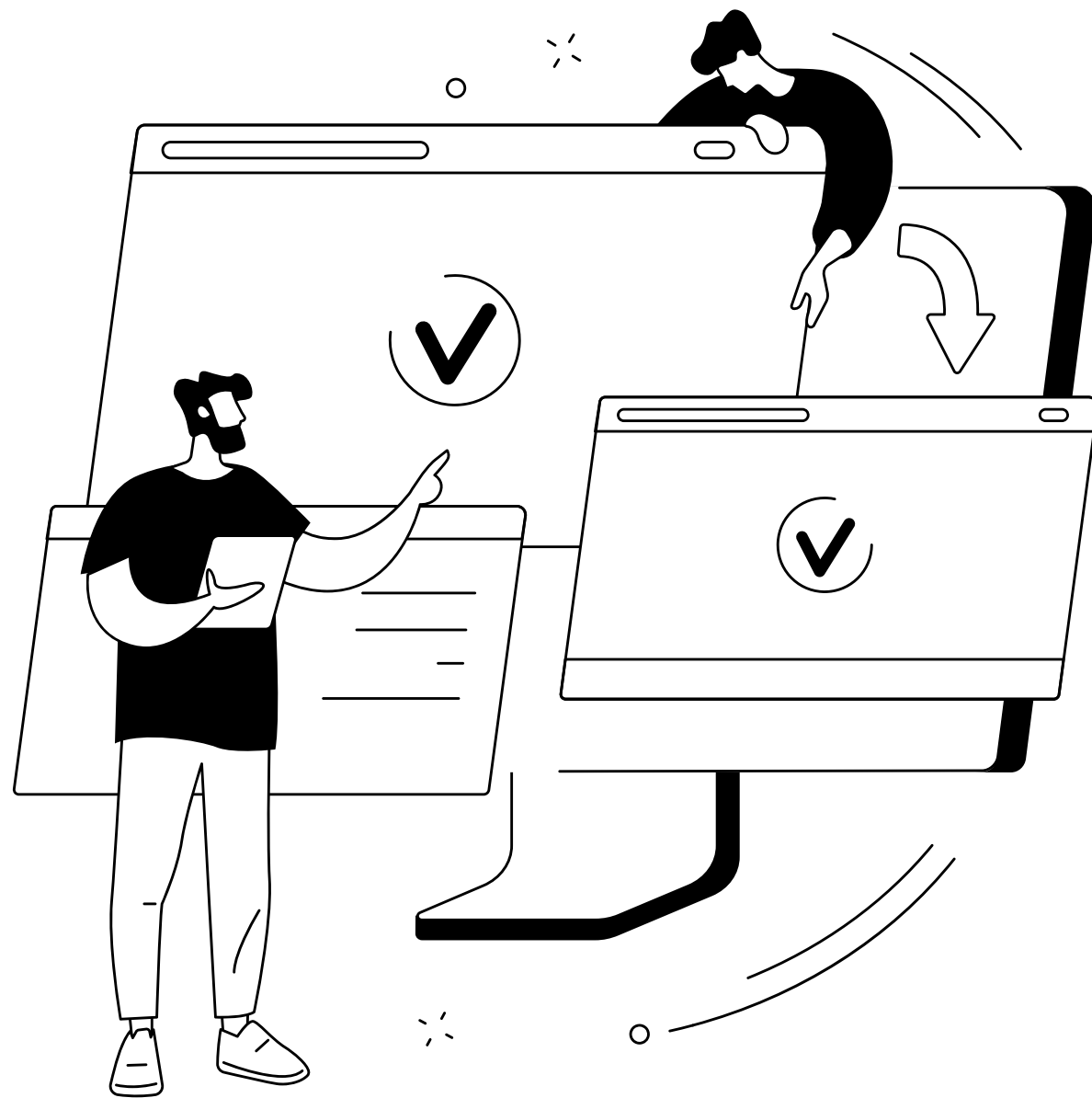
- **70.59 %** strongly agreed that they have achieved the learning objectives of the course.
- **88.24 %** indicated that they strongly agree that the course increased their overall knowledge and understanding of this field.
- **91.18 %** strongly agreed that the course materials were up-to-date, well-organized and presented in sufficient depth.
- **73.53 %** indicated that the Moodle page was easy to navigate and material was easily accessible.
- **79.41 %** strongly agreed that the course presents a supportive e-learning environment.

Post-evaluation feedback: strengths of the course



"I find the design of the course well-thought, structured and interactive. Balanced combination of lectures, round table discussion and reading materials was extremely useful to navigate deeper into the topics. I also liked the diverse combination of evaluation methods (quizzes, written assignments, discussions), which made the whole learning path even more inspiring."

Lessons learned



- It might be good for the future to add time-stamps for YouTube videos (showcasing the parts which are discussed in the videos).
- Add in the course syllabus that active participation in the discussion prompt will be rewarded.
- Make clear, both in the course syllabus as well as on Moodle/grading rubric, what referencing system students should use (Harvard/Chicago style) or indicate the minimum criteria for referencing sources (author, title and date).

Sources used:

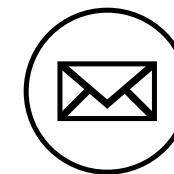
- Centre for Innovation in Learning and Teaching (CILT) (n.d.) How do MOOCs differ from formal online courses? Available at: <https://cilt.uct.ac.za/projects-uct-massive-open-online-courses-moocs/how-do-moocs-differ-formal-online-courses>
- MOOC Creation (n.d.) MOOC Creation: A Guide to Developing Online Courses. Available at: <https://sites.google.com/rug.nl/mooc-creation/home>
- Shift eLearning (n.d.) Top instructional design models explained. Available at: <https://www.shiftelearning.com/blog/top-instructional-design-models-explained>
- University of Groningen (n.d.) MOOC Creation: A Guide to Developing Online Courses. Available at: <https://sites.google.com/rug.nl/mooc-creation/home>

***Thank you for
attention!***



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Suggestions for FilmEU MOOC



Target audience - recommendation



The primary audience for this course consists of **prospective doctoral students**, but it is also open to the **general public**. It may be beneficial to include additional supporting materials for those who are new to the topic, wish to explore certain elements in more depth, or require background information.

Consider adding:

- A course **glossary** with key terms used in the course, which could help with material revision and remembering important definitions.
- A **database with useful links** and key readings to provide further resources for learners.

Target audience - example (data-base, Moodle)

Please feel free to refer to the following list of recourses, if

- you come across unfamiliar term or definition that is not listed in [our course glossary](#);
- you would like to get more background information on a specific subject discussed in the course.

[Eurasian Economic Union](#)

[European Union \(Eur-Lex - European Law\)](#)

[European Union \(General information, EU portal\)](#)

[EU opinion polls and surveys \(Eurobarometer\)](#)

[Russian opinion polls and surveys \(Levada\)](#)

[News and political developments in Russia \(Johnson's Russia List\)](#)

[Abbreviations and glossary of EU terms](#)



EUR-Lex provides free access, in the 24 official EU languages, to:

- the authentic Official Journal of the European Union
- EU law (EU treaties, directives, regulations, decisions, consolidated legislation, etc.)
- preparatory documents (legislative proposals, reports, green and white papers, etc.)
- EU case-law (judgments, orders, etc.)
- international agreements
- EFTA documents
- summaries of EU legislation, which put legal acts into a policy context, explained in plain language
- other public documents.

Sources:

- [Access to EU law, EU case-law, national law and case-law](#)
- [Summaries of EU Legislation](#)

Target audience - example (glossary, Moodle)

Course glossary - key definitions

In the following section, you will be able to find all the key words and terms that are going to appear in the first set of video lectures. Please feel free to refer to this glossary to get a brief definition of these key concepts.

Add entry

Import entries

...

Browse by alphabet

Search

Search full text

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | Š | Z | Ž | T | U | V | W | Ő | Ä | Ö | Ü | X | Y | ALL

Page: 1 2 (Next)
ALL
C

Comparative regionalism

Comparative regionalism refers to the study of (“world”) regions and regional integration or cooperation in comparative perspective. The process of European integration is generally taken as a sort of benchmark for comparison.



Cooperation vs. integration

Regional cooperation is a process in which neighbouring countries enter into an agreement in order to achieve common goals through common institutions and rules. Regional cooperation is generally characterized by a strong inter-governmental nature. Regional integration, on the contrary, implies the creation of strong supranational institutions with powers, competences, and roles beyond the ones of the Member states.



Welcome section

Welcome

[Bookmark this page](#)

Hello, my name is Sherra Murphy, and I am a Senior Lecturer in Critical and Cultural Studies at The national film school at IADT, a FilmEU consortium partner.

Welcome to the Film EU online short course in Research Methods Training for doctoral candidates.

This series of video lectures looks at four elements of doctoral-level activity in artistic research.

We will begin with the requirements of doctoral research, and define the role of artistic research within the doctoral journey.

Then we'll look at your research design, and how you can map out a path to a successful research plan.

