Edinburgh MOOCs handbook

How to grow your own MOOC with Coursera

Version 1.2
How to use this handbook

This guide complements the Edinburgh MOOC map visual, and outlines each step of the process towards creating a Massive Open Online Course on Coursera. Read the first section, Getting Started, to begin your orientation around the platform, and visit different resources for experimentation and support. As you embark upon the main production phase, the handbook will help you navigate the requirements for each content type and signpost you to more in depth guidance.

If at any point you’d like to discuss your ambitions for the course, or working with the MOOC format and the tools on the Coursera platform, get in touch with the MOOCs team - we’re happy to help.

All the best,

Imogen, Lucy & Amy

Who we are
The central support team for MOOCs at the University of Edinburgh

Technical and Project Support Officer
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The main liaison point and support between MOOC teams and the platform, helping teams engage with the tools and guiding them to help build high-quality MOOC course sites.
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Video Producer
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The maker of videos for MOOCs, giving specialist advice, recording both studio-based and on-location video, then performing the editing and post-production needed to provide well-finished lecture videos formatted and ready for upload.
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Project Coordinator
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The coordinator of the MOOCs project, leading MOOC team support, engagement and liaison with MOOC platform providers, and looking more strategically at the embedding of online practice stemming from both MOOCs and ODL more widely across the institution.
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Online Distance Learning (ODL) at Edinburgh University
Although there is a MOOCs folder on the ODL dropbox for sharing documents, many resources are stored on the wiki. The Online Distance Learning Hub is a blog space for the Online Learning community at Edinburgh University, which links to many of these resources.
**Getting started**

Once we have approved your MOOC bid, it’s worth taking a look at the platform and the support resources available. You’ll be meeting with us soon to discuss your ideas and start forming a production plan, so this initial exploration will help put your ideas in context and familiarise you with the terminology.

A new course instance is set up by us, as well as a session site using the standard template. The general layout is consistent across all Coursera MOOCs for accessibility purposes, but it’ll be up to you to adapt the template to fit the needs of your teaching delivery.

**Admin access and support**

If you’ve already got an account with Coursera, give us the email address you log in with – otherwise we can create a new account for you. We’ll give you instructor access, which allows you onto the Admin dashboard through the dropdown menu under your name at the top right. From the left-hand menu you can access your session, which is the virtual learning environment on which your course will run. The Edinburgh Test is the sandpit area, a session purely for experimenting with the tools. You can try things out here safely as it isn’t possible to accidentally publish the Edinburgh Test session.

*Tip:* When you’re working within a session site and you want to get back to the admin dashboard, just go into Courses (in the dropdown menu under your name). It takes you to the Courses page, from where you can now find Admin in menu under your name.

The Partners’ Portal is set up as a MOOC on Coursera, it’s an on-going course you can participate in with academic and support staff across the Coursera international consortium (of 60+ universities), as well as the dedicated Course Operations team. Visit the portal for helpful induction materials illustrated with examples, or search and post on the forums. There is also a Flipped Classroom Field Guide, which is great for getting your head around the pedagogy and purpose of the MOOC format.

We have regular contact with Course Operations, so we’re well placed to advise on the functions of the Coursera VLE, and to help you track down the answers to your questions. You can always contact us if you have questions but sometimes you may find the answer quickly on the Partners’ Portal forums or instructor support pages.

**Explore the other courses on offer**

You may already have some experience as a learner on a MOOC – in any case, you’ll have new questions as you explore the platform and will want to make reference to examples of existing courses.

The benefit of using the following log-in is that you can peek into any of the courses, even archived sessions, without signing up.

**Username** instructor@coursera.org  **Password** teachtheworld

On the other hand, participating in MOOCs as a learner is also an invaluable experience, so feel free to sign up as yourself for some of the courses which interest you.

