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THE QUESTIONNAIRE

CHAPTER 1 – Introduction

1. Please give us the following contact information:
 - A. Name:
 - B. Organization:
 - C. Work Title:
 - D. Country:
 - E. Email Address:
2. Your college is public or private?
 - A. Public
 - B. Private
3. Your College's Carnegie class is best approximated by
 - A. Community College
 - B. 4-Year College
 - C. MA-/PhD-Granting
 - D. Research University
4. The full time equivalent enrollment of your college is:
5. The annual tuition prior to any deductions or financial aid at your college is:
6. Does your college currently offer MOOCs?
 - A. Yes
 - B. No
 - C. No but they are in development
7. Which of the following have you participated in developing?
 - A. Online Courses
 - B. Blended Courses Mixing Online and Traditional Elements
 - C. MOOCs
8. In which subject areas do you primarily design courses
 - A. All Areas
 - B. Arts & Humanities
 - C. Social Sciences

- D. Physical Sciences
- E. Business or Information Technology
- F. Other (please specify)

CHAPTER 2 – MOOC Development

9. Does your college plan to offer MOOCs for any of the following within the next two years?
 - A. In Adult and Continuing Education
 - B. For Alumni Specifically
 - C. For Credit in Existing Programs
 - D. For Credit in a Distance Education Program
 - E. For Certificate Programs
10. What do you think of the idea of using MOOCs as a free "feeder" program for your college's other degree and not-degree offerings that charge tuition or fees? Has the college considered using MOOCs along these lines?

CHAPTER 3 – Flipped Teaching

11. How does your program make use of the concept called "Flipped Teaching" in which students listen to a lecture at home on video and then come in to "class" to do what was once called homework or to share problem solving with other students and or instructors?

CHAPTER 4 – Evaluation of the Traditional Classroom Model

12. What are the greatest educational inefficiencies of the traditional college teaching model through which students congregate to hear and lecture and then pursue additional study on their own and then are periodically tested?
13. What results have been, or might be achieved, by blending traditional and distance learning students together in classes?

CHAPTER 5 – Use of Video

14. Do you use any of the following types of videos in our MOOCs or online classes?
 - A. Licensed films such as those from Films on Demand and other firms
 - B. Traditional Lectures or Classes Taped
 - C. Public domain Videos from YouTube, Vimeo and other video sites
 - D. Videos made specifically for online classes
15. If you use taped or "captured" lectures in your online classes how are these tapes

adjusted to the demands of distance education, blended learning or MOOCs?

16. In general does the college provide tutorials of any of the following kind?
- A. Video tutorials from textbook publishers
 - B. Video tutorials made by instructors
 - C. Video tutorials from YouTube, Vimeo or other sources
 - D. Video tutorials from lectures given by instructors at the college that were captured on video

CHAPTER 6 – Assessment Strategy

17. Explain the college's assessment strategy for traditional online courses, and if you have them or plan to develop them for MOOCs.
18. MOOCs and other online courses have notoriously high dropout rates. If your organization is trying to develop a MOOC, or if your college currently has online courses, have you tried to develop a role for tutors to help students who struggle? If so are the tutors themselves students, or are they paid instructors of the college? Explain your strategy?
19. Some have speculated that online tutorial or helping communities connected through a network of listservs, shared workspaces, blogs and other online resources might be able to reduce high MOOC dropout rates. What do you think of this idea and how might it best be implemented?
20. Explain the college's assessment practices in your traditional online program and, if you have them, for your current or expected MOOCs?
21. How does the college use short, standardized quizzes or tests to assess student outcomes in online or MOOC courses?
22. Formative assessment is a strategy by which instructors seek to define the level or knowledge and effectiveness of learning of the students by asking them to present or summarize their state of knowledge at frequent intervals. Does your program make use of this concept and if so, how?

CHAPTER 7 – Allow Better Students to Avoid Repetition and Assure That Poorer Students Get Adequate Attention

23. How do you assure that particularly good students that well understand certain materials can move on to explore new materials even while other students in their classes continue to focus on these materials that they have not yet mastered?

24. Similarly, how do you assure that slower students, who do not understand certain materials that may already be understood by most others in the class, then receive appropriate attention so that they may also master these materials?

CHAPTER 8 – Staffing and Budgets

25. How many individuals on your campus are involved in your online course and/or MOOC development effort and what are the roles of professors, information technology technicians, course designers and administrators?
26. What are total annual online course development costs for your organization including full time salaries, content, administration, and other costs to develop new online courses?
27. What software tools, cloud services, websites or information resources have been most valuable to you in your work as a course designer?
28. What can be done to make online courses and MOOCs more effective?

SURVEY PARTICIPANTS

Allen Community College
Alvin Community College
Becker College
Centennial College
Eastern Gateway Community College
McGill University – SCS
Northwestern Connecticut Community College
Ramapo College of NJ
Royal Institute of Technology
Southern Illinois University Edwardsville
SUNY Brockport
UCLA
University of North Carolina Greensboro
University of Advancing Technology
University of Alabama
University of Glasgow
University of Manchester
University of Rochester
Victoria University of Wellington
Warner University
Western Connecticut State University