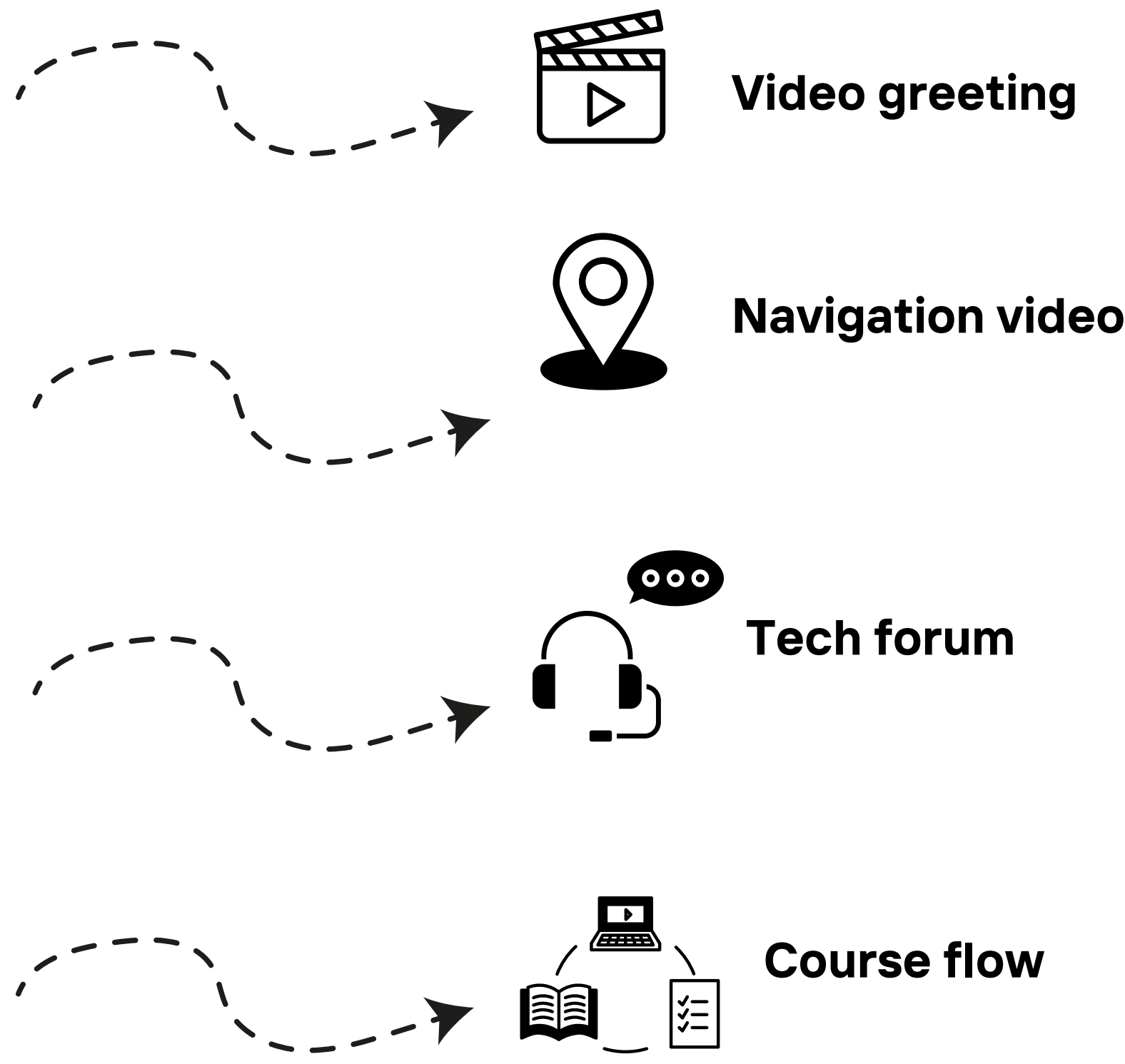
We'll move to examining research methodologies, and look at how they differ from but complement the conceptual frames commonly used in doctoral research.

Finally, the last lecture will offer some strategies and structures for managing your research and recording your research process.

Each lecture is supplemented by reading material and links that may be helpful to you at the start of your research journey.

Thank you, and we hope this short lecture series will benefit your research

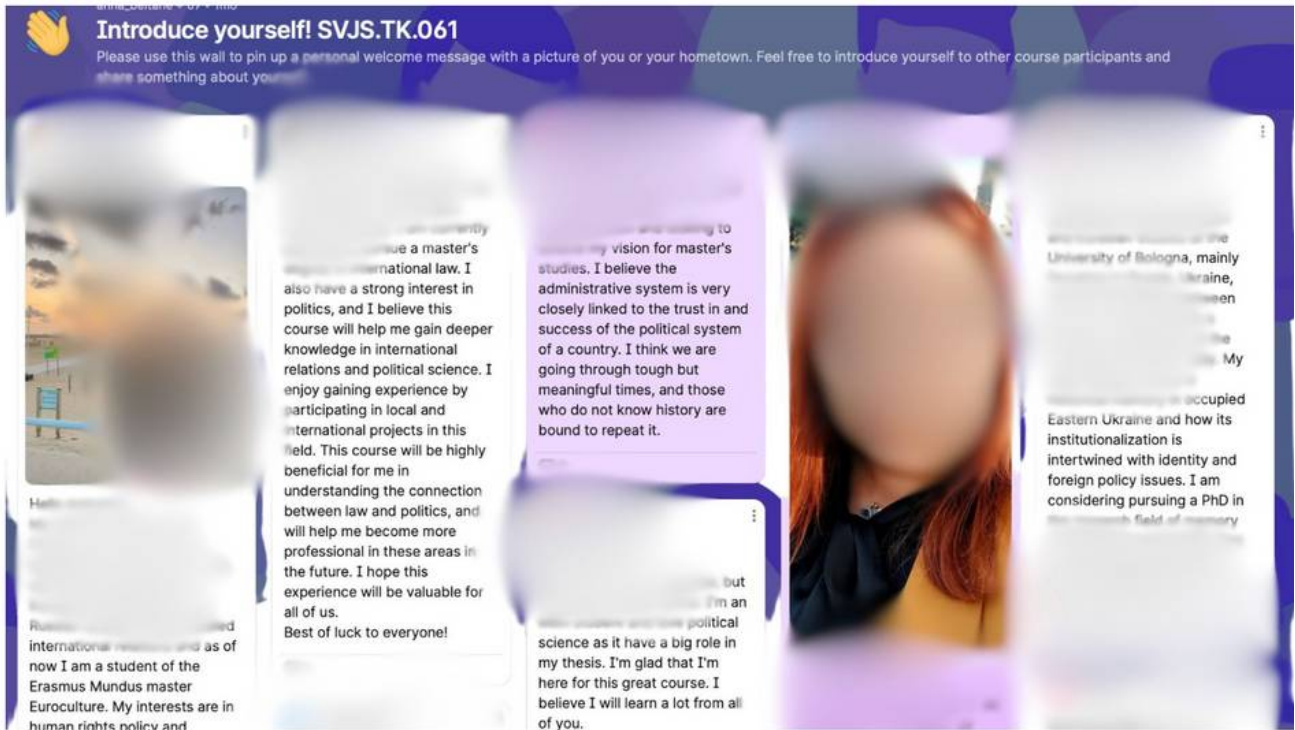
[< Previous](#)[Next >](#)



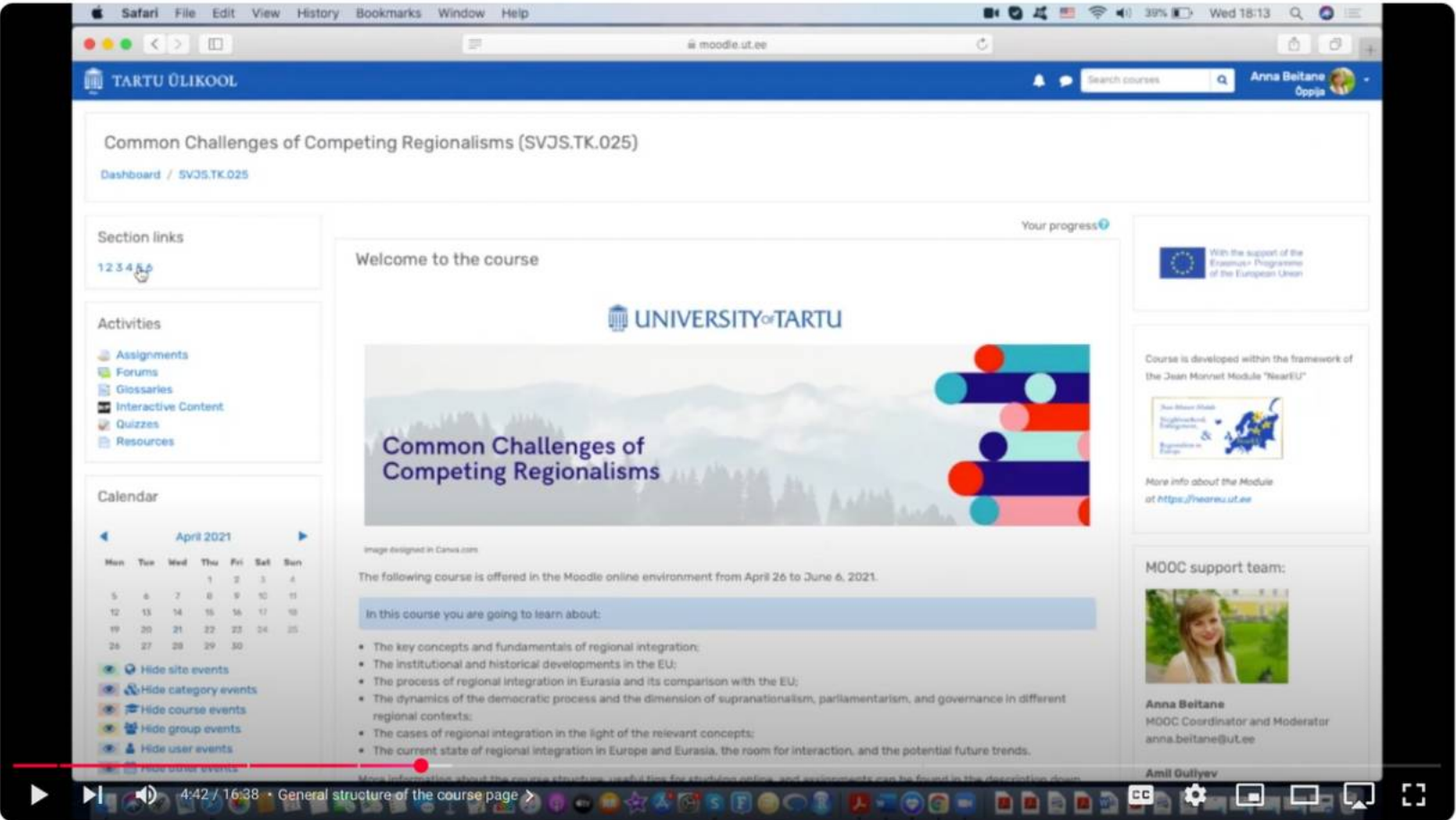
Welcome section- recommendation



Video greeting: introduce the course and teaching staff. Additionally, you could invite participants to introduce themselves via a Padlet or course forum by pinning their home country and sharing some personal details.