**Choose which textbooks and journal articles you will use**

Coursera have partnerships with Chegg and JSTOR, allowing instructors to request access for their learner cohorts to relevant texts for the duration of their courses. These selections must be
approved by the publishers in time for finalising the Course Development Agreement, so make your requests early on. More details on the process of requesting text books is at the page regarding the textbooks initiative and journal articles are available from JSTOR.

Curriculum outlines

As with all courses run by Edinburgh University, the Edinburgh MOOCs go through a standard process of quality assurance. You will need to submit an outline of your curriculum to the Curriculum Student Progression Committee.

Remember that many relevant documents, and further guidance on Edinburgh framework for Online Distance Learning, can be found on the wiki. These resources are also signposted from the ODL Hub, which hosts a blog for the Online Learning community at Edinburgh University.

Meet with us to discuss your course

Each MOOCs team has their own objectives, and it’s important to focus on these early on and work out what is possible in the timescale. We can advise on how the course structure can work within the Coursera VLE, and more generally discuss the considerations of presenting your course content.

Speak to us about your ideas for presentation & video

The style of your visual content will determine the scale of commitment, and how you want to use video to present your course impacts hugely on the production of content overall. Because our dedicated Video Producer is responsible for every aspect of recording and editing the video lectures across all the Edinburgh MOOCs, it’s vital to work out the video objectives and build in sufficient time for achieving these.

For an idea of the timing requirements, see the Video Case Studies document on the wiki.

Collaborate with your team

A coordinated approach throughout the production phase will support a cohesive presentation that encourages learners to follow through. Make sure that everyone who will be contributing to the course content has administrative rights to create or edit content of the session site, as instructors or teaching assistants (for a guide to permissions and how to grant them to your team, see access levels). Keep in touch with your team as you work on the plan, remembering you can share documents on the wiki – or if you prefer, use Google+, or collaborate on the session site itself.
Main Production Phase

Welcome to the Main Production Phase! Now that you’ve seen something of the platform and have an idea of how your course will be presented on it, you can engage with the tasks of content creation. It’s not a linear process, so don’t expect to focus fully on each type of component in turn, but construct them in parallel, such that each thematic stem of the production informs the others.

A course week or unit is typically constructed of lecture videos, texts and images, and assessments. Bear in mind these components will be supported and enhanced by the forum discussions in the live phase, so you can also prepare topic suggestions in advance, and decide whether you will rely on external social media tools or other resources to facilitate interaction with the course.

In order to allow for testing, bug-fixing and other quality assurance procedures in the final run-up to the Go live date, the main production phase begins no later than L-6. This allows approximately 4 months to work on production preceding the signing of the Course Development Agreement (CDA).

Consider repurposing

In addition to creating new content and adapting materials you’ve created for other formats, see what existing open access resources you can point to, or make the most of materials from elsewhere. As well as the options provided by the Coursera frameworks with the Textbooks Initiative and JSTOR, should you find or be aware of materials ideally suited to your teaching, and want permission to use them, we may be able to help you set up a conversation. While it’s often friendlier (and quicker) to begin these conversations yourselves to other academics in your field, we can provide email templates, and where a fee is required for referencing material essential to your course, we can cover the cost.

Copyright

“Faculty are generally used to creating course content relying on the face-to-face teaching exception and the fair use doctrine of copyright law. These are much more restrictive in the context of offering online education to the general public.” – from the Coursera support document on Copyright Guidelines, which contains links out to useful image banks, and a summary of fair use specific to MOOCs is also available.

The default position of Edinburgh MOOCs is to license our content as creative commons, so bear this in mind when investigating the usage rights. It is possible, of course, to characterise your own course’s CC license to suit the needs of your content.

