

As part of your Course Design and Development process, our Course Success pedagogy team is ready and excited to provide you feedback from the brainstorming stage throughout creation. The following Google forms are the best way to submit your ideas and content for review and feedback. Below you’ll find PDF versions of the forms that may aid in your preparation for submitting the forms. Please contact your Partnership Manager with any question about this process or the creation of new courses.

Course Specification Form

# We’re very excited to learn about the new course you’re planning! Filling out this form will help us gain a high-level understanding of your goals and planned structure for the course, and allow our Course Success pedagogy team to share ideas around implementing best practices early in your course planning process. Please feel free to make note or leave blank any areas of this form about which you have questions. We look forward to working with you to help you achieve your goals and create a very successful course!

Materials Preview Request

# Submitting initial content through the Materials Preview Request will allow us to help you apply best practices from multimedia learning literature, educational research, and ongoing analysis of data from the Coursera platform to the course you’re developing. Our goal is to give you feedback on 1-2 of each of the following items: videos, peer review assignments, quizzes, and programming assignments. While it may feel early to be creating this content, or odd to create a couple lecture videos out of order, getting this material early in your development process makes it possible for our Course Success pedagogy team to provide feedback before the majority of your production work has been completed. We look forward to working with you!

**Course Specification Form**

*We’re very excited to learn about the new course you’re planning! Filling out the following form to the best of your ability will help us gain a high-level understanding of your goals and planned structure for the course, and allow our Course Success pedagogy team to share ideas around implementing best practices early in your course planning process. Please feel free to highlight or leave blank any areas of this form about which you have questions. We look forward to working with you to help you achieve your goals and create a very successful course!*

|  |  |
| --- | --- |
| Course Basics | |
| Course Title |  |
| Instructor(s) |  |
| Instructor Goals | Instructors offer MOOCs for various reasons (to share their specialized knowledge, to reach a different group of learners, to promote a book or on-campus program, etc.). It is helpful for Coursera to know about your goals. What are your ideal outcomes from offering this MOOC? |
| Course Description | Enter a 100-200 word description of the course. Imagine being a learner reading this: Can I tell if this course is for me? Describe content and skills in learner-focussed terms (Instead of “In this course I will cover” try “In this course learners will…” Use specific terms (ie., create, analyze, interpret, apply, develop expertise) and avoid generic terms (ie., learn, understand, experience). |
| Learning Outcomes | Consider completing the sentence: “After completing this course |
| learners will be able to…” |
| Use operational verbs (ie., summarize, explain, apply, create) and |
| avoid generic terms (ie., understand). |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| Estimated Learner Engagement Time | Approximate time in hours for learners to complete the course. Includes time watching videos and doing assessments. |
| Target Audience | Describe, or Choose Below (delete non-relevant groups): General interest  Lower division undergraduate Upper division undergraduate Professional or Graduate Other (please specify) |
| Needed Learner Background | What background knowledge or skills are required? If so, will you provide background materials or links to it? |

Course Design

Coursera supports a common course structure, designed from our user-research to best support learner engagement and continuation in your course. These learners are ***volunteer learners*** in the sense that they are choosing to return to continue in your course. As such we suggest:

* 10-30 hours of total learner time (watching videos and doing assessments) per course
* material broken down into **modules of 1-2 hours** of learner time, including content, formative assessments and summative assessments
* modules broken down into **lessons of 20-30 minutes** of learner time, with some formative (un-

graded) assessment in each lesson (3-10 questions per lesson)

|  |  |  |
| --- | --- | --- |
| Module Name | Assessment Type(s): (quiz, peer review, programming assignment) | Estimated Learner Engagement Time |
|  | List all to be included |  |
|  | List all to be included |  |
|  | List all to be included |  |
|  | List all to be included |  |
|  | List all to be included |  |
|  | List all to be included |  |
| Optional | Optional | Optional |
| Optional | Optional | Optional |
| Optional | Optional | Optional |

**In-Video Quizzes.** The ability to ask a question or poll within a video lecture can be a great engagement feature in Coursera video lectures. Best practices suggest these should be quickly answerable and encourage learners to continue watching. Consider asking a question that piques interest, brings up learners’ prior knowledge, or has them guess the next step in a process.

Are you planning to create in-video quizzes? Yes

Interested in Learning More No

**Formative Assessments.** Practice assessments (quiz, peer review, or programming assignments), are critical in online, mastery-based learning experiences, as they allow learners to practice and assess their learning in ways that don’t impact their final grade. Support formative assessment by: creating duplicate practice quiz questions for each topic/concept tested in summative assessments, using practice quizzes or peer reviews to guide learners in breaking down a larger problem and solving the pieces, and focusing learners on commonly missed questions/concepts. **We recommend 3-10 minutes of formative assessment per lesson (10-25 lecture minutes).**

Are you planning to create formative assessments?

Yes

Interested in Learning More No

**Peer Review.** Peer Review assessments can be used when the assessment item cannot be machine graded automatically. Good peer review assessments:

* get learners creating products that show knowledge/skills in creative, integrative or complex

tasks

* contain a very clear set of instructions and a detailed rubric that supports accurate evaluation by non-experts (e.g. other learners in the course)
* are designed such that the reviewing process provides extra learner benefit in developing evaluative judgment skills in the discipline (e.g. an analysis, a design, a reflection)

Are you planning to create peer review assessments?

Yes

Interested in Learning More No

**Video Lecture.** Video lecture can be successful in many formats. Instructors who think critically about what material to lecture on and how to present it clearly to a diverse audience do best. Professional, high-production videography is not necessary in every case. Most importantly:

* keep each video short and concise, focussing on a single topic (4-9 minutes recommended)
* the instructor’s face should be present often, especially in the first 1-2 modules of the course to help learners feel connected
* explicitly list or state learning goals (1-3) early in each video

Would you like to know more about/see examples of video lecture practices?

Yes (if desired, ask specific questions here) No

**Supplemental Materials:** You may include supplemental readings and information, but all *necessary*

materials need to be freely available (e.g. not behind a subscription or firewall).

Are there any resources not freely available that are necessary for your course?

Yes (please, describe) No

|  |  |
| --- | --- |
| Logistics | |
| Course Format (Session- Based or On-Demand) | “On-demand” courses, delivered on a our new platform, are always available and accessible to learners.  **Going forward, almost all courses will be On-Demand.** |
| Estimated Launch Date |  |
| Video Filming Start Date |  |
| Course Staff | Once the course launches, who should be contacted regarding any issues? |
| Additional Context & Research Questions | Is there any additional context for this course, such as additional collaborators involved, special technologies to include, or research questions you want to answer? |

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|  |  |
| --- | --- |
| Course Basics | |
| Course Title |  |
| Instructor(s) |  |
| Email addresses for communication | Who should be included on the email with feedback? |
| Feedback Deadline | Is there a date by when you would like this feedback? In particular, do you have additional video recording dates set? Otherwise, you can expect feedback in ~ week. |

|  |  |
| --- | --- |
| **Videos**  If possible, please make your videos available online and provide links below. If necessary, you can email them to the Course Success team: [CSops@coursera.org,](mailto:CSops@coursera.org) and write “emailed” below. | |
| (1) Publically viewable link to your sample video |  |
| (1) Feedback requested | Is there anything in particular about which you are concerned or want feedback? |
|  | |
| (2) Publically viewable link to your sample video |  |
| (2) Feedback requested | Is there anything in particular about which you are concerned or want feedback? |
|  | |
| (3) Publically viewable link to your sample video |  |
| (3) Feedback requested | Is there anything in particular about which you are concerned or want feedback? |

|  |  |
| --- | --- |
| **Assessments**  If possible, please make your assessments available online and provide links below. | |
| (1) Assessment type |  |
| (1) Publically viewable link to your assessment |  |
| (1) Feedback requested | Is there anything in particular about which you are concerned or want feedback? |
|  | |
| (2) Assessment type | Quiz / Peer Review / Programming Assignment |
| (2) Publically viewable link to your assessment |  |
| (2) Feedback requested | Is there anything in particular about which you are concerned or want feedback? |
|  | |
| (3) Assessment type | Quiz / Peer Review / Programming Assignment |
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