Welcome section- recommendation



Navigating the platform: if learners are unfamiliar with your online learning management system, consider creating a screen-capture video to help them navigate the course.

611 views Apr 21, 2021 TARTU
In this short video, you will learn how to navigate through Moodle and access different course materials. In this video, we will cover:
-how to login to Moodle page;
-how the overall structure of video is organized;
-how to access course material: video lectures, quizzes and written assignments.

- 0:00 Introduction
- 0:31 Login methods
- 2:43 Moodle Dashboard
- 3:59 General structure of the course page
- 10:34 Accessing material on Moodle: video lectures, quizzes & written assignments

Chapters

0:00	0:31	2:43	3:59	10:34
Introduction	Login methods	Moodle Dashboard	General structure of the course page	Accessing material on Moodle: video...

Welcome section- recommendation



Technical Questions

Please post all technical-related questions (if any) in this forum.

Technical support forum: set up a dedicated forum where students can ask technical questions.

Technical Questions

Please post all technical-related questions (if any) in this forum.

?

Search forums

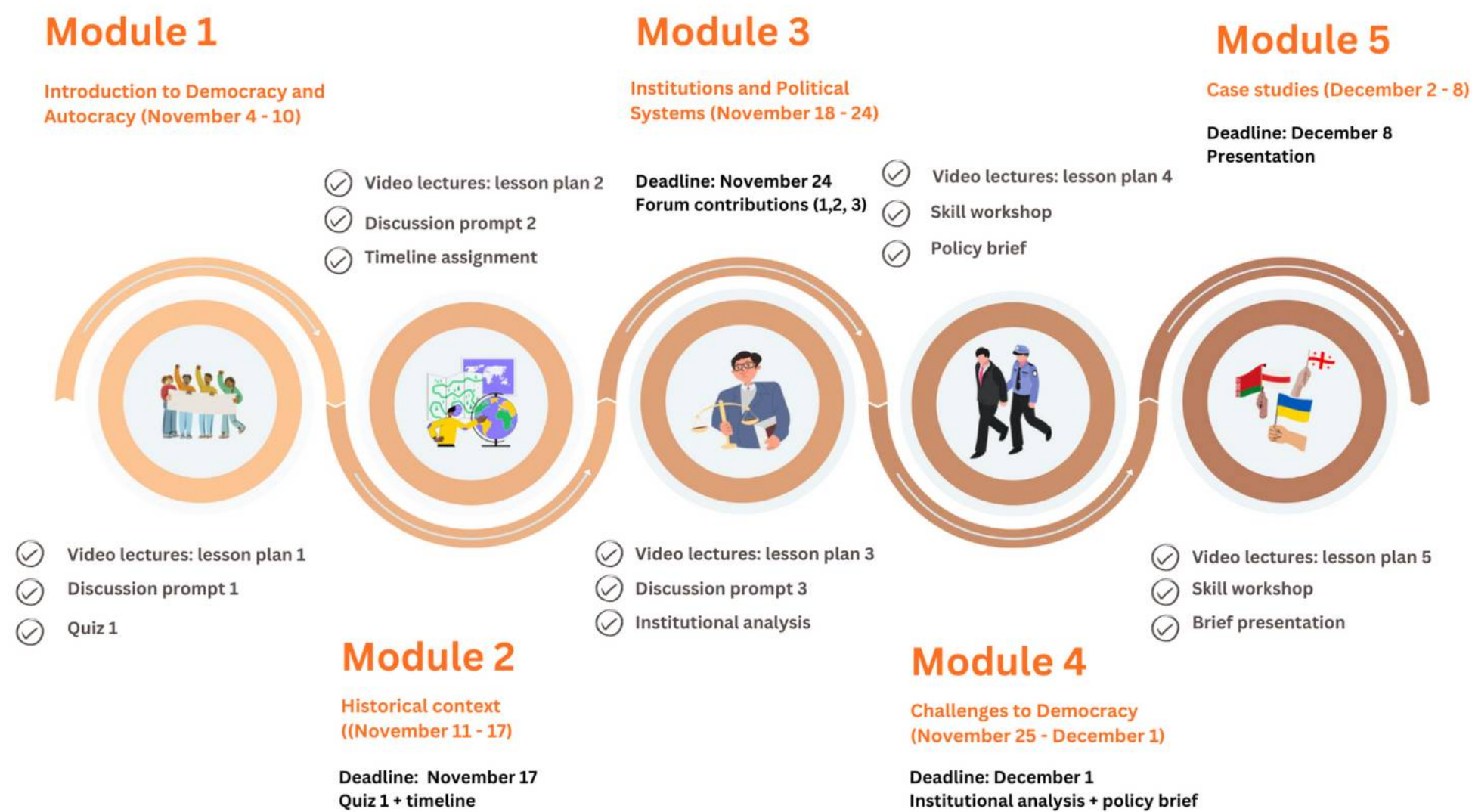
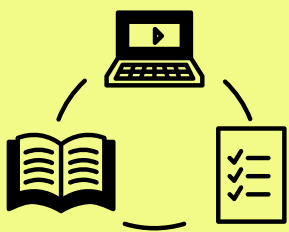
Q

Add discussion topic

Subscribe to forum

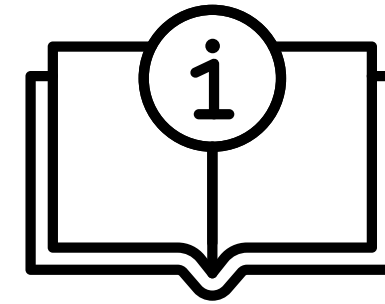
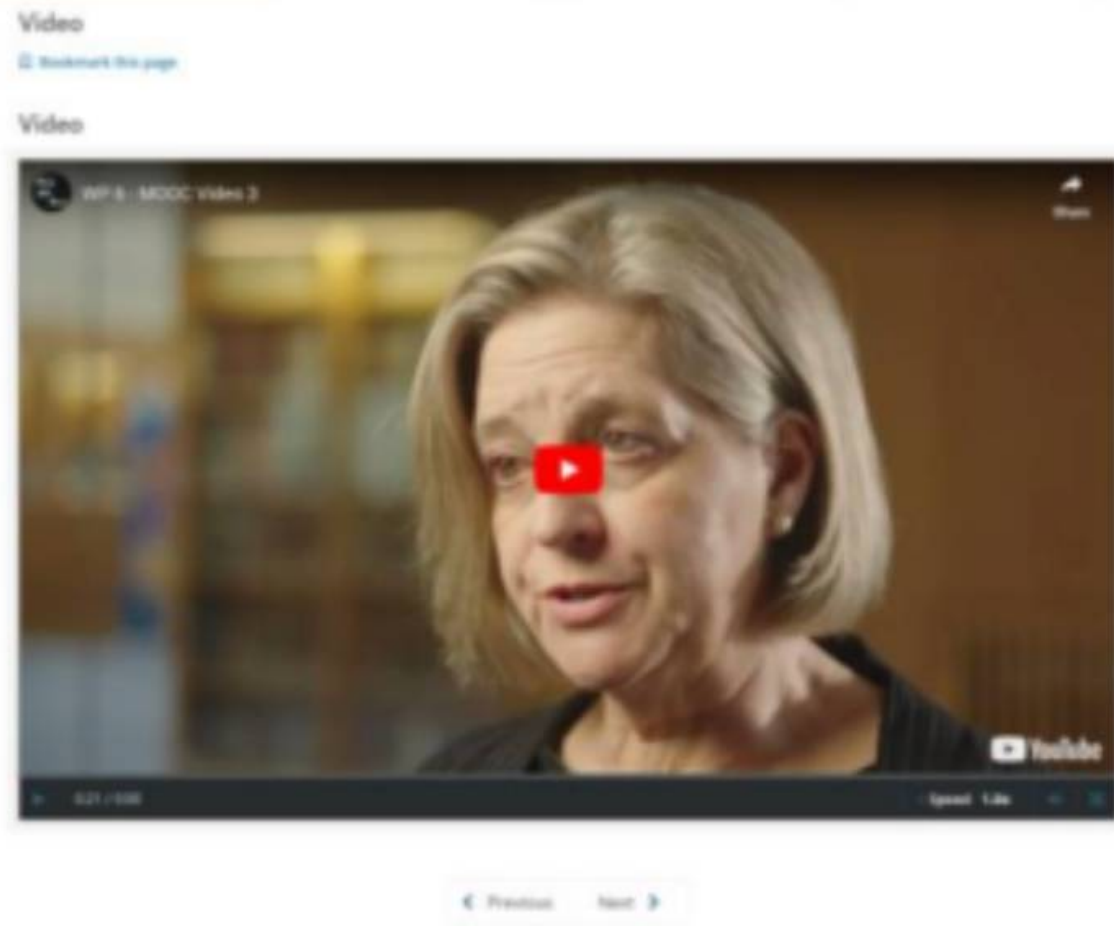
Discussion		Started by	Last post ↑	Replies ✓	Subscribe	
☆	"Submit" button missing?	anonfirstname3... 17 Nov 2024	anonfirstname1... 18 Nov 2024	1		
☆	Policy brief and institutional analysis	anonfirstname8... 3 Dec 2024	anonfirstname1... 4 Dec 2024	1		

Welcome section- recommendation



Course flow overview: if you prefer not to create a video introduction, provide a clear example of the course structure.

