MOOC Design Toolkit
How to use ADDIE to build your Massive Open Online Course (MOOC)
Preface

WHAT IS A MOOC?

Welcome to the Humanitarian Leadership Academy’s MOOC design toolkit.

This toolkit will provide you with step-by-step guidance to help you design and deliver a MOOC that meets the needs of your learners.

This toolkit is for you if you are a staff, volunteer or partner in a humanitarian organisation who is considering developing a MOOC.

First, it’s useful to understand what a MOOC is. Here are some main features:

<table>
<thead>
<tr>
<th>MASSIVE</th>
<th>No maximum number of participants, not limited in geographic reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEN</td>
<td>No application process to enroll, free or different cost structure to face-to-face</td>
</tr>
<tr>
<td>ONLINE</td>
<td>Hosted on a dedicated online site e.g. kayaconnect.org</td>
</tr>
<tr>
<td>COURSE</td>
<td>Course completion can be certified and accredited</td>
</tr>
</tbody>
</table>
Before you invest in a MOOC, go through the ADDIE model in this toolkit to make sure it is the right choice.

A first step in designing any learning is to undertake an analysis of your learners. This helps you determine if your learners will learn best through a MOOC, or through another learning method. You may decide to use a MOOC with a blend of several learning methods.

Take time to consider the benefits and drawbacks of different learning methods. For example, the benefits of a MOOC include:

- Scale and access
- Collaborative and global learning
- Impact and innovation

<table>
<thead>
<tr>
<th>Scale and Access</th>
<th>Collaborative and Global Learning</th>
<th>Impact and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your MOOC can reach learners in multiple geographic locations.</td>
<td>Learners will benefit from social learning, where they can discuss questions with other learners using discussion forums.</td>
<td>Participants are encouraged to learn in innovative new ways using the technology that is available.</td>
</tr>
<tr>
<td>The scale of your MOOC is not limited by physical presence, such as needing to have participants or those training, together in the same room.</td>
<td>Learners can be inspired and learn as part of a global community, with participants from different regions and cultures.</td>
<td>Using different types of technology in your MOOC can result in different types of learning. For example, a game embedded in a MOOC might be used to build empathy and behaviour change.</td>
</tr>
<tr>
<td>Learners can access the MOOC across different time zones as well.</td>
<td>They can contribute to the learning content by sharing their own experiences, in the form of case studies, short assignments or discussion posts.</td>
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</table>
You can use an ADDIE model to design your MOOC. The ADDIE model is a process that can be followed by anyone who is designing learning.

This toolkit includes guidance, tips and examples for each of the ADDIE stages:

1. **Analysis**
   - Get to know your learners and their needs

2. **Design**
   - Define your learning objectives and your approach

3. **Development**
   - Build your MOOC

4. **Implementation**
   - Launch your MOOC

5. **Evaluation**
   - At each stage, evaluate your progress and get user feedback

**Tip:** If you want to apply the ADDIE model to other learning methodologies, such as a self-led course, a webinar, or a game, enrol in the Creative Learning course on [www.kayaconnect.org](http://www.kayaconnect.org)
Stage 1 is about getting to know your learners, in order to design the right MOOC for them. To do this, you can do a learning needs analysis. This will give you all the information you need to make sure your learning design is the right one.

The objective of the analysis stage is to find out about the learning needs of your audience.

Guiding question: Who are your learners, and how do they learn best?
A learning needs analysis is a method to identify the specific requirements of your learners. You will want to focus on a micro learning needs analysis to really get to know your learners.

You can undertake a learning needs analysis at three different levels. Each level gives you different types of information. You can undertake a learning needs analysis by surveying potential learners, or by secondary research such as reviewing any similar courses online.

**STAGE 1: Analysis**

**LEARNING NEEDS ANALYSIS**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Micro learning needs analysis</td>
<td>Identify and prioritise the learning needs of the group and individuals who will be your learners.</td>
</tr>
<tr>
<td>Meso learning needs analysis</td>
<td>Identify the organisational needs that are driving this learning.</td>
</tr>
<tr>
<td>Macro learning needs analysis</td>
<td>Be aware of the context in which the learning is happening.</td>
</tr>
</tbody>
</table>

**Micro learning needs analysis tip:**

In a micro learning needs analysis, you identify the profile of your target group. This includes the goals and objectives they might have for this learning activity.

