Teacher roles in MOOC design processes – experiences from a Chalmers MOOC

Christian Stöhr
Matty Janssen
Maria Lindqvist
Anna Nyström Claesson
Today:

• What is happening @ ChalmersX

• Why and how this study

• Teacher narratives
  ─ Processes
  ─ Roles

• Conclusions
Christian Stöhr, Department for AIT, Division for EER

MOOCs@ChalmersX

- Introduction to Graphene Science and Technology (March 23rd - June 1st)
- Sustainability in Everyday Life (SiEL) (June 8th – July 19th)
- two more (2016)

ChalmersX | Introduction | Method | Processes | Roles | Conclusion
---|---|---|---|---|---
MOOCs@ChalmersX

Introduction to Graphene Science and Technology (March 23rd - June 1st)

- Sustainability in Everyday Life (SiEL) (June 8th – July 19th)
- two more (2016)
| Why? |
|---|---|---|---|
| ChalmersX | Introduction | Method | Processes |

MOOC
Teacher(s)
### Why?

<table>
<thead>
<tr>
<th>ChalmersX</th>
<th>Introduction</th>
<th>Method</th>
<th>Processes</th>
<th>Roles</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOOC Teacher(s)</td>
<td>course design and pedagogic support</td>
<td>technical production support</td>
<td>edx platform support</td>
<td>administrative support</td>
<td>marketing support</td>
</tr>
<tr>
<td></td>
<td>MOOC Teacher(s)</td>
<td>documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legal issues & CR support
How can the role(s) of the MOOC teacher be characterized during the MOOC development process(es)?
Approach

• Teachers:
  — Reflective diaries from all three teachers between May 2014 until May 2015 describing and reflecting on meetings and other activities (workshops, seminars)

• Researchers:
  — Observations
  — Interviews with teachers (and others)
SiEL design

<table>
<thead>
<tr>
<th>ChalmersX</th>
<th>Introduction</th>
<th>Method</th>
<th>Processes</th>
<th>Roles</th>
<th>Conclusion</th>
</tr>
</thead>
</table>

**Exam problem**

- Energy
- Climate change
- Food
- Globalization
- Chemicals
Types of processes

- Pedagogical process: owners, teachers, designers
- Interaction process: teachers, learners, negotiators
- Production process: learners, owners, developers
# Pedagogical Process

- Developing the pedagogical concept
  - Exploratory and creative “journey”
  - Generating and structuring ideas
  - Input from other stakeholders
  - Evaluation and adaptation to MOOC “constraints”
  - Strong sense of ownership

---

<table>
<thead>
<tr>
<th>Pedagogical process</th>
<th>Interaction process</th>
<th>Production process</th>
</tr>
</thead>
<tbody>
<tr>
<td>owners</td>
<td>teachers</td>
<td>learners</td>
</tr>
<tr>
<td>teachers</td>
<td>learners</td>
<td>negotiators</td>
</tr>
<tr>
<td>designers</td>
<td></td>
<td>developers</td>
</tr>
</tbody>
</table>

### Introduction

- ChalmersX
- Method
- Processes
- Roles
- Conclusion

**Christian Stöhr**, Department for AIT, Division for EER

2015-06-12

MOOCs in Scandinavia, Stockholm

Teacher roles in MOOC design processes
Mainly how and where to produce the videos
- Smooth collaboration with the production team
- Speaker training
- Involvement of other colleagues
- Use of edX platform and social media
- Planning, being agile and commitment are essential
- Sense of ownership
Interaction process

- Communication with others
  - Close and frequent interaction with production and support (listening, discussing, negotiating)
  - Promoting the idea the MOOC (colleagues, development team, other stakeholders)
  - Good communication for keeping commitment
Teacher roles

<table>
<thead>
<tr>
<th>Roles</th>
<th>Pedagogical process</th>
<th>Interaction process</th>
<th>Production process</th>
</tr>
</thead>
<tbody>
<tr>
<td>owners</td>
<td>teachers</td>
<td>designers</td>
<td>learners</td>
</tr>
</tbody>
</table>

Introduction

Method

Processes

Roles

Conclusion
Teacher roles

• Assumed roles and the ability to switch have been instrumental in the execution of the three processes

• Role of owners → Driver for the design and development

• Involving many others perceived as challenging
  — Committing time and effort and staying committed
  — The role of being a motivator?
Take away

• Engaging in MOOCs development is a complex endeavor!
  — it's not just the teacher!

• Teachers need a sense of ownership to be motivate and be able to motivate others over time!

• However, teachers experience:
  — new processes
  — new roles
  — new types of interactions
    that they might or might not be familiar with!
Thank you!