Video lectures



Instructions & description

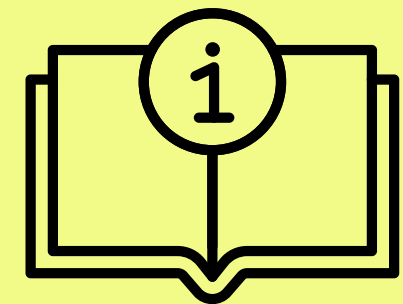


**Pop-up questions (H5P)
or self-test**



Transcripts or subtitles

Video - recommendation



Video lecture 1.3. Conceptualizations of the Eastern Neighbourhood (15:06 min)

In the following video, lecturer Sandra Hagelin will give you an introduction to the conceptualisation of the Eastern Neighbourhood and provide an analysis on the debates of problematization of the label 'neighbourhood'. In case you are having issues with viewing the video lecture on Moodle, you can also watch it in the following link on Youtube: <https://youtu.be/QTrgs8ptqiE>



Sandra Hagelin is a Doctoral student at the Johan Skytte Institute of Political Studies, University of Tartu (Estonia). Her research interests include Eastern Partnership, Europeanisation, borderisation and policy-making.

Please note: in this video lecture, the speaker misspoke regarding Georgia’s EU membership candidate status between the time frame 03:55:04 – 04:01:14. The correct information is as follows: *Georgia was granted EU membership candidate status in December 2023*. Please refer to this correction for accurate information. Thank you for your understanding.

***How to cite this video**
Sandra Hagelin (2024). *Lecture 1.3. Conceptualizations of the Eastern Neighbourhood*. Video material developed within the Erasmus+, Jean Monnet Center of Excellence "The Rejuvenating Democracy in the EU (REPAIR)", (grant agreement 101085795). Tartu: University of Tartu.

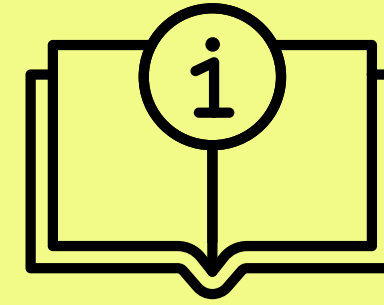
Disclaimer: please note that the following video has been recorded in February 2024.

- Credits & references:**
- Intro video slide (credit: sibway, ID:1160914229, standard license)
 - Music (credit: TrackTribe, "No indication". YouTube audio library under Creative License)

Add brief descriptions to the videos, including:

- the names and roles of the teaching staff speaking.
- key terms and instructions on what learners should do with the video content.

Video - recommendation



Policy brief assignment

Receive a grade Receive a passing grade

Opens: 12.05.2025 09:00:00

Due: 25.05.2025 23:59:00

In order to complete this assignment, please follow these steps:

STEP 0 Before getting started with the assignment, make sure that you are **familiar with the GRADING CRITERIA**.

STEP 1 Make sure you are familiar with the readings and video lecture for the following week. If needed, please feel free to also consult with the material provided in previous weeks.

STEP 2 Carefully read the instructions **provided in TEMPLATE** below (please follow the format provided in the template and stick to the **word limit**. Any text going beyond the word limit will **not be evaluated**). Template can **be found and downloaded from below**.

STEP 3 Submit the template ([recommended formats - Word or PDF files](#)) with your analysis to the submission page. After submitting your assignment, the page shall indicate that your work is "**submitted for grading**". You can check how to submit written assignments in the video *Navigating through Moodle page* (starting from 24:30 min).

Minimum criteria: at least 11 points

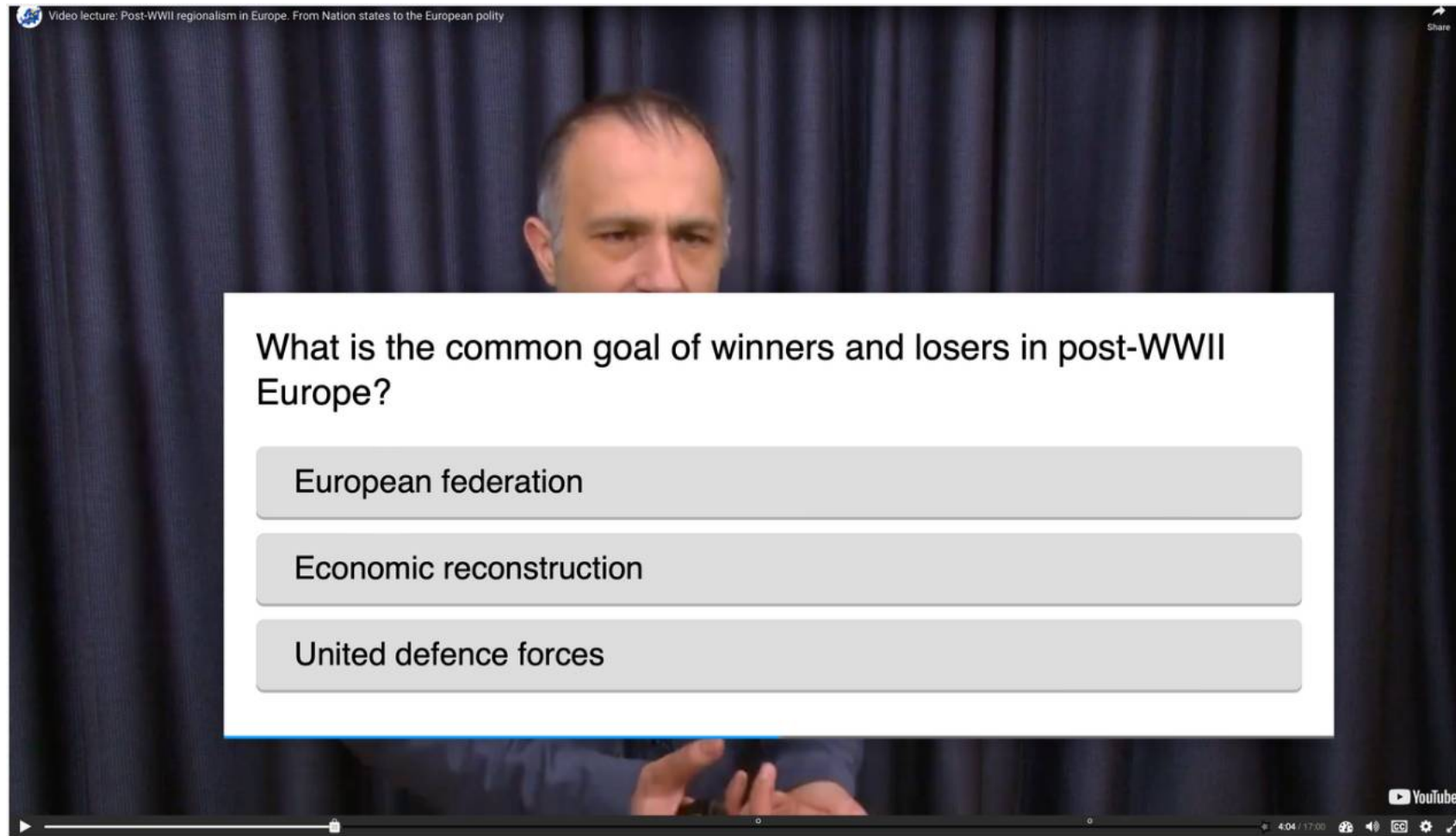
Deadline: 25.05.2025. (23:59 PM, Eastern European Summer Time)

General guidelines for this assignment:

- **Referencing** - we recommend students to use either [Harvard](#) or [Chicago](#) referencing styles.
- **Academic writing & Plagiarism** - please make sure that your analysis is properly referenced and all sources are clearly stated and outlined in your work. We highly recommend you to familiarise yourself with material in the section "[Skill workshop \(module 4\)](#)" prior to starting written assignment and encourage you to take the issue of plagiarism seriously.