Create a preview page

This will be the page which opens when a Coursera user clicks on the name of your course from the main menu of MOOCs available on the platform. From the admin dashboard, go to the left-hand menu and select Courses, then choose your one. The next page allows you to enter the information which will appear on the preview page for your course.
The type of information needed is outlined below, and there is also a checklist of the requirements, which links to Coursera’s step-by-step help document Setting up your course. Your landing page will look something like this:

**Summary of course**

You need two versions of this for your landing page. A quick summary at the top should be 30 – 60 words, and this is followed by an expanded version of 100 – 200 words in length. You’ll also need instructor profiles, plus a few words on Recommended Background, Course Format and a short FAQ section. The curriculum outlines already prepared for your submission to the Curriculum Student Progression Committee can be repurposed at this stage, with some tweaks to make the tone appealing and geared towards stimulating interest.
Course logo
Bear in mind when choosing your course logo that this will be a key identifier to potential sign-ups as they browse the course offerings, and that it will then represent your course and be visible on every page. It should be an effective image even at small scale (on a tablet it will display about postage-stamp size, on a PC screen a little bigger) so choose something with a single strong composition, preferably without any text, and that is contained well in the rectangular frame. A strong logo will represent a key concept of your course narrative, rather than trying to reflect the entire scope of the subject area.

What do you think of these examples?

You can browse hundreds more at Coursera, filtering either by subject category, keyword or institution, while remembering that although your course logo is designed to spark initial curiosity, it will also be visible permanently within the context of your course. You might therefore think of it as a keystone image rather than a cover, and certainly test it out on your session site before settling on one for definite.

Intro video
“Be clear about what your course covers, include relevant and interesting video clips, use on-location to show students something about your community, environment, or point of view” – from the Coursera advice on creating a video for your Course Description Page.

Discuss your ideas with us, and Lucy can help you work out how best to communicate the unique qualities of your course, and arrange times with you for recording. After the intro video has been shot, Lucy will then work on the editing and post-production. If you’re eager to launch the preview page before this the video is ready, you can use the course logo as a place-holder.

Instructor Profile
Each instructor is responsible for creating and updating their own profile. From the admin dashboard, go to Instructor Profiles and select the relevant email address (if the instructor has not yet been granted access, they can be added in the Instructors page). The profile requires a photo of the instructor, and some other information such as a summary biography (approx. 100 words). An image of each instructor’s signature is also required, as this will be incorporated into the template for the Statement of Accomplishment. File size and format requirements are stipulated on the Course Page editor.

Welcome email
Compose a welcome message. This confirms sign-up and will automatically be sent out to anyone who registers before the start of the course. Note that it’s possible to set additional updates are sent to sign-ups and watchers, though these are brief, standard templates that you don’t personalise – although you can set up a specially worded welcome for latecomers too, as even after your course’s start date you can leave enrolment open (for the duration of the course if you wish).
Start, end & duration

Well in advance of the live date you may wish to provide a general start time, just the month for example. Define these key dates as early as you can, as this will encourage people to sign-up. Setting the duration and estimated weekly involvement helps interested viewers appreciate the level of commitment.

Publish the landing page

Tell us when you’re ready to start advertising your course on the Coursera site. We’ll review landing page together, with input from the Coursera team. We’ll submit it to Coursera to publish it. Viewers browsing the Coursera MOOC offerings will now be able to consider your course, and if you’ve not yet set the session parameters they will have the option to register their interest by clicking ‘Add to watchlist’.

Video lectures

Visit the gallery of examples, and think about which props and images will you use? Be pro-active on sourcing images and determining the usage rights. It’s important to consider from the beginning, which images you’ll have the rights to use, or any that may need to be paid for or created for purpose – and whether you will be drawing diagrams or using some other technique to illustrate concepts.

Agree recording schedule

Lucy Kendra, the Video Producer for MOOCs at Edinburgh University, can work out a recording schedule with you, and discuss the practicalities (and, for example, accessibility issues) of using particular visual aids. There are also guides to lecture video production on the support pages.

Collect visual resources for use in lectures

You may need to include or refer to specific diagrams, artworks or objects as part of your lectures. Including an active link to a page anywhere on the web is not restricted by copyright, but lifting images or screenshots is a different matter. There are a few different license categories and a Coursera support document of public domain image banks and creative commons resources. As explained above in the Consider repurposing section, we can help with obtaining permission for usage of specialist resources that can’t be substituted with freely accessible alternatives.

Remember to keep a record of your sources – this will make the process of listing attributions and links on the Copyright page of your course much easier!
Interaction

The Coursera platform offers some other useful features to enable learners to interact as they watch the videos. In-video Quizzes are not graded for course credit, but can help the learner focus on the video material, and as with other quizzes, provide instant feedback.

If you just want to embed a link to an external website, within the video frame, create an in-video quiz - but set the In-Video Quiz editor to Continue Only, so there are no options to click. The result is that the video freezes on a still, showing a link which opens in another tab, and remains still until the user presses continue. You can set the background for your link to be an image (uploaded to the Asset Administration), or white, transparent - allowing your video to show through as a still.

Both Toggle and Discuss buttons can be enabled at the bottom of the video window. Toggling allows the learner to interact with a website within the video frame, switching between the video and website with the toggle button. Another button is Discuss, which leads the learner to a relevant course forum. We’ve set up some special examples of these on the EdTest site - they’re in the first 6 seconds of the sample lecture.

It can be a little tricky to enter the url correctly when designating the forum page or website you want to link to, and not all websites can be toggled to (if they are not iframe compatible), for example the google homepage doesn’t work, as it doesn’t support embedding. The process for enabling toggle needs to be repeated if you republish the video, after editing for example.

Shoot

You may need to be ready to adjust your schedule depending on weather or other unpredictable circumstances! If you are in front of the camera for the first time, it can take a little while to get used to the experience, which is a bit different to presenting a lecture in front of a class. Once you’ve had a chance to speak to camera a bit and get warmed up, it’s sometimes is better to treat the shoot as if it were live – don’t worry about getting things perfect. Your class are out there, and they won’t notice the occasional stumble if they are following your story.

Upload video files & submit for subtitling

Allow time for upload – the video lectures are the biggest files on your session site so it can actually take hours to upload one. The video will then need to be subtitled in English (or your course’s primary language), which is arranged by Coursera and takes about two days. The support pages explain the process of uploading the lecture through the Section Manager and then sending it for subtitling.

The subtitle files then appear as srt files and text files on the Video Lectures page of your course, so learners can access them as transcripts.

Upload supporting materials

Once you’ve uploaded the video, you can upload your slides or any other supporting documents you may use. As these files are smaller, it should be much quicker than uploading the videos, but you still need to check that the formats are correct – for example, Powerpoint and Word documents should be saved as PDFs.
Create Assessments

Depending on the type of subject, designing the assessments can be most challenging. Setting up quizzes allows the assessments to be marked and graded automatically, so this is often the best choice, and it is possible to write your questions and multiple choice answers, with randomisation built in, such that complex learning outcomes can be tested this way. The assessments for Edinburgh’s Introduction to Philosophy MOOC were quizzes, and these tested understanding of argument structures amongst other things. Not everything can be assessed by multiple choice, however, and sometimes it is preferable to ask learners to submit work which cannot be automatically assessed by the Coursera tools. Another possible option is to design assessments which can be evaluated by peer review. Both E-learning and Digital Cultures and Introduction to Philosophy MOOCs made use of this flexible, experimental format of assessment.

Please note there is also the option of Programming Assignments, which were used on the AI Planning MOOC – there is a gallery of examples on the Partners’ Portal, and an overview here.

Multiple choices quizzes

There are a selection of question types available in the multiple choice quizzes, which you can experiment with on the Edinburgh Test site. A good start is to check out the quizzes used on existing courses; you can view them in edit mode or even, if you’re so inclined, inspect their XML script in the raw edit format. Your own course comes pre-populated with quizzes, so there’s no need to start from scratch.

In-video Quizzes: these are not for course credit, but can help the learner focus on the video material – see Video section above.

Peer assessment

For subjective/written work, the learner is asked to submit their piece in time for the deadline and then provide feedback on the work of others.

The Partners’ Portal provides an overview and a gallery of examples.

This builds into the assessment requirements the process of reviewing peers, so it’s important to encourage good practise by showing how the reviewing process helps deepen understanding and promote critique of one’s one work.

It is possible to set up a preparation exercise or training phase, to help learners make helpful evaluations of each other’s work.

The functions for this peer review assessments are relatively new, and one of the additional features which has been requested from Coursera is a mechanism to allow learners to provide feedback on feedback. The idea is that this would encourage more considered comments on the work of other
learners, and limit the occurrence of thoughtless and/or derogatory criticism that can be the result when learners rush through the marking or forget how their comments will be read by the receiver.

**Schedule for your deadlines**

Decide how and when the assessments will fit into the structure of your course, and set the dates for when they become visible, and the submission deadlines. For quizzes this can be done in the Section Manager, selecting the quiz and using the Visible On and Due On tabs buttons at the top. For Peer Assessments there is a separate option in the Content menu, and once you have created an assessment you can set the open time, and submission and evaluation deadlines, by clicking the Visual Edit button.

**Grading procedure**

You may wish to make some quizzes or other exercises completely optional, with no effect on course credits or final eligibility for a Statement of Accomplishment. It all depends on how your course works, so decide what is best for encouraging learners to make the most of the course.

The assessments can be weighted by editing the policy and course grading criteria in the Grading dropdown menu as explained here. It is vital to make your grading policy clear to learners from the outset, as for some this can be an important aspect of setting goals. Explain what happens in the case of missing a deadline, and advise on good practice for completion and submission.

**Populate course pages**

**Orientation with course-building tools**

Although the interface is not difficult to navigate, it does require a learning phase to become accustomed to the format. When in your course’s session site, go to the Content dropdown menu on the top left. From here you’ll be able to create new sections, including video lectures and assessments, upload images and documents (through Asset Administration). This is also where you can create (and edit) Course Pages.

As mentioned previously, the Edinburgh Test site exists as a play area for you to try out putting your materials into the course pages. As you write your course materials you can begin setting up pages in the Edinburgh Test, or your own course’s session site, so that you can see how your materials may be presented through the course site layout. Examine the existing Edinburgh MOOCs (and others on Coursera) to see how information can be laid out, and remember you can contact us if you want some help or advice with the layout tools.
Layout course pages

For details on how to create pages and edit your session site, there are step-by-step instructions available – the paragraphs below give an overview.

There are five essential pages: Home (Announcements); Video Lectures*; Quizzes; Discussion Forums; Syllabus. These may be renamed, and also further categorised into sections of the side menu, which will also include any other main sections required. You may wish to list the weeks on the side navigation.

New pages can be created in the Section Manager, which is located in the dropdown menu called Content (top left of the admin site). You select one of the main types of course page, as listed above, or a more general wiki page. Each page must be given a url and title. Once you have created a new page, you can link it to the side menu by accessing the Navigation Bar controls from the top dropdown menu labelled. You will need the url for your page to link it in to the Navigation Bar, but within this control page you can rename how the page is titled on the menu.

The pages in the menu are ordered depending on the number you enter in the far right field for each page in the list. Space your numbers out so it’s easier to slot new pages into the order later – they will not appear spaced out in the menu.

Writing syllabus and instructions for learners

You may wish to compose your own course texts to support the lectures, create your own diagrams, or link out to external resources or a mixture of these options. In any case you should begin drafting the messages to the learners which will guide them through the resources. Introductions and conclusions to each week or unit, as well as welcome messages and encouragements.

Course Development Agreement (CDA)

The CDA is an opportunity to clarify your strategy, with an understanding that things may change a little in the final stages of development, so you should begin drafting this no later than L – 3 months. It’s important that you and your team are very familiar with how the platform works by this stage, so you can make a well-informed plan for how your content will deliver the learning outcome objectives.
Outline your delivery strategy

You need to provide a description of each component of the course, explaining what the learning outcomes are and your plans for assessments and grading. A preview of the Edinburgh CDA template is available, and further guidance is at the support pages.

Accessibility checking

Review with us features of your course that may not be supported by the platform, or which may exclude users accessing from older systems. All the course content, including any external resources you refer to, should meet the basic accessibility criteria, for Coursera purposes, and in terms of Edinburgh University’s own policy.

Choose preferences for future redistribution

Consider also how you might wish to allow the course to be used in the future, as there are a few options for usage and distribution, for which you can set preferences. As the intended usage will have a bearing on your selection of external resources (images for example), it’s ideally something to decide upon before you start building. The Edinburgh MOOCs have our own standard default which allows elements of the courses to be used by anyone for educational, not-for-profit purposes, so long as courses aren’t restructured. You may wish to set further restrictions for your content.

Submit to Coursera

Once you have drafted your CDA we will review it, and submit it to Coursera for approval. This may provoke further discussion, but once Coursera are happy that it meets their quality assurance requirements, we will sign the CDA together. This must be resolved a minimum of 2 months before your session it due to open, otherwise the start date will be postponed.

Pre-launch final checklist

Publishing dates all set

You can programme different sections of your course to go live at different times – or have all content accessible from the start – so check that these dates are set as you want them, as well as the deadlines for assessments.

Removal of generic text on platform

To help new instructors navigate around the platform and see where content will feature when published, there is a lot of generic “Welcome instructor” or “Example assignment text” scattered around each course site. You should remove this content through the in-site edit functions, i.e. on each page there are buttons available to instructors that allow you to edit the content on these pages; alternative methods are available through the admin section.
Welcome message
This is the first thing participants of the MOOC will see, so it is worth spending time creating a nice welcome message and (as AI Planning have done) perhaps include the images of the instructors. Over time, this will collate general course announcements (either directly through the platform or emails sent) but to begin with it is nice to make it look more inviting.

Discussion topics
Each week it is useful to have a list of discussion items relating to the week’s content to use to stimulate discussion on the forum. This may be a task of the TAs but it is useful to think about this in advance.

Email to late-comers
Once the course is live, you may wish to allow new participants to join beyond the 28th January, however the current email sent to enrollees will likely not be applicable once live, i.e. it might refer to particular events already passed. It is therefore advisable to create a new text welcoming late-comers – the area to upload this text can be found via the www.coursera.org/admin channels or via your landing page > edit course description: https://www.coursera.org/edinburgh

Testing and bug fixing
It’s up to you and your team to ensure that there are no factual errors or spelling mistakes in the materials. Each page of the course and all files associated – video, text or image – should be tested as and when it’s uploaded, but towards the live date the Edinburgh MOOCs team will be checking that the course components function as they should. We will work together with you to resolve any last minute issues that will crop up, though depending on the launch schedule for the other Edinburgh MOOCs, we may need to perform the final checking up to one month before the going live date.

Live phase
Making changes to the course while live
If you discover a mistake in the course materials while the session is live, it’s possible to edit certain things as you normally would. Spelling mistakes, minor factual errors and broken links can often be fixed quickly if they are on the course pages. Subtitle corrections need to be made by the (external subtitling company who does all that)

PDFs and other documents: Slides, transcripts and other associated resources (should be) stored in editable forms (ie word or powerpoint documents) in the Online Learning dropbox MOOCs folder.
you correct one of these, save it as a PDF and upload it through the Asset Administration (in the Content dropdown menu). There is one Asset Administration dashboard for the course, so uploading or deleting assets changes things for all sessions of the course. If your amended document has exactly the same name, it will save over the existing asset when you upload it, and references to it throughout the site should automatically pick up the new version. If the name is different, you will need to copy the new embed file url into the HTML of the course pages.

**Assessments:** When it comes to the assessments, however, you will see a warning about making changes to quizzes which have already been taken by some learners – depending on the change you are making, their grade may be changed retroactively, and in some cases, incorrectly.

http://support.coursera.org/customer/portal/articles/549693-making-changes-to-a-live-quiz

**Any corrections while the session is live should be made with extreme care, and checked after publishing.**

Log any corrections of the live course in an errata document – this can either be available on your site for interested learners (if inconsistencies have been the result of the mistake, for example), otherwise it may just be useful to have a record for future course iterations.

**What kind of initial response to expect**

Expect a lot of feedback, and especially in the first two weeks, a lot of it can be negative. This doesn’t mean the learners don’t like your course! Like any online forum of this scale, there will be very mixed styles of communication going on. Read more about how to engage with the learner community at the support pages and the Community Forums on the Partners’ Portal.

**Announcements and emails**

These can be set up before the start of your course, but you may wish to add to them in the live phase.

**Responding to problems**

The support pages cover many of the common issues experienced by educators during the live phase of their MOOC, in particular, what sort of input is required and expected in the forums, and how to flag problems to the Coursera staff. Learners often resolve issues on their own through forum discussion, and they have access to student-orientated help pages. A very common problem experienced by learners is being unable to access content due to using an older browser/ Coursera doesn’t support older versions of browsers, in particular, Internet Explorer – but they do provide advice on their help pages on how to upgrade.

**End-course surveys**

We are developing a standard template for the evaluation survey at the end of the course, which is delivered through Coursera to any sign-ups, and optional whether or not they complete the course. You may wish to customise the questions, in which case please do consult with the Edinburgh MOOCs team before publishing an altered version.

You can open the exit survey as early as you like after enrolment begins, but should certainly open it before the end of the course in order to invite responses from those who disengage early.

**Statements of Accomplishment**

Set and test a grading policy
As the SoAs are not sent automatically to the learners it’s important to keep them informed – on when to expect the SoA to be available, and then how to access it. For any learner who has completed the course (and not un-enrolled) there will be an option in their course records to download the SoA. A few common issues with this process are advised upon in the help pages for Coursera (Student Support Centre: http://help.coursera.org/ as opposed to instructor support).

**Closing a session**

You do not need to close the session at the end of the course – it is often preferable to leave it active, so that those who signed up during the course can continue to access the material and use the forums. You may even wish to leave enrolment open as well, as this can allow interested people to find out more about the course and see if they want to sign up for the next iteration.

**Migration**

**The next session**

The support pages explain the steps of setting up a new session, and adjusting the release and due dates. You’ll also need to update the content manually where, for example, there are dates embedded within the course page text. Remove any announcements that were made throughout the course – updates can be kept on record and posted again at the relevant times, with any dates revised, and announcements with associated emails can be set to publish automatically by editing them from the Messaging dropdown menu.

For internal links throughout the session, you will need to change all absolute links to relative ones – so that links in future sessions point to pages in their own session intuitively, rather than being fixed on a particular page.

**Content revisions**

Based on feedback in the forums and the results of evaluation surveys, you may wish to make changes to parts of your course. Since you’ve been through the process once you’ll have a good idea of what’s involved and what’s possible – though the Coursera platform is continually developing, so it may be that your course can be developed further, by improving existing components or adding new ones.

The Edinburgh Test site is always there if you would like to experiment with the tools. If you have any concerns about how course functions worked in the first iteration, or want to try something new, the Edinburgh MOOCs team can help. Discuss your ideas with us so that we can work with you (and Coursera) to provide the best possible experience for the learners.

Inform us once you’ve created the next session and we will arrange with Coursera to have the content of the previous session copied into the new one.

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