**Micro learning needs analysis tip:**

Learner requirements can be informed by their educational background, their familiarity with online learning, their prior understanding of the topic, and much more.

**Micro learning needs analysis tip:**

Completing a learner persona template can help identify the profile of your target audience. See the template on page 10.
**TOOL: Learning Needs Analysis [EXAMPLE]**

### Analysis

**Micro learning needs**

- What are the individual goals and objectives for this learning activity?
- What is the profile of the target group, including existing competencies (knowledge, skills and attitudes)?
- What knowledge and skills should the learners have at the end of the MOOC?

**Example: Course on Creative Learning for humanitarians**

The learners would like to be able to design and manage a learning program effectively.

The target group is staff in national and regional humanitarian organisations in south and south-east Asia. They have taken at least 1 MOOC before, mainly use laptops but also mobile phones for learning, and have a working knowledge of English language.

By the end of the course learners should be able to develop their own checklist of essential steps for developing learning based on the ADDIE model.

### Analysis

**Meso learning needs**

- What are the organisational needs driving this learning?
- Are there learning initiatives/materials already available?

This learning fits with the organisational need from the 2019-2022 strategic plan to harness the power of technologies to increase access to learning globally.

The organisation has many learning materials on this topic already available, mainly in PDF form. There are also some case studies about different MOOCs that might be useful.

### Analysis

**Macro learning needs**

- What are the trends in the sector for learning?
- What are the learning trends in the identified topic?

The trends in the sector is for blended learning that involves some face-to-face interaction with online learning.

The trends in this topic are for manuals and instructional videos.

Another trend is that this topic is growing in importance in the humanitarian sector - there’s been an increase in reports written that ask questions about how to design learning for humanitarians effectively.
## TOOL: Learning Needs Analysis

### Analysis

**Micro learning needs**

- What are the individual goals and objectives for this learning activity?
- What is the profile of the target group, including existing competencies (knowledge, skills and attitudes)?
- What knowledge and skills should the learners have at the end of the MOOC?

### Analysis

**Meso learning needs**

- What are the organisational needs driving this learning?
- Are there learning materials already available?

### Analysis

**Macro learning needs**

- What are the trends in the sector for learning?
- What are the learning trends in the identified topic?
TOOL: Learning Persona Template

- **Add a picture of your learning persona**

- **[Name, Age]**
  - [Write out a short sentence to describe this learning persona.]

- **About [Name]**
  - Give some 2-3 short paragraphs to explain about them, what they do and an insight into their personality. Include information such as job title and job level, organisation they work for, level of education, years of experience

- **[Name]’s goals**
  - Write out their professional goals,

- **[Name]’s emotional needs**
  - Identify and write the emotional needs they have when it comes to learning.
  - Identify and write the emotional needs they have when it comes to learning.
  - Identify and write the emotional needs they have when it comes to learning.
  - Identify and write the emotional needs they have when it comes to learning.

- **[Name]’s functional needs**
  - Identify and write the functional needs and challenges they face with learning.
  - Identify and write the functional needs and challenges they face with learning.
  - Identify and write the functional needs and challenges they face with learning.
  - Identify and write the functional needs and challenges they face with learning.

- **When designing for [Name]**
  - **you must**
    - Write some main recommendations as for what must be considered when designing for this learning persona.
    - ...

  - **you should**
    - Write some main recommendations as for what should be considered when designing for this learning persona.
    - ...

  - **you must not**
    - Write some main recommendations as for what has to be avoided designing for this learning persona.
    - ...

- **WRITE KEY CONCLUSION 1**
  - and briefly explain it.

- **WRITE KEY CONCLUSION 2**
  - and briefly explain it.

- **WRITE KEY CONCLUSION 3**
  - and briefly explain it.
STAGE 2: Design

In the design stage, you use the information gathered from the analysis to begin designing your MOOC.

The objective of the Design stage is to design a plan for the MOOC.

Guiding question: What will your learners know, do and feel by the end of the MOOC?

There are multiple steps in the design stage:

1. Defining learning objectives
2. Selecting the right content
3. Choosing the right methods
4. Using a mix of methods
5. Design considerations
6. Identifying who is in your MOOC team
### DEFINING LEARNING OBJECTIVES

In the design stage, start by defining the learning objectives for your MOOC. Learning objectives specify what the learner should know, do and feel by the end of the MOOC. They help guide the learner through the MOOC, as the learner knows what is required of them to complete the course. They also help to guide you as you select the content and materials in the next steps.

**Tip:** Use your findings from the Analysis stage to set suitable learning objectives. For example, if your micro learning needs analysis showed that learners have limited familiarity with the MOOC topic, set a learning objective for learners to identify the basic components of the topic, rather than demonstrating full mastery.

<table>
<thead>
<tr>
<th>What should learners be able to DO by the end of the MOOC?</th>
<th>For example: Learners can apply the ADDIE model to their chosen learning method.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should they KNOW by the end of the MOOC?</td>
<td>For example: Learners can identify the key stages of the ADDIE model; Learners can compare the strengths and weaknesses of different learning methods.</td>
</tr>
<tr>
<td>What/how should they FEEL by the end of the MOOC?</td>
<td>For example: Learners positively evaluate the ADDIE steps after they have applied it.</td>
</tr>
</tbody>
</table>

**Tips for writing learning objectives:**

- **Make them measurable**
  Make each learning objective specific and measurable so that you will know if a learner has reached it.

- **Use action verbs**
  See the verbs in *Bloom’s Taxonomy* (page 12) for examples of ways to explain the type of learning you want the learner to achieve.

- **Keep them manageable**
  Set 3-5 overall learning objectives for the MOOC. You can also add more detailed learning objectives for different parts of the MOOC, such as different modules.
**TOOL: Define Learning Objectives**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should learners be able to DO by the end of the MOOC?</td>
<td></td>
</tr>
<tr>
<td>What should they KNOW by the end of the MOOC?</td>
<td></td>
</tr>
<tr>
<td>What/how should they FEEL by the end of the MOOC?</td>
<td></td>
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</tbody>
</table>
**Reference**

**BLOOM’S TAXONOMY**

Bloom’s Taxonomy categorises the different ways that a learner can show their knowledge about a specified topic.

You can use Bloom’s Taxonomy to identify the type of learning you expect the learner to have when they complete the MOOC.

For example, if the MOOC is about the basics of humanitarianism, the learner could:

- Describe the different humanitarian principles (Comprehension)
- Compare how one humanitarian principle has been applied in two different contexts (Analysis)
- Assess their use of humanitarian principles in a recent work experience (Evaluation)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
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</thead>
<tbody>
<tr>
<td>Recalling important information</td>
<td>Explaining important information</td>
</tr>
<tr>
<td>Define</td>
<td>Translate</td>
</tr>
<tr>
<td>Repeat</td>
<td>Restate</td>
</tr>
<tr>
<td>Record list</td>
<td>Discuss</td>
</tr>
<tr>
<td>Recall</td>
<td>Describe</td>
</tr>
<tr>
<td>Name</td>
<td>Recognise</td>
</tr>
<tr>
<td>Relate</td>
<td>Explain</td>
</tr>
<tr>
<td>Underline</td>
<td>Express</td>
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</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving close ended problems</td>
<td>Solving open ended problems</td>
</tr>
<tr>
<td>Interpret</td>
<td>Distinguish</td>
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<tr>
<td>Apply</td>
<td>Analyse</td>
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<td>Employ</td>
<td>Differentiate</td>
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<tr>
<td>Use</td>
<td>Appraise</td>
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<tr>
<td>Demonstrate</td>
<td>Calculate</td>
</tr>
<tr>
<td>Dramatize</td>
<td>Experiment</td>
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<tr>
<td>Practice</td>
<td>Test</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Compare</td>
</tr>
<tr>
<td>Operate</td>
<td>Contrast</td>
</tr>
<tr>
<td>Schedule</td>
<td>Criticise</td>
</tr>
<tr>
<td>Sketch</td>
<td>Diagram</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating unique answers to problems</td>
<td>Making critical judgements based on a sound knowledge base</td>
</tr>
<tr>
<td>Compose</td>
<td>Judge</td>
</tr>
<tr>
<td>Plan</td>
<td>Appraise</td>
</tr>
<tr>
<td>Propose</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Design</td>
<td>Rate</td>
</tr>
<tr>
<td>Formulate</td>
<td>Compare</td>
</tr>
<tr>
<td>Arrange</td>
<td>Revise</td>
</tr>
<tr>
<td>Assemble</td>
<td>Assess</td>
</tr>
<tr>
<td>Collect</td>
<td>Estimate</td>
</tr>
<tr>
<td>Construct</td>
<td>Prepare</td>
</tr>
</tbody>
</table>

**Intellectual skills**
STAGE 2: Design

SELECTING THE RIGHT CONTENT

After you have defined your learning outcomes, it is time to select the MOOC content.

Look back at your learning objectives. Select content that the learner will need to know to reach these.

There might be extra content you would like to include that is ‘nice to know’ but not essential to reaching the learning outcomes. This extra content can go in an area of additional resources in the MOOC.

Guiding question: What does the participant need to know in order to reach the learning objectives?

Tip: Make sure that subject matter experts are involved at this stage to help select the right content.
After you have your learning outcomes and content, the next step is to select the right mix of methods to deliver the content in your MOOC.

Within a MOOC, you can choose different instructional methods to deliver content. This is any method or activity that can help instruct the learning.

For example, you might find that some content works best as a recorded lecture, while other content can be presented as checklists or blogs. Some content can be delivered in a way to encourage learners to collaborate, such as by posting a question on the MOOC discussion board.

Guiding question: What is the best method to deliver this content to the learner?

Tip: See the next page for ways to combine different methods.
STAGE 2: Design

USING A MIX OF METHODS

Using a mix of methods helps the learner interact in different ways with the content.

Some instructional methods expose learners to new information. Short videos at the beginning of a MOOC, or an informative case study, are examples of this.

Other instructional methods task the learners to apply their knowledge. These often come towards the end of a module, in the form of a checklist or assignment.

Other instructional methods connect learners to share knowledge and collaborate about what they are learning. Participants can interact online, learn from each other, and progress through the MOOC together.

<table>
<thead>
<tr>
<th>Expose learners to new information</th>
<th>Task learners to apply their knowledge</th>
<th>Connect learners to share knowledge and collaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>Checklists</td>
<td>Online guided discussions</td>
</tr>
<tr>
<td>Videos</td>
<td>Simulations</td>
<td>Shared documents</td>
</tr>
<tr>
<td>Podcasts</td>
<td>Assignments</td>
<td>Peer-reviews</td>
</tr>
<tr>
<td>Case studies</td>
<td>Quizzes</td>
<td></td>
</tr>
<tr>
<td>Interactive activities</td>
<td>Learning games</td>
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<tr>
<td>Demonstrations</td>
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<tr>
<td>Webinars</td>
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</tbody>
</table>

**Tip:** Videos can be used to tell a story and introduce the learner to different perspectives on a topic. See Philippine Volunteer Essentials on www.kayaconnect.org for an example of using videos.

**Tip:** Learning games can be effective ways for learners to apply their knowledge. For an example of a live game see Introduction to Coaching and Mentoring on www.kayaconnect.org.

**Tip:** If you are using a shared document such as a Google Sheet, make sure that it is is available to learners in all regions. This can require different permissions.
STAGE 2: Design

USING A MIX OF METHODS

In the design stage, plan the overall structure of how the instructional methods fit together.

On a learning platform like www.kayaconnect.org, you can easily select different activities to present different instructional methods.

Tip: Different learning outcomes and different pieces of content will suit different instructional methods, so it is recommended that you use a combination.

Example of selecting different instructional methods from the course template on www.kayaconnect.org

Example of a Forum from the course template on www.kayaconnect.org used in the Monitoring, Evaluation, Accountability and Learning (MEAL) MOOC.
### STAGE 2: Design

**DESIGN CONSIDERATIONS**

An important aspect of a MOOC is respect for diversity and the promotion of inclusive and accessible learning.

