### Minimal feature requirements for MOOChood

These features describe all MOOCs. A course has to pretty much meet all of these to be considered for a MOOC.

* To satisfy the label of **massive**: Give access to a larger group of students than a single class or institution could (this could be a small absolute number in case of very specialised subjects)
* To satisfy the label of **open**: Are [open access](http://en.wikipedia.org/wiki/Open_access) in the sense of not requiring a test of prior knowledge (though such may be recommended) or enrollment in a larger course of study in an institution (though this may be possible, see below)
* To satisfy the label of **open**: Do not require payment just for access to content and peers. But payments for other things (like tutor support, assessment, participation in ancillary events) may not be free.
* To satisfy the label of **online**: Use an online method of delivery making the most of what the web medium has to offer. Ideally utilising multiple modes of delivering content (video, audio, text, animation). This could be pre-recorded, live or a combination of the two.
* To satisfy the label of **course**: Follow a course of **st**udy with time-sensitive elements towards a specified learning outcome or a set of outcomes.
* To satisfy the label of **online course**:  Facilitate asynchronous interaction between as many participants as possible. This can be done via course-specific forums (ideally with some curation facility such as voting up and down) or via generalized platforms such as Twitter or Blogs and comments.

I think all courses that are called a MOOC, these days, will meet these criteria.

### Salient but optional MOOC features

These features are typical of some MOOCs with a broader interpretation ofopenness. Some people consider these to be essential.

* Define **open**and **online** in such a way that it does away with the constraints of the [VLE](http://en.wikipedia.org/wiki/Virtual_learning_environment) and having students use the open web
* Extend definition of **open**by relying on [open content](http://en.wikipedia.org/wiki/Open_content) in the strict sense (openly licensed, as well as free)
* Take advantage of **online** by providing opportunities for **openness**by encouraging the creation of new content by participants and/or curation of existing content as part of the learning process
* Extending the definition of **open**by encouraging the creation of [Personal Learning Networks](http://en.wikipedia.org/wiki/Personal_Learning_Networks) by participants that break outside the typical walled-gardens of a course

Most connectivist MOOCs (or cMOOCs) will meet these criteria, but most xMOOCs by Coursera, Udacity and edX will not.

### Edge features of a MOOC

These features break or bend one of the minimal requirements but might still qualify as a MOOC in some instances if the overall shape is sufficiently MOOC-like. Individual will vary in their willingness to accept something with these features as a MOOC.

* Untimed learning communities working towards a learning outcome break the **course**criterion of time-boundedness. This could be because, there are no paced activities – e.g. weekly focus, or no specified end. But with sufficient family resemblance a “course” like this could still be considered a MOOC.
* Accredited online courses allied with a specific institution may not fully comply with the criterion of **open** but if they allow outsiders, they will still qualify as a MOOC.
* Events without any specified learning outcomes might still be considered MOOCs if they specify learning experiences, instead.

### Disqualifying properties for a MOOC

These things might have some limited properties of a MOOC but not enough to be considered one. They generally do not have the “look of a MOOC” but are sometimes listed in the same context.

* Collection of freely accessible learning materials ([Khan Academy](http://www.khanacademy.org/), [iTunes U](http://itunes.com/), Open Courseware) are massive, online and open but not a course.
* Lecture series without an outcome ([LSE public lectures](http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/Home.aspx), [New Books Network](http://newbooksnetwork.com)) are online and open but not a course and may not be massive.
* A continuous generalized Personal Learning Network is online and open but neither massive nor a course.
* An online learning or study support community is online but it’s not a course and may not be either massive nor open.
* Large scale live online lectures/webinars ([Michael Sandel](http://www.youtube.com/watch?v=kBdfcR-8hEY), [Reith Lectures](http://www.bbc.co.uk/radio4/reith/)) are massive and may have some course-like properties but offer limited interaction between participants. But do not have a family resemblance to a MOOC.

REFERENCE - <http://researchity.net/2012/08/14/what-is-and-what-is-not-a-mooc-a-picture-of-family-resemblance-working-undefinition-moocmooc/>

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| HOW is a MOOC Different from your existing LMS Course?  (Blackboard / Moodle / Desire2Learn Course) |