 [Template_policy brief assignment \(module 4\).docx](#) + 13.09.2024 09:12:48

Video - recommendation



Increase interactivity:

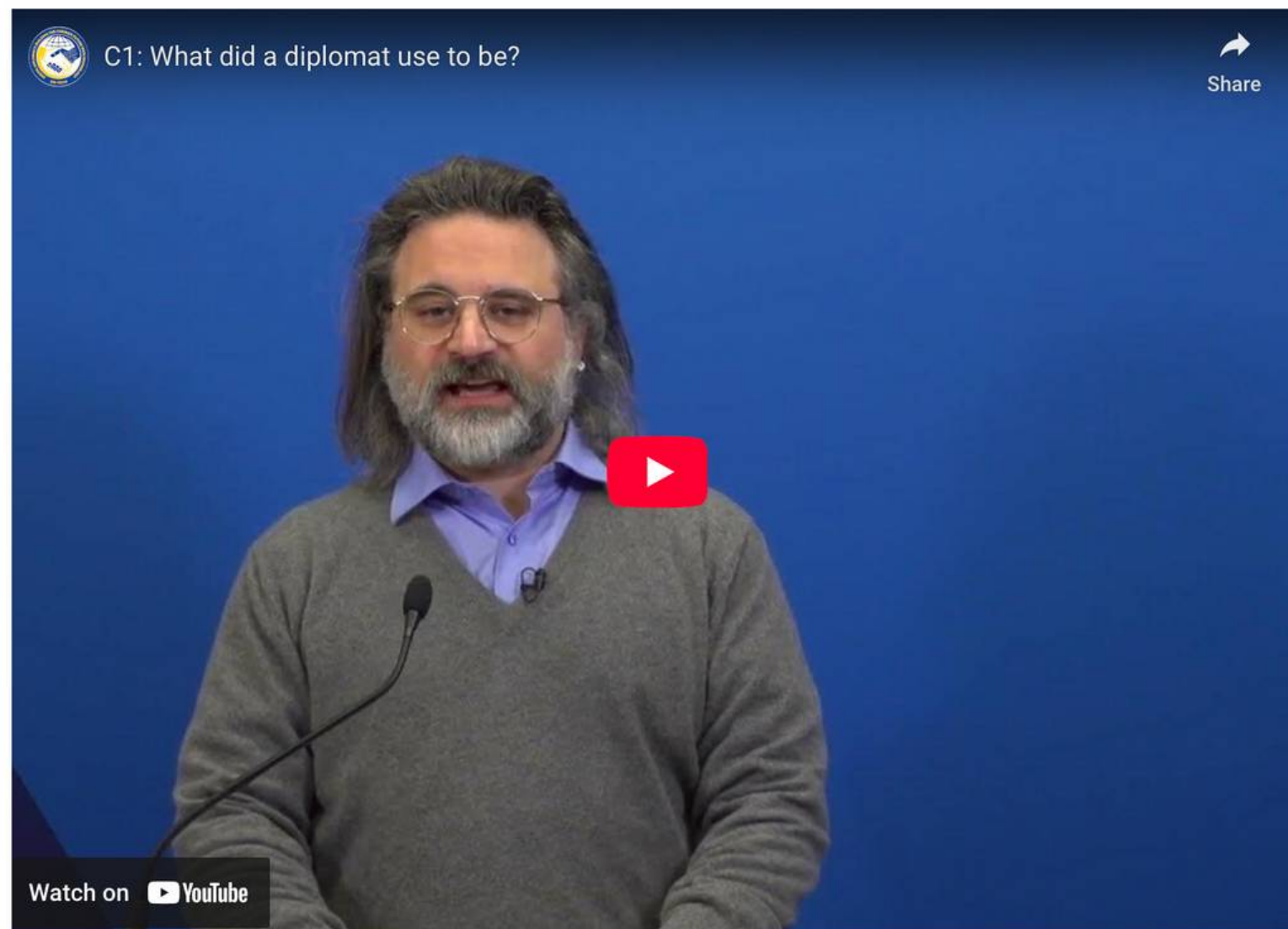
- If available, use the **H5P tool** to add pop-up questions to the videos.
- If H5P is not available, include a **self-test at the end of each video lesson** or section. The self-test does not need to be graded but should encourage reflection on the material.

Video - recommendation



C1.1.2 What did a diplomat use to be?

Please watch the following video lecture that we produced within the DD-Tech project to help you identify several of the issues related

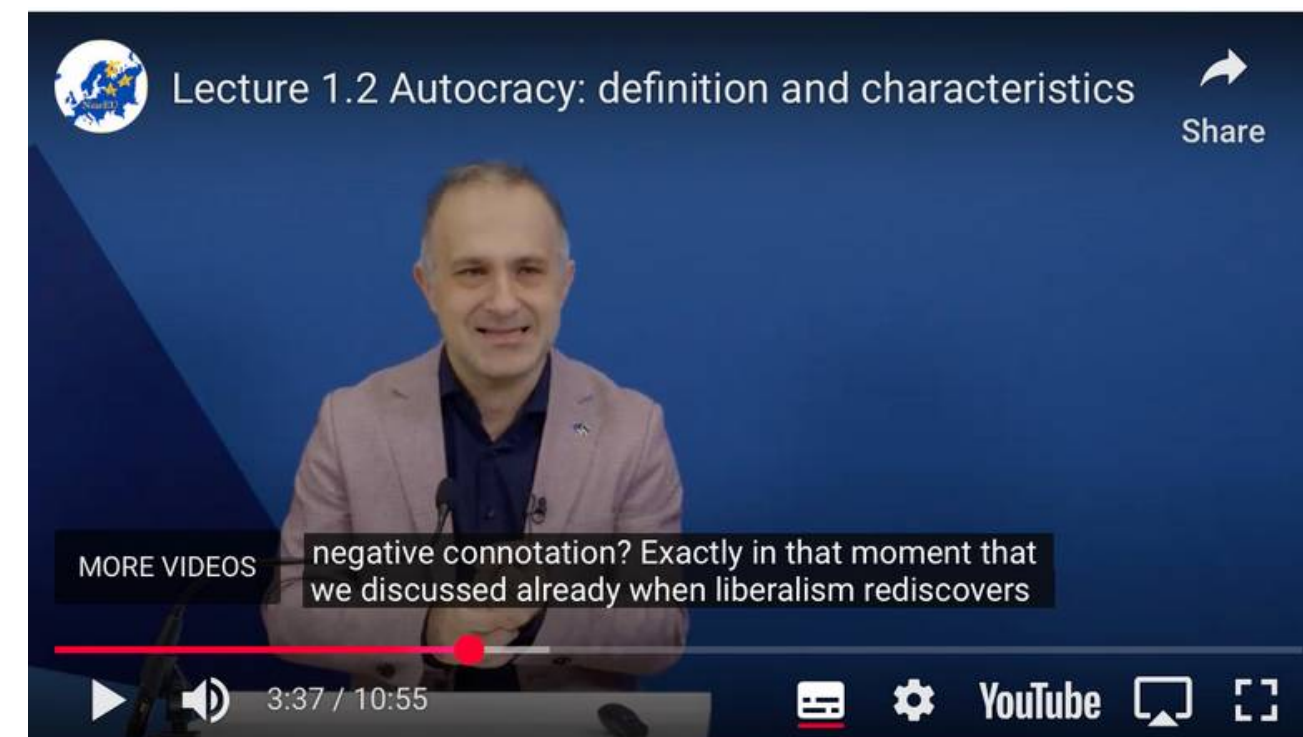


TRANSCRIPTS: [English](#) | [Estonian](#) | [Italian](#) | [Romanian](#) | [Slovenian](#) | [Turkish](#)

How to cite this video: ZOTTI, Antonio (2023) *What did a diplomat use to be?* Video material developed within the Erasmus+ project 20

Accessibility enhancements:

- provide transcripts or subtitles for all video content.



Readings

[< Previous](#)      [Next >](#)

Readings

[Bookmark this page](#)

Reading:

Gillham, Bill, and Helen McGilp. 'Recording the Creative Process: An Empirical Basis for Practice-Integrated Research in the Arts'. International Journal of Art & Design Education 26, no. 2 (2007): 177–84.

Additional online resources:

Zotero: Free open-source research source manager

<https://www.zotero.org/>

Elia SHARE Handbook for Artistic Research Education: Part Five: Toolbox: Curriculum Resources (p272 – 327)

<https://cdn.ymaws.com/elia-artschools.org/resource/collection/22A440F4-F60B-43F8-9C8F-EE8AEB3B4972/share-handbook-for-artistic-research-education-high-definition.pdf>

While slanted toward scientific study, this online chapter describes a number of relevant and useful models for considering what kind of student you are, what kind of supervisor you have, and how to navigate communication, commitment, and expectation.

<https://rozenbergquarterly.com/effective-phd-supervision-chapter-5-the-relationship-between-phd-candidate-and-supervisor/>

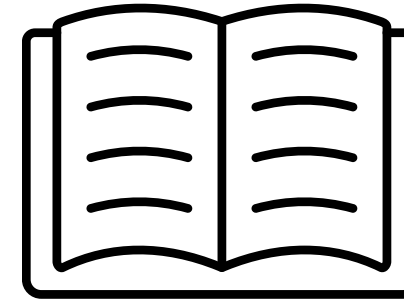
[< Previous](#) [Next >](#)

© All Rights Reserved

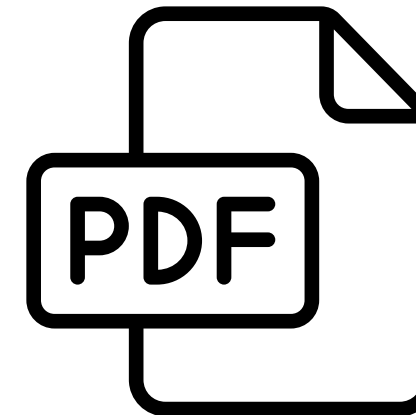
 **film**  Universidade Lusófona Instituto Politécnico da Lusofonia x@ulusofona.pt

 Facebook  Youtube

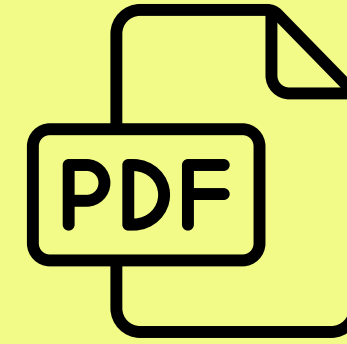


Embedding readings



**Adding PDFs as a backup*
(copyright)**

Readings - recommendation



To avoid distractions, learners should not need to switch between different platforms to access course materials. Consider:

- embedding readings within the course sections as pop-up pages.
- alternatively, providing PDF files directly on the platform to ensure continued access, even if external URLs become inactive.

Reading material 2

In the following section, you will be able to find reading material for Module 2. To access the readings, click on PDF files provided in the section below.

1. Portnov, A. (2022). Ukraine: between West and different Easts. Centre for Intellectual History (ox.ac.uk). Accessed at: <https://intellectualhistory.web.ox.ac.uk/article/ukraine-between-west-and-different-easts> (March 19, 2024).
2. Liik, K. (2022). The old is dying and the new cannot be born: A power audit of EU-Russia relations. ECFR. Accessed at: <https://ecfr.eu/publication/the-old-is-dying-and-the-new-cannot-be-born-a-power-audit-of-eu-russia-relations/> (March 19, 2024).
3. Gleichgewicht, D. (2022). Colonialism and trauma in Central and Eastern Europe. New Eastern Europe. Accessed at: <https://neweasterneurope.eu/2022/07/01/colonialism-and-trauma-in-central-and-eastern-europe/> (March 19, 2024).

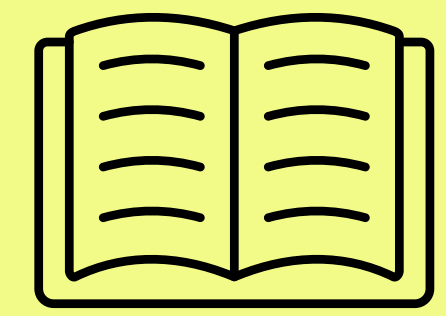
Edit

Download folder



- 1. Portnov, A. Ukraine_between West and different Easts.pdf
- 2. Liik, K. The old is dying and the new cannot be born. A power audit of EU-Russia relations.pdf
- 3. Gleichgewicht, D. Colonialism and trauma in Central and Eastern Europe.pdf

Readings - example (text embedded as part of lessons on Moodle)



Module 1 Lesson Plan: Democracy and Autocracy

Go through the activity to the end

Edit lessonEdit page contentsGrade essays

Lesson is currently being previewed.

Types of democracies and key features

Democracies can be generally categorised into two broad types: **direct democracy** and **representative democracy**.

A direct democracy, also known as a pure democracy, is characterised by the direct governance of the people themselves. This form of democracy necessitates active involvement from citizens in political affairs. Athenian democracy, also referred to as classical democracy, is an example of direct democracy originating in ancient Greece, particularly in the city-state of Athens. Another variant is the popular democracy, which relies on methods like referendums and other tools to empower and manifest the will of the populace directly

In a representative democracy, sovereignty is vested in the people's elected representatives, making it an indirect form of democracy. Types of representative democracy can include **parliamentarism** and **presidentialism** *(we will come back to this topic in week 3)*.

A strong democratic regime includes the following key features:

- respect for basic human rights,
- a multi-party political system paired with political tolerance,
- a democratic voting system,
- respect for the rule of law,
- democratic governance, and
- citizen participation

Contemporary scholars of democracy distinguish between **electoral democracy** and **liberal democracy** *(we will come back to this topic in week 3)*.

Source:

- Diamond, Larry Jay and Plattner, Marc F. (2006). [Electoral systems and democracy](#) . p. 168. Johns Hopkins University Press.
- Jean-Paul Gagnon (2013). [Evolutionary Basic Democracy](#) Chapter 1. Palgrave Macmillan, 2013.
- Gagnon, Jean-Paul (2018). ["2,234 Descriptions of Democracy"](#) . Democratic Theory. 5: 92–113.

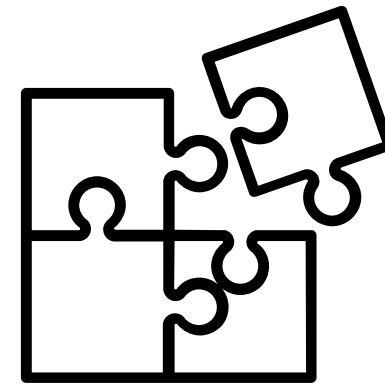
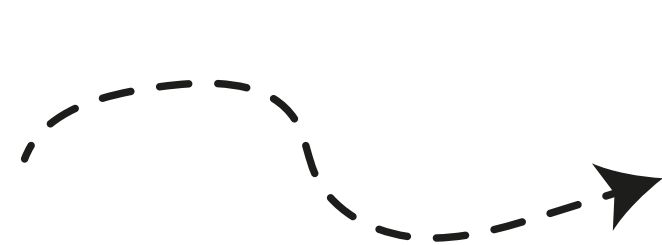
Go back

Continue learning

Slides



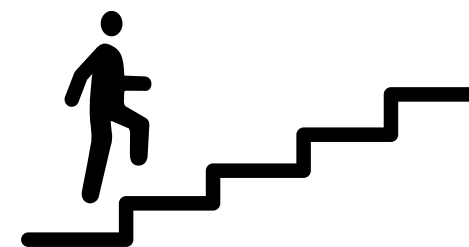
Slides accessed through hyperlink
PowerPoint PDF downloadable



Smaller sections: divide information into smaller sections to improve comprehension.

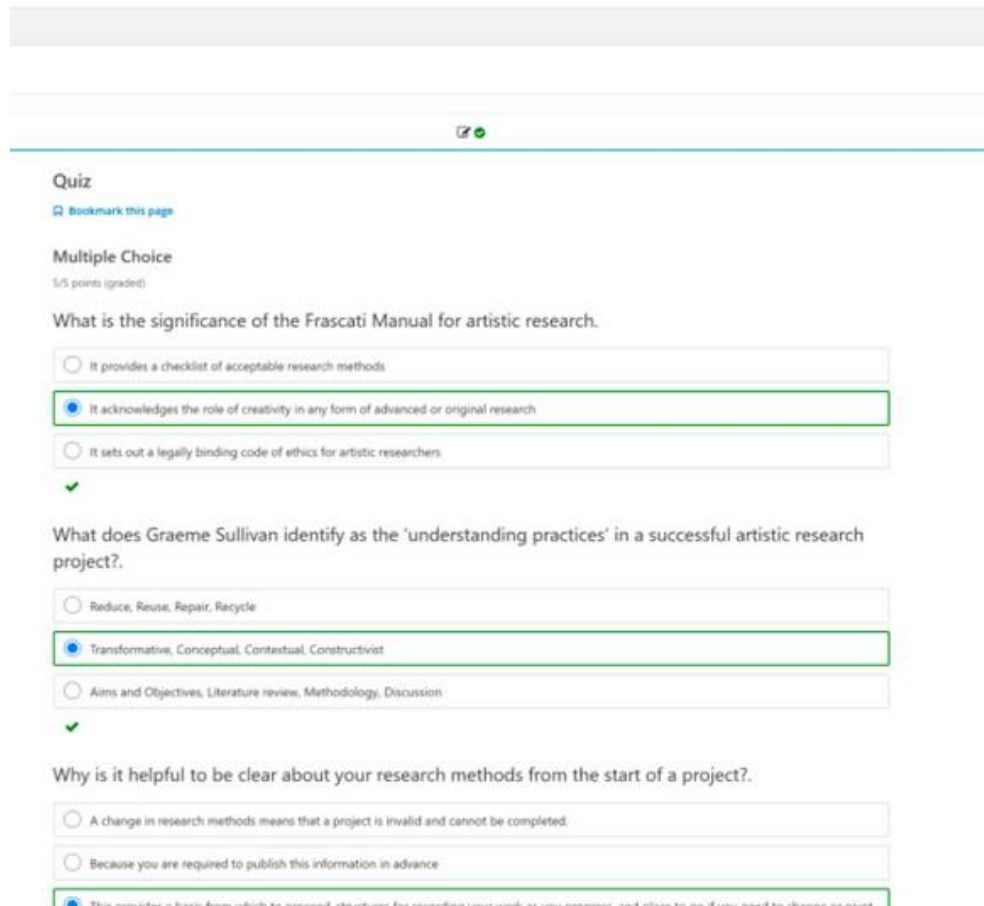


Define clear learner actions for each slide: what should they do with the content?



Step-by-step format: structure materials in a step-by-step format, for example: Video → Reading → Discussion/Reflection → Self-test.

Quizzes



Quiz

[Bookmark this page](#)

Multiple Choice
5/5 points (graded)

What is the significance of the Frascati Manual for artistic research.

☐ It provides a checklist of acceptable research methods

☒ It acknowledges the role of creativity in any form of advanced or original research

☐ It sets out a legally binding code of ethics for artistic researchers

✓

What does Graeme Sullivan identify as the 'understanding practices' in a successful artistic research project?.

☐ Reduce, Reuse, Repair, Recycle

☒ Transformative, Conceptual, Contextual, Constructivist

☐ Aims and Objectives, Literature review, Methodology, Discussion

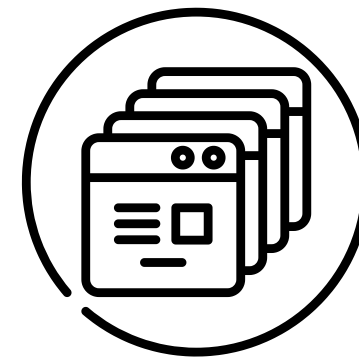
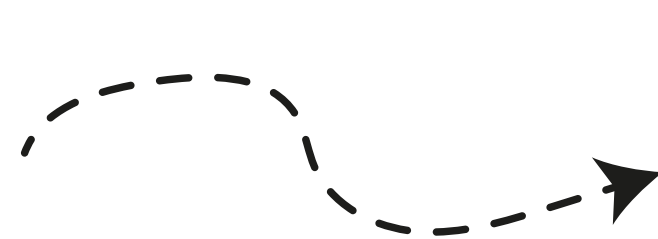
✓

Why is it helpful to be clear about your research methods from the start of a project?.

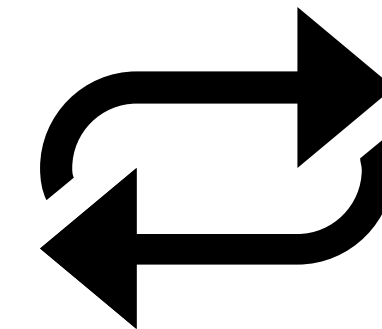
☐ A change in research methods means that a project is invalid and cannot be completed.

☐ Because you are required to publish this information in advance

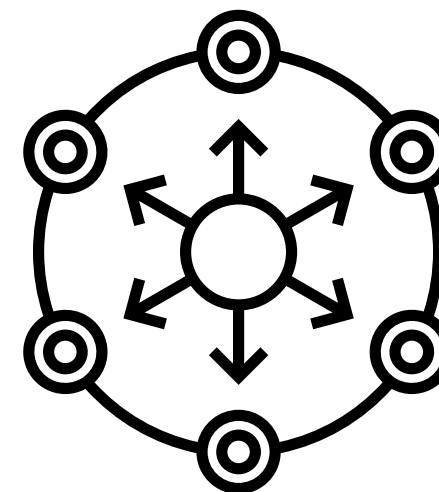
☒ Both of these are true



One question per page: separate each question onto a different page (if technically feasible).



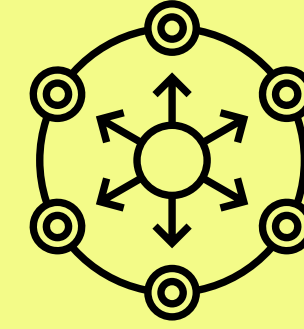
Shuffle questions for multiple attempts



Diversify question formats:

- Drag-and-drop activities
- Image-based questions
- Matching exercises
- True/false statements

Quiz - example (different formats)



Add the right term to the provided definitions.

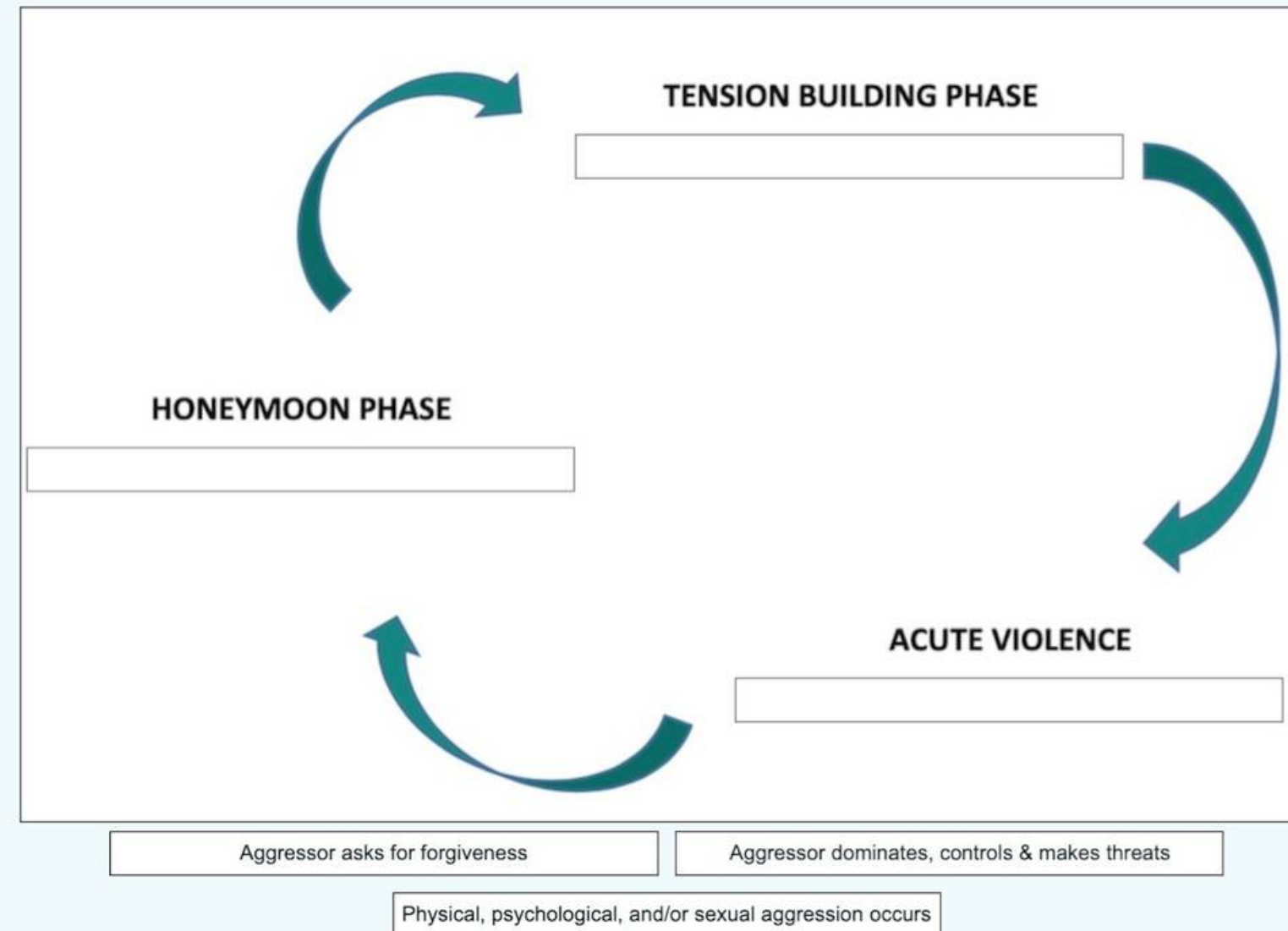
- a set of rules and institutions where some authoritarian characteristics are absent or are very limited and only some requisites are present among those requested by the minimalist definition of democracy.

- a model that implies giving limitless power to the "majority", which becomes increasingly difficult to define, embodied by a charismatic leader claiming to have the monopoly of the "people's" general will which is nevertheless so complex to identify.

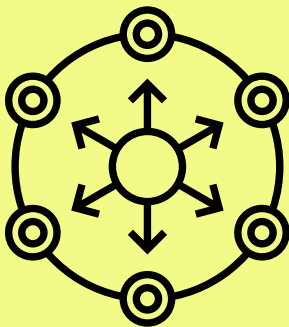
hybrid regime

illiberal democracy

Please match the actions that occur in the cycle of **violence** with its different stages.



Quiz - example (different formats)



Please, drag and drop each event into the table's correct time period.

1918 – 1939	
1939 – 1945	
1946 – 1991	
1992 – 2004	
2005 – 2024	

Glasnost and perestroika

Launch of Eastern Partnership

Post-WWI declarations of independence

World War II

Colour revolutions

Signing of Association Agreements with the EU

Interwar occupations by the USSR

Polish territory to Belarus & establishment of the Moldovan SSR

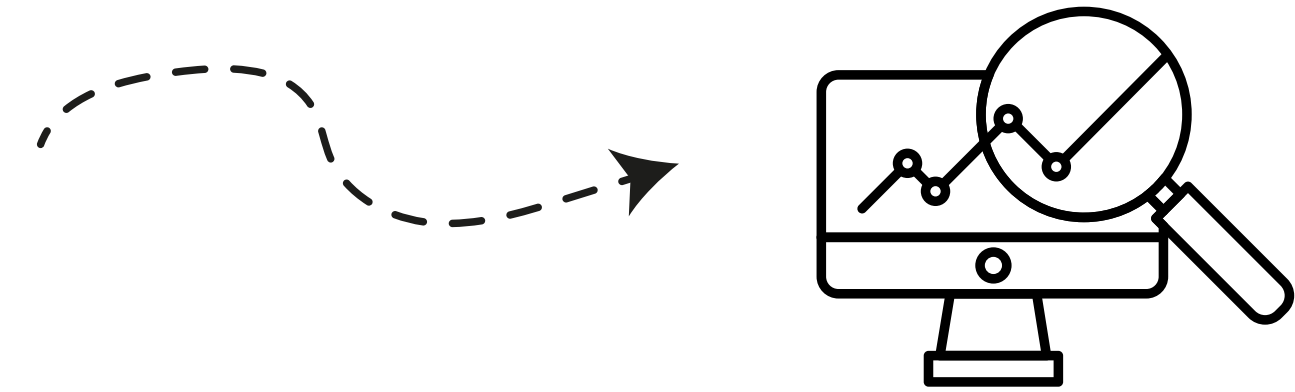
Democratic transition in Eastern and Central Europe

