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Conference or Workshop Item

Title: Making a MOOC - tips for technophobes

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Confessions a of a technophobe!!

Academic Lead of a funded project to design a MOOC as an introduction to the MBA.

Working alongside other academics, technological experts , learning technologists and on line learning designers.

Tight schedule completion deadline for go live!

The “Teaching” Perspective

- *Novice learners* needing instructional guidance are largely on their own and no better off perhaps than those in a large gateway course delivered in a lecture hall on campus.
- Although improving the quality of student learning is one of the priorities of the major MOOC providers, most of their courses currently lack a sophisticated *learning architecture* that effectively adapts to the individual needs of each learner.

(Mazoue 2013)

My (narrow???) Perspective

- How to demonstrate quality and or Academic Integrity? (Samuel Johnson, English writer and lexicographer (1709-1784))

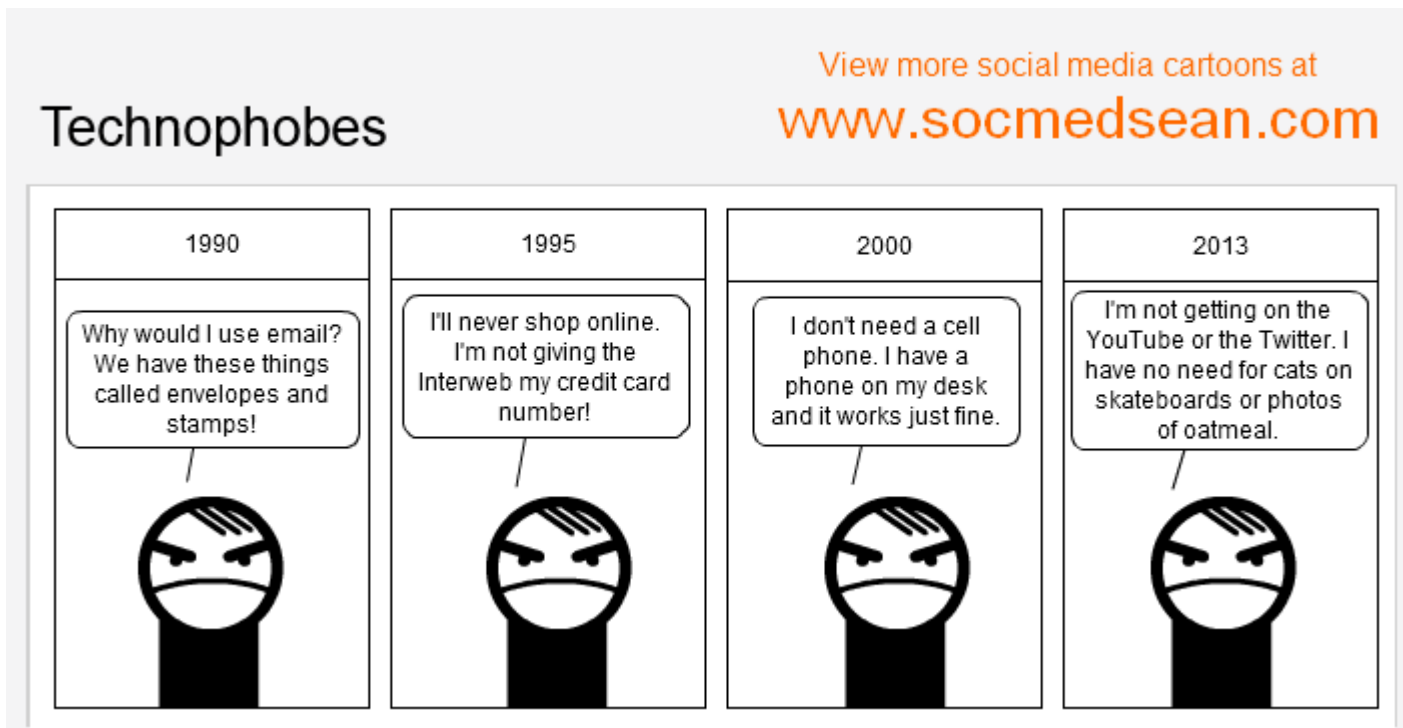
“... knowledge without integrity
is dangerous and dreadful”

-- Samuel Johnson

Me The Technophobe!!!

Personal avoidance of technology.

Self Confessed and irrational technophobe. (Bloom 1985)



Confessions and Confusion



Questions??

How to involve , non techies in design and delivery of MOOC style learning?

The role of the academic?

What needs to be in place?

How to highlight the importance of academic integrity?

How / Why monitor/ measure academic integrity in this type of environment?

References

- Bloom, A. J. (1985). An anxiety management approach to computerphobia. *Training and Development Journal* 39(1), 90–4.
- Mazoue J, G. (2013) *The MOOC Model: Challenging Traditional Education*. *Educause Review online*. Jan/ Feb 2013 Available From :
http://er.dut.ac.za/bitstream/handle/123456789/71/Mazoue_2013_The_MOOC_Model_Challenging_Traditional_Education.pdf?sequence=1