Make sure your design is accessible and relevant for your learners in the following ways:

- Technological access
- Language
- Culturally appropriate
- Gender
- Universal design

**Guiding question:** How can you involve people with the same background as your target audience in the MOOC?

<table>
<thead>
<tr>
<th>Design Considerations</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technological Access</strong></td>
<td>Design assessments that can completed offline. Present content in bite-sized pieces that are easy to access in short amounts of time on a mobile phone. Provide timely technical support to those who experience difficulties accessing the MOOC.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Be aware of the meaning that your language choices carry.</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>The content of the MOOC must be culturally appropriate. This is more than just translating content.</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>The content, methodology, and representation of participants and contributors must reflect respect for equality between women and men. Ensure that content captures the different views and experiences of different genders.</td>
</tr>
<tr>
<td><strong>Universal Design</strong></td>
<td>Participants with specific learning needs may access the learning differently. For example, some learners might have special software such as a screen reader to improve their access to the learning content.</td>
</tr>
</tbody>
</table>

**Tip:** Design assessments that can be completed offline.

**Tip:** Use clear, uncomplicated language when participants have diverse native languages, and explain acronyms and abbreviations. Use gender-sensitive terms instead of sexist terms. For example, instead of “housewife” use “homemaker” instead of “chairman” use “chair” or “chairperson.”

**Tip:** Select or create scenarios and case studies that are relatable for the participants. If diverse examples are selected, explain the characteristics so that the meaning is clear to participants from all backgrounds.

**Tip:** The ITCILO Gender Equality and Diversity Programme has developed a table of gender guidelines for activity design with which to mainstream gender in training activities.

**Tip:** A clear, well-structured layout and design is more accessible for learners to navigate. Also, consistently use large fonts and high contrast pages for ease of reading.
STAGE 2: **Design**

MOOC PLAN

Now you have selected the learning outcomes, content and instructional methods, you can start to plan the detail of the MOOC.

Completing a MOOC plan like the example here can help you to structure the MOOC according to weekly learning outcomes, selected content and instructional methods.

A MOOC can be as long as your learners need it to be - this might be just one week, or much longer.

**Tip:** The total learning time should amount to roughly the same each week.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Module title</th>
<th>Learning outcomes</th>
<th>Content</th>
<th>Instructional methods</th>
</tr>
</thead>
</table>
|        | Humanitarian principles and standards | ● Describe the humanitarian principles and standards  
● Explain what accountability to affected populations means  
● Identify how and when to apply Sphere standards  
● Describe the main components of the international humanitarian architecture at the country level  
● Describe the main components of the international humanitarian architecture at the international level | 1. Building a Better Response course (unit 0 and 1.0, 1.1, 1.2)  
2. Core Humanitarian Standards module  
3. Video on Sphere Humanitarian Charter and Minimum Standards | Interactive lessons  
Online guided discussion |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module title</th>
<th>Learning outcomes</th>
<th>Content</th>
<th>Instructional methods</th>
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<thead>
<tr>
<th>Week 3</th>
<th>Module title</th>
<th>Learning outcomes</th>
<th>Content</th>
<th>Instructional methods</th>
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## TOOL: MOOC Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Module title</th>
<th>Learning outcomes</th>
<th>Content</th>
<th>Instructional methods</th>
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</table>
STAGE 2: Design
IDENTIFYING WHO IS IN YOUR MOOC TEAM

During the design stage you will also need to identify the team involved in the MOOC.

Instructional or Learning designer: This person will have knowledge of learning theory to design the MOOC, and the technical skills to build the MOOC.

Facilitator: The facilitator will manage the running of the MOOC, including monitoring the discussion forum, communicating with learners via email, and facilitating any live sessions with SMEs.

Subject matter experts (SMEs): SMEs will validate your content. It is recommended that you involve them during the Design and Development stages.

Tip: Use a template for SMEs to provide feedback at each review stage. This helps keep the feedback focused and useable.

Tip: Be clear about how the subject matter experts will be involved in the MOOC. A terms of reference (ToR) can help with this.
STAGE 3: Development

In this stage, you prepare, compile and create the MOOC.

The objective of the Development stage is to build and test all aspects of the MOOC, ready for launch.

Guiding question: What is needed, and in what order, to successfully build and test the MOOC?