Launch of the European Neighbourhood Policy

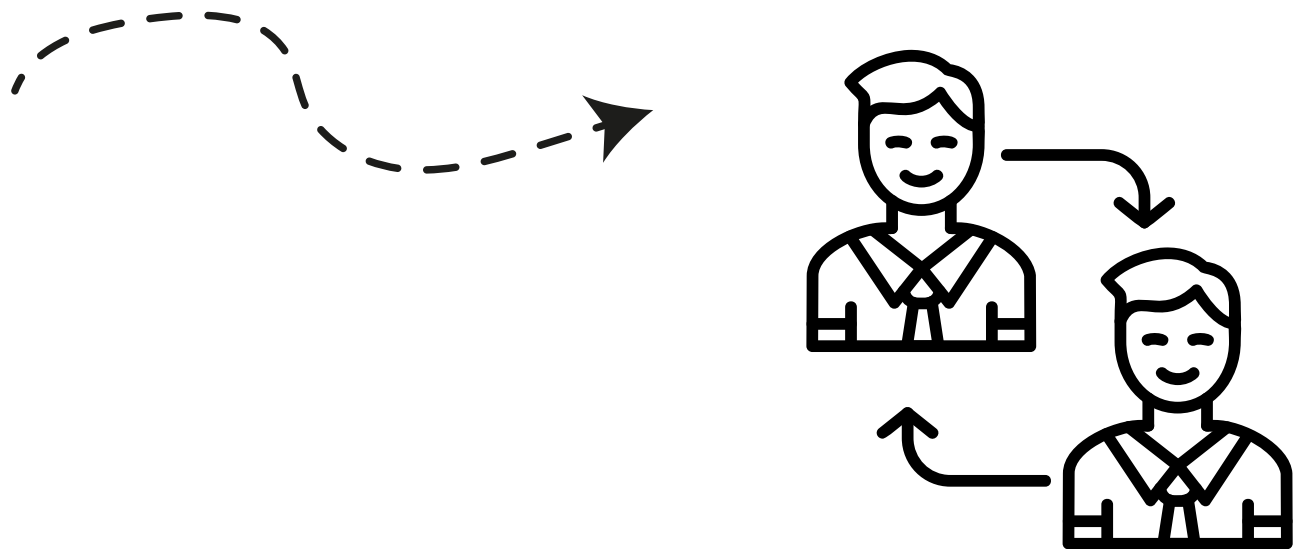
Policy of korenizatsiia

Full scale invasion of Ukraine

Discussions



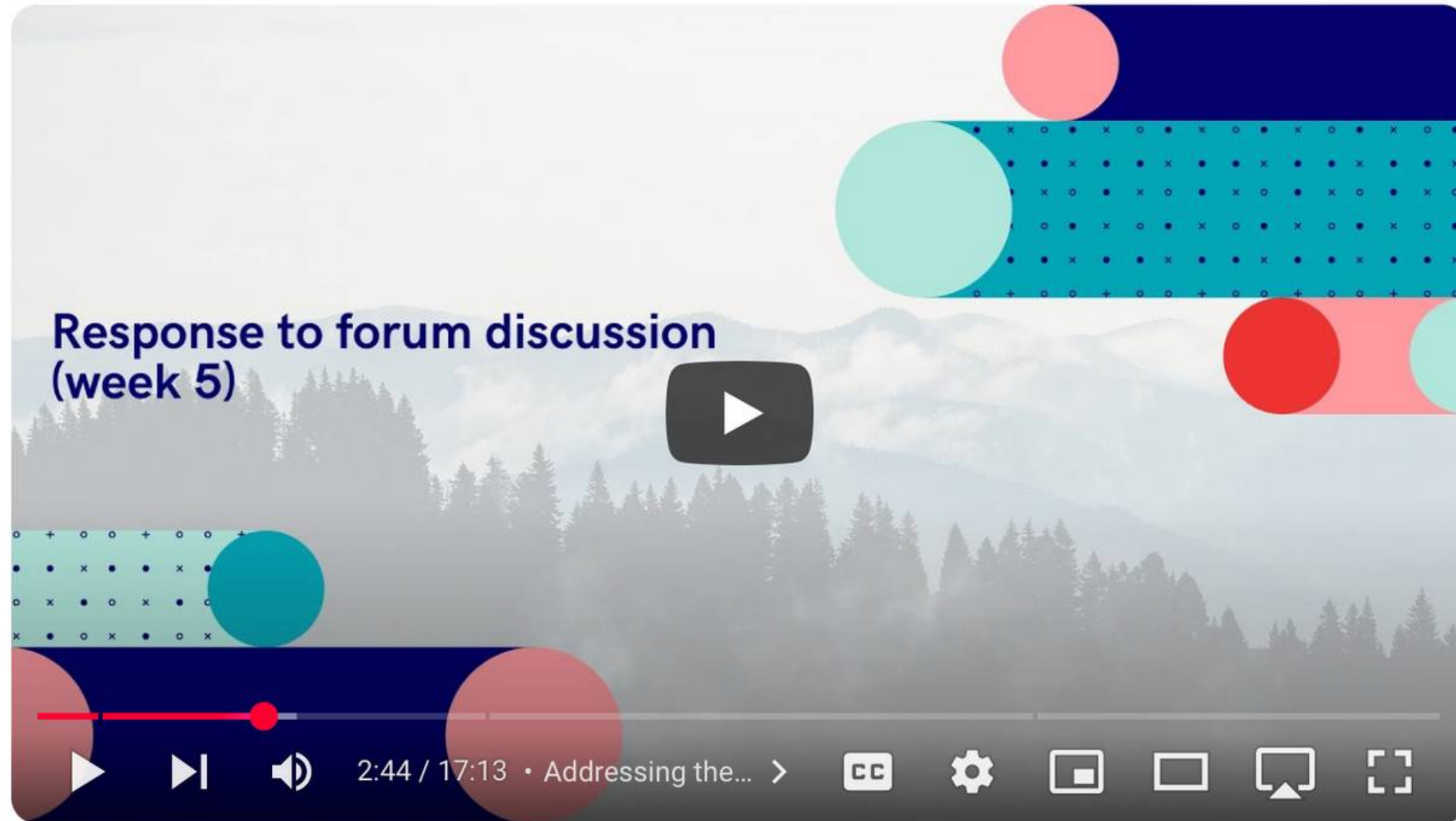
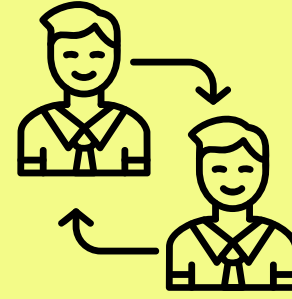
Monitoring interactions: consider how to monitor student interactions and responses.



Follow ups:

- Creating a video recap addressing common student questions.
- Organizing a live webinar with a Q&A session.
- Implementing graded discussion forums (if available in the platform, e.g., in Moodle).

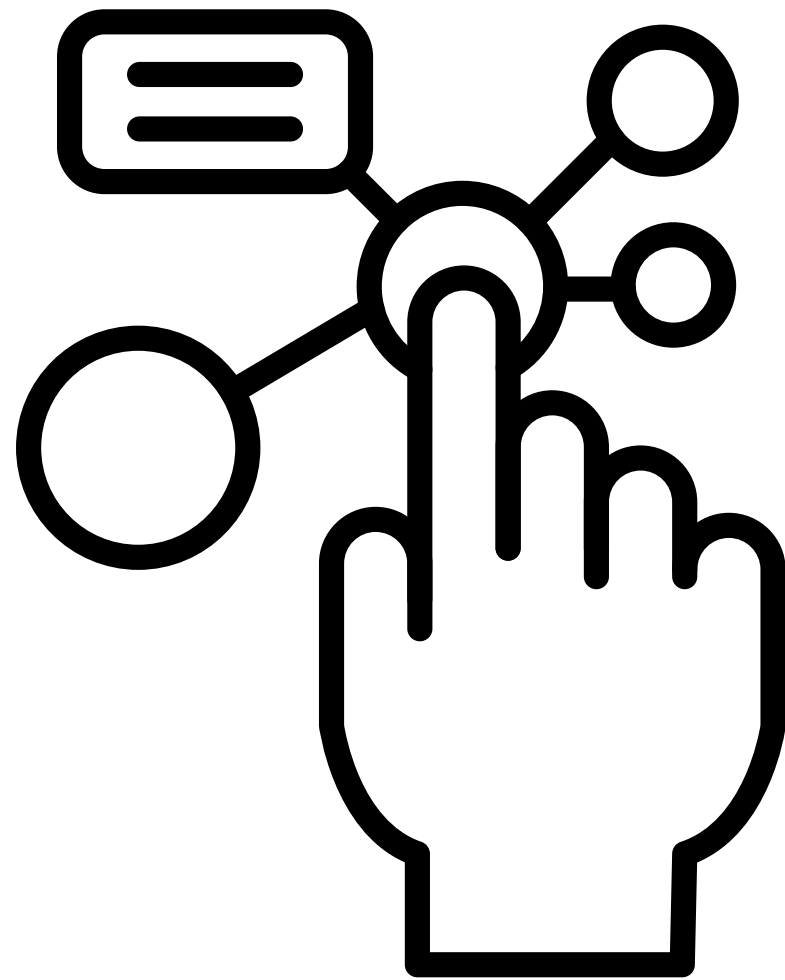
Discussions - example



Responses to forum discussions

Unlisted

Exercises



One of the course's key objectives is to introduce learners to specific methods and enable them to apply them. To support this:

- add **interactive exercises** where learners can test different methods.
- develop **templates** for each method, allowing learners to input their own data.