Planning, Designing and Orchestrating: Learner-Centric MOOcs using the LCM model

Veenita Shah[a1], Jayakrishnan M.[b2], Sridhar Iyer[a3], Sahana Murthy[a4]
[a]India Institute of Technology Bombay, India
[b]Indian Institute of Technology Madras, India
[1]veenita.shah@iitb.ac.in
[2]jkm@nptel.iitm.ac.in
[3]sri@iitb.ac.in
[4]sahanamurthy@iitb.ac.in

Abstract: As MOOCs are expanding in popularity and scope, problems such as lack of learner engagement and low participation in discussion forums have been reported. Challenges in MOOCs not only include large numbers of learners but great diversity in learners' background, ages, experiences, and motivation for participating. While issues such as certification, equitable access, and sustainability are being discussed, without advances in the pedagogical format, MOOCs may end up being an online version of a traditional lecture format. Instructors, especially those who are new to the online learning format need support in designing MOOCs to promote learner engagement, address learner diversity and cultivate peer learning. The Learner-centric MOOC (LCM) model guides instructors in maintaining a learner-centric pedagogical approach while planning, designing and orchestrating a MOOC. The model provides a set of guidelines, activity formats and actions that instructors can apply during various stages of the MOOC instructional design process. In this tutorial, we describe the structural and dynamic aspects of the LCM model, demonstrate the application of the model in various MOOCs and illustrate research results from MOOCs based on the LCM model. We will share activity constructors and templates that have been developed to scaffold instructors in applying the LCM model to design their MOOC.