The various steps in the development stage are:

- Sourcing learning materials
- Developing learning materials
- Sourcing the right learning materials
- Selecting images and graphics
- Receiving and reviewing feedback
In the development stage, you select the learning materials for the MOOC.

The learning materials are the different materials that can be used to present learning content. These materials will support the activities that you want your learners to do.

**Tip:** Select learning materials that fit your content and learning outcomes. For example, if your learning outcome is to describe the principles of humanitarianism, you might use a video with a clear description of the principles.

**Tip:** You can also leave space for participants to contribute content with their own learning materials, such as by writing an assignment, recording a video, or sharing slides about a case study.
STAGE 3: Development
SOURCING LEARNING MATERIALS

Developing learning materials can take a lot of resources – both time and money. Sourcing existing materials can save resources.

There are lots of different places where you can source existing materials. Your organisation might have relevant materials that you can include. Other organisations might have freely available content as well. You can also go to platforms like www.kayaconnect.org to scope out potential materials to include.

Guiding question: What learning materials are already available that could be used in the MOOC?

Example: The Humanitarian Essentials Pathway on www.kayaconnect.org collates different learning materials that are already available, including the Core Humanitarian Standards, and structures them into a new learning pathway for learners to complete.
STAGE 3: Development
SOURCING LEARNING MATERIALS

When sourcing learning materials, you will want to consider their suitability for the MOOC based on:

- **Length**
- **Maker and owner**
- **Learning objectives**
- **Target audience**
- **Languages**
- **Cultures and contexts**
- **Gender, inclusivity, accessibility**
- **Date**
- **Technological compatibility**

**Tip:** Once you have reviewed the learning materials that are available, identify if any need editing, updating or strengthening. Write in your MOOC plan who will do this, and how.

When reviewing learning materials, consider:

- **Length** – choose materials which offer bite-size learning, such as short videos or short radio clips
- **Who made it and who owns it** – check that the materials are open access, and identify who need to contact to obtain proper access
- **Learning objectives and outcomes** – some materials may cover suitable content but in a different level of detail, or from a different angle, due to different learning objectives
- **Target audiences** – the materials might be have been designed for a different learning audience and this may affect their relevance to your MOOC audience
- **Languages** – all materials that are essential for the learning outcomes should be in the specified MOOC language(s)
- **Cultures/contexts** – check if the learning materials are relevant for specific cultures or contexts only
- **Gender, inclusivity and accessibility** – review gender and cultural representations, and if there are any accessibility limitations with the materials
- **Date** – identify how old the learning materials are, and if they are still considered up to date
- **Technological compatibility** – check if there any technical issues in using them in the MOOC, such as embedding a video or linking to a report.
STAGE 3: Development
SOURCING THE RIGHT LEARNING MATERIALS

When selecting learning materials, be sure to cite the source and clearly indicate the original context.

This is due to copyright restrictions. Copyright refers to protection for intellectual property. Laws vary around the world but, in general, work created by others cannot be used for different purposes without their explicit permission and if necessary, the payment of royalties.

When selecting music, images and resources to include in your MOOC, make sure you have the necessary permissions.

Tip: The New Humanitarian has an excellent photo gallery which can be used by citing the source.

Example: The Creative Commons licence system is a great option to look for copyright free media.
STAGE 3: Development

DEVELOPING LEARNING MATERIALS

In your review of learning materials, you might find that there are gaps that you need to fill by developing some new materials.

If you decide to develop new learning materials, plan for the following questions:

- What resources (personnel, time, budget) are available to develop new materials?
- Do you have providers you can trust to build the new materials?
- Will this material have to be translated? How will that affect its design?
- Who will review and verify all the newly developed material?

Tip: Remember to include materials in your MOOC that support your learner, such as a user guide, a syllabus, a learner journal and facilitators guide.
STAGE 3: Development

SELECTING IMAGES AND GRAPHICS

Videos, images, graphics and photos should reflect sensitivity towards gender equality and ethnic diversity.

Your choice of visuals should communicate messages that promote gender equality. Images should respect diversity in sex role portrayal by showing women and men in position of equal status. For example, showing men as well as women as caregivers in a family.

For learner accessibility, consider your use of colour or black and white in text and images. Some learners might have difficulty differentiating between or seeing different colours.

**Tip:** Photographs portraying global trends should include men and women of different ethnic and racial backgrounds.

**Tip:** Images portraying men and women together where men are shown in active, assertive positions and women are showed in passive positions should be avoided.

Example: A visual from the online self-directed course How to be a Sphere Champion on www.kayaconnect.org
STAGE 3: Development

REVIEW AND FEEDBACK

Throughout the development stage, you need to include reviews to test the quality of your MOOC.

You should aim to get feedback from a range of stakeholders as you design and develop the MOOC. This helps to keep the course content and learning materials in line with the learner needs and learning outcomes you identified earlier. It also allows you to modify and make changes as necessary.

At each feedback stage, clearly communicate what you need feedback on. This might include content, user experience and device functionality. Make sure this includes screen references where edits need to be made, and clear directions for how to improve or change specific sections.

Tip: Each time you run the MOOC you have an opportunity to gather feedback and make adaptations before the next launch.

There are three main review steps:

**Alpha**
This is the first stage for the MOOC layout to be reviewed.
Reviewers should be able to get a good understanding of how the MOOC will look and feel, what the user experience will be, and how the content will be structured. Not all the content or materials will be included here, so you might use placeholders.

**Beta**
The is the second stage for your course to be reviewed.
At this stage it should be a fully functional MOOC with everything ready. This is the last chance to make minor changes before course launch.

**Gold**
This is the final version of the MOOC.
At this stage the review is to make sure that all agreed feedback from the Beta stage has been incorporated. No new changes are suggested at this stage.
STAGE 4: Implementation

Congratulations – at this stage you are ready to launch your MOOC! The Implementation stage can be both rewarding and challenging.

The objective of the Implementation stage is for learners to enrol, take and complete the MOOC.

Guiding question: How can you ensure learners enrol, take and complete the MOOC?

There are several steps in the implementation stage to plan for. Make sure you check off all the steps to ensure your MOOC runs smoothly.

1. 1 Month to 1 Week Before the MOOC Starts
2. First Week Online
3. Throughout the MOOC
4. Closing the MOOC
STAGE 4: Implementation

1 MONTH TO 1 WEEK BEFORE THE MOOC STARTS

This step is all about getting organised and promoting the MOOC.

- Review learning materials and ensure all content is available
- Brief the facilitator so they know their role and can easily navigate the course platform
- Select a sample of users to go through the MOOC environment and provide their feedback as a quality test
- Promote the MOOC through channels that your target audience will use, such as an email network or social media
- Start communicating with participants. Encourage participants to enrol, log in and introduce themselves
- Ask participants to complete a pre-MOOC survey or forum post where they can state their expectations about the course

Example: The Safeguarding Essentials self-guided course on www.kayaconnect.org includes a pre-course survey where learners can record their existing level of knowledge on the subject.
This week is for setting expectations with your learners. Good communication is essential in the first online week.

- Compile participant expectations
- Share or clarify the learning objectives with learners
- Communicate timeline to learners, such as when new modules are available and when any assignments are due
- Set-up feedback mechanisms for learners to communicate any issues with the facilitator, for example:
  - Open a thread in the Social Forum for content-based discussions
  - Open a thread in the Technical Support Forum and refer to relevant documentation for users

Example: The Monitoring, Evaluation, Accountability and Learning (MEAL) MOOC on www.kayaconnect.org has a support forum and an announcements forum. These capture learner feedback from the first online week onwards.
STAGE 4: Implementation

THROUGHOUT THE MOOC

This step is about monitoring the MOOC and your learners’ progress.

- Monitor learner participation and answer questions in forums. If your MOOC is on Kaya, use the Kaya activity report features to monitor participants’ progress.
- Communicate with the facilitator to ensure any issues are identified and addressed quickly.
- Record the results achieved by participants.
- Ensure the facilitator communicates with learners by email and via the discussion forum to maintain engagement.

Week 3 Introduction Video Transcript

Hello everyone,

We have just passed the halfway mark for the MOOC, and it is great to see so many of you actively participating and enjoying the course. We appreciate all of the experience and insight you are sharing in the forum discussions and thanks to all who have given feedback on each other’s posts so far.

Our topic this week is planning for MEAL. In particular, we will be looking at practical tools that help projects plan for MEAL regardless of their size: the performance management plan (PMP), the indicator performance tracking table (IPTT) and more.

Example: A video transcript from the facilitator communicating with students throughout the MOOC in the Monitoring, Evaluation, Accountability and Learning (MEAL) MOOC on www.kayaconnect.org.
STAGE 4: Implementation

CLOSING THE MOOC

This step is about communicating deadlines and clarifying any questions on completing the MOOC.

- Highlight deadlines during the final week in order to guarantee that participants are not missing any submissions.
- Confirm if participants will be able access the course materials even after the MOOC is officially closed (for example for 3 months).
- Ensure that the process for course completion and certification is clearly explained to learners.

CERTIFICATE

Here are the requirements to obtain your certificate:

- Successful completion of the weekly course materials
- Weekly participation in Forum threads initiated by the facilitator
- Submission of weekly reflection

Example: A post on a MOOC course page on www.kayaconnect.org reminds students of the requirements to obtain a certificate.
STAGE 5: Evaluation

At stage 5 in the ADDIE model, you bring together the evaluation from all the stages.

The objective of the Evaluation stage is to evaluate the MOOC course and capture lessons learned.

Guiding question: What information do you need to gather to be able to evaluate the effectiveness of the MOOC?
STAGE 5: **Evaluation**

EMBEDDING EVALUATION AT EVERY STAGE

Evaluation is embedded throughout the ADDIE model and therefore, it is embedded throughout the MOOC process.

This includes:

- **The development stage**, for example through user testing as part of Alpha and Beta review. This can improve the instructional strategy or online activities, and is known as formative evaluation.

- **The implementation stage**, for example monitoring posts on the discussion board. This type of evaluation can measure the effectiveness of the MOOC learning experience, and is known as summative evaluation.

- **After MOOC closure**, for example through an after action review with all partners. This can identify areas that need updates or iterations, and is known as confirmative evaluation.

Example: The infographic is an example of summative feedback from the first week of interaction on the Humanitarian Essentials MOOC on [www.kayaconnect.org](http://www.kayaconnect.org).
STAGE 5: Evaluation

METHODS TO EVALUATE LEARNING

It can seem difficult to identify what you can measure to evaluate learning.

The Kirkpatrick model is a model to help evaluate learning. It breaks down the evaluation of learning into four levels:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behaviour
- Level 4: Results

Select your evaluation materials based on the level of learning you want to evaluate. For example, a post-MOOC survey is a suitable evaluation material to show Level 1: Reaction. A follow up questionnaire after three months might be a more suitable evaluation material to show Level 3: Behaviour.

**Tip:** Ensure that you write down your evaluation findings, including what worked well and what didn’t. Save this in a place such as a shared online folder, making it easy to find and review next time you are designing a MOOC.

**Level 1 Reaction**
The degree to which participants find the training favourable, engaging and relevant to what they need to learn.

For example, use pre-course surveys or expectations surveys.

**Level 2 Learning**
The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

For example, use a follow-up questionnaire 3 months post-course, or live examples in the discussion forum.

**Level 3 Behaviour**
The degree to which participants apply what they learned.

For example, use a follow-up questionnaire with former participants.

**Level 4 Results**
The degree to which targeted outcomes occur as a result of the training.

For example, use a follow-up questionnaire with former participants.
Get in touch!

In the Humanitarian Leadership Academy’s Learning Design Service, we work with your organisation to guide you through essential learning design steps to build or co-create learning together.

Find out more about the Learning Design Service [here](#).

Do get in touch with us, and let us know what you thought of this toolkit! We’d love to hear from you.

- info@humanitarian.academy
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- HumanitarianLeadershipAcademy
Attributions

Content Attribution
- ADDIE Model
- Bloom's Taxonomy
- Kirkpatrick model

Image Attributions
- Presentation by Gregor Cresnar from the Noun Project
- webinar by Tomas Knopp from the Noun Project
- case study by Ladalle CS from the Noun Project
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- https://www.pngfly.com/png-1q3xs5/
- chart by Delwar Hossain from the Noun Project
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