Biz MOOC

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BizMOOC Result 4.2a

Evaluation Report on Pilot MOOC 1 – Learning
To Learn

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Evaluation Report on Pilot MOOC1 – Learning to Learn

Beck Pitt (lead author)

Open University UK

Bea de los Arcos

Open University UK

Katrina Koppel

ESU

Sara Miani

DIDA

Chiara Sancin

DIDA

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BizMOOC

Evaluation Report on Pilot MOOC 1 – Learning with MOOCs for Professional Development & Digital Skills, Digital Learning

Executive Summary

As interest in the use and development of Massive Open Online Courses (MOOC) for training, professional development and business increases, there is a renewed need to ensure that MOOC are developed in accordance with design and delivery best practice. This is of critical importance both in terms of learner experience but also reputational value for content creators and providers.

This report presents an overview of the design process, delivery, promotion of and feedback on two iterations of a MOOC which aimed to help learners appreciate and develop their lifelong learning skills and digital literacies. Key to obtaining our set of recommendations, lessons learnt and best practice advice was an evaluation process that included both learner and expert feedback pre- and post- course. The results of this evaluation process are a timely set of recommendations, lessons learnt and best practice advice which may be of benefit to those also considering the development of MOOC. These include:

- Developing a course that addresses specific, identified need(s);
- Being clear on target audience(s) and learning outcomes;
- Using effective learning design principles to develop a course;
- Choosing the best platform to host your course;
- Using localised examples and content, with multiple language versions of the course and assets, where possible;
- Ensuring course content and assets are as accessible as possible;

- Understanding what motivates your target audience(s), how best to encourage learners to enrol in the course and when to launch the course to maximise participation;

- Continuously evaluating and iteratively improving the course during it's development and use and understanding what evaluation tools work best for different stakeholders;

- Encouraging re-use and future development of course content through the utilising of openly licensed resources and openly licensing the course.

We hope that this report will be of benefit to anyone interested in the effective design and delivery of MOOC in business and other disciplines.

Introduction

This report describes and evaluates the development and delivery of two iterations of the *Learning to Learn* MOOC produced as part of the ERASMUS+ funded BizMOOC project (January 2016- December 2018). The BizMOOC project aims to engage with, inform and scale use of MOOC in businesses across Europe.

BizMOOC produced three sets of MOOC over the project's duration and the focus of these MOOCs were lifelong learning skills and key business skills. Prior to the development of these MOOC in 2017, the project developed an interactive guide to MOOC (the MOOC Book), a 'one-stop shop' for anyone interested in the potential of MOOC. The MOOC Book contains guidelines and a needs/gaps analysis in addition to overviews of existing research and analysis into the current and potential impact of MOOC for business, Higher Education Institutions (HEIs) and Society. It also contains original research conducted by the project, including interviews with businesses and those working in HEIs on their impressions, experiences and use of MOOC.

The MOOC Book analyses select European Commission LifeLong Learning (LLL) Key Competencies, which have identified the need to increase certain skillsets across Europe. The LLL key competencies of "learning to learn", "sense of initiative (entrepreneurship and intrapreneurship)" and "innovation, creativity and problem solving" were identified by BizMOOC of particular importance in relation to the needs of businesses and HEIs and they informed the content development of the project's three MOOC. Prior to each of the MOOC's development these competencies were analysed in-depth (see Discussion Paper 14) and published as part of the MOOC Book.

Both *Learning to Learn* MOOC was developed in alignment with the "Learning to Learn" key competency, which focuses on the development of independent learning skills, reflective analysis and "critical thinking skills" (p24, 2018, European Commission). In addition, within the context of BizMOOC, the *Learning to Learn* MOOC additionally "...specifically focus[es] on the ability to learn through MOOCs and to develop web literacies." (Pietkiewicz, 2017 citing Friedl, 2015). As the *Learning to Learn* MOOC provides

skills that are important to a wide range of contexts both iterations of the MOOC had broad participant target groups, reflective of the relevance of this skillset to all citizens.

The *Learning to Learn* MOOCs were facilitated via OpenLearn Create, an open course platform hosted by The Open University (UK). The courses, unlike the others developed and offered as part of BizMOOC, were self-paced and available to join and participate in over the course of a number of months. This flexibility enabled participants to engage with course content at their own pace. Both iterations of *Learning to Learn* received largely positive learner feedback and good enrolment levels within the context of the platform the courses were hosted on.

General Information about the course

Title of the MOOC: Learning with MOOCs for Professional Development (iteration 1) and Digital Skills, Digital Learning (iteration 2)

Both iterations of the Learning to Learn MOOC are self-paced, 4 week reflective courses with 12 hours of total study time. Both courses have a certificate of participation and no entry requirements. Both iterations of the course were developed using original material and existing open educational resources (OER) either created by OU colleagues and available on OpenLearn/OpenLearn Create, or by others and available under a CC license allowing adaptation. To be awarded a Certificate of Participation in the course participants needed to view all sections of the course and participate in at least one forum. Iteration 1 was non-facilitated and iteration 2 was facilitated via academic moderation of forums for a set period (April-May 2018).

Platform used: OpenLearn Create (OLC) This platform is available for anyone (e.g. non-OU staff) to utilise to create open courses.

Course launched: End of September 2017 (iteration 1) and April 2018 (iteration 2).

Target Participant Groups for both iterations: Unemployed persons looking for work, students, employed persons learning at work, anyone with an interest in digital skills, digital citizenship and MOOC.

Activities / Assignments / Videos: Both iterations of the course used a reflective log for activities and offered a statement of participation for completion of the course content and contribution to one forum (Week 2's *Crowdsourcing MOOC for Professional Development* for iteration 1 and Week 3's *Crowdsourcing MOOCs* in iteration 2). Iteration 1 comprised of 16 activities, 4 embedded videos and 1 linked out video. Iteration 2 comprised of 18 activities, 7 embedded videos, 1 linked out video and 1 quiz. Both iterations of the course made use of forums, with more extensive use in iteration 2.

Creators: Bea de los Arcos (lead developer, OU) with review of course content by Katrina Koppel (ESU), Beck Pitt (OU), Sara Miani (DIDA) and Chiara Sancin (DIDA).

Summary of development process (main points)

The following is a chronological summary of the overview of the design process for all bizMOOC MOOC (*Methodology of Pilot MOOC*). An earlier version of this process is available [here](#) (R3.1).

- All BizMOOC MOOC developed according to [Open University Learning Design principles](#);
- Consortium meeting (Cardiff, UK on 28 Feb and 1 March 2017) to collaborate face-to-face in MOOC teams and begin development process;
- Use of spreadsheet planner and other tools by teams to ensure that course content aligned with learning objectives and outcomes, inc. tracking of assets and time;
- Teams develop content and track relevant course components (see R3.2) (Summer/Autumn 2017);
- Consortium review of all MOOC including WP4 and WP7 strategies for evaluation and dissemination (21 May 2017);

- Checklist for MOOCs (developed to align with evaluation standards) teