

REFLECTIONS ON THE DESIGN AND DEVELOPMENT OF SCENARIO-BASED VIDEOS IN MOOCS

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Massive Open Online Courses (MOOCs) are increasing in popularity mostly because they offer free and open learning opportunities for large numbers of participants. A major feature of contemporary MOOCs is their use of videos to present subject matter content. Very often this appears very monotonous and uninspiring and is not very different from lecture capture, where it is not certain to what extent learners are engaging with the presentation and its content. This paper reports on a different use of videos in the context of four MOOCs developed to promote Continuing Professional Development (CPD) of practitioners in Open Educational Practices (OEP). These videos are scenario-based and they serve to situate the learner in authentic learning situations for meaningful learning to take place. The primary purpose of these Scenario-based Videos (SBVs) was to provide the learning context as well as the triggers to activate learning, by gaining learners' attention and situating them in an authentic learning context. The skills required for the creation of these SBVs included script writing, video shooting, and video editing. This study focuses on the challenges faced by the MOOC design team who functioned as creators of SBVs, and strategies used to overcome those challenges, based on their reflections during the video creation process. It also discusses the similarity of movie or stage-play production with scenario-based video production and the advantage of integrating SBVs in a MOOC. The advantage of SBVs is that they seek to place the learners in authentic and real-world situations where they are required to think through a real-world problem and use the lesson content to solve that problem, as opposed to listening to someone telling them about the solution as is usually the case in most videos that we see in MOOCS.

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