CREATING

MULTILINGUAL MOOC CONTENT FOR INFORMATION LITERACY

A WORKFLOW

Paul Libbrecht, Stefan Dreisiebner
Björn Buchal, Anna Polzer

MENU

- Creating MOOCs: A well known practice?
- Classical phases of authoring learning-content
- Challenges: Re-usable, multilingual, long-term
- A technical workflow
- How well did it go?

CREATING MOOCS?

- Literature about MOOCs is all about engagement
  - … and how education is radically changed
- Almost nothing about authoring
- MOOCs are *only* an alternate form of e-learning
  - Scenarios, learning objects, instructional design…
- Technical platforms exist
  - Mostly for learning management
    (e.g. Moodle, openEdX, Canvas)
- Standards for content exchange: Only micro-level

FIVE AUTHORING STEPS

- Set objectives, sketch a design
- Gather available resources
- Sketch a precise script
- Implement in target environment
- Review and get reviewed

CHALLENGES

- Challenge: a complete online learning experience
  - That holds long term
  - Performance, security, low attack vector
- Challenge: Multilingual
  - Including not so frequent languages
- Challenge: Privacy respecting
  - No cloud and limited external services

DELIVERY ENVIRONMENT

- Self-paced MOOC:
  no timeline or synchronous interactions
- openEdX as core LMS
  - includes "studio" , a very basic content management system
  - one course per language
- standardised assessment with CBA-itembuilder
- analytics with Piwik/Matomo
- Linux hosting, platform monitoring with Nagios

RE-USABLE CONTENT

- Erasmus+: everything open-content
  - simply an edX dump?
- Translations are a first form of re-use
  - includes continuous adaptations
- Follow the open-source way:
  - Public versioning system
  - Including sketches, scripts, and sources
  - Widespread and simple encodings
- Expect: Immediate preview, take individual parts

WORKFLOW

- Sketch using the tool of authors' choices
  - scribble, Word, Google Docs… Share
- Identify used resources
- Transformation to a structured script
  - Word to Markdown
  - Share in GitLab
- Obtain permission to re-use resources
- Re-encode, insert in edX Studio
- Preview for self, authors' review
- Pilot with students

HOW DID IT GO?

- Development: Workflow establishment, and tools' adaptations
- Roles:
  - Authors, Devs, Implementors, Translators
- Worked ok:
  - Sharing over GitLab
  - Re-encoding (but fragile)
  - Studio insert, reviews
  - Correct in GitLab and copy again

HOW FAR DID IT GO?

- Course realised: about 20h, made of:
  - texts
  - re-used and own videos
  - standardised assessment
  - quizzes
- all translated to 5 other languages
  - videos translated by closed-captionning
- Not exactly the normal MOOC development
  - privacy requirement involved lots of prohibition

AREAS OF ENHANCEMENT

- Conversion tools could be more automated
  - in particular insertion into edX studio
  - but reduce to markdown good for uniform content
- Evaluation of students' progress not completely obvious: tool diversity requires development
- Re-using videos of others is full of traps
  - Copyright breaches, money requirements
  - Closed-captionning needs voice-recognition (fragile)

CONCLUSION

- Realising a MOOC a multi-facet entreprise
- Involvement of the various roles needs organisation
- Proposed a workflow that suports re-usability
- Has made it possible to coordinate the roles
  - … and not yield a jungle
- Challenges remain: More automation, videos-re-use, student tracking

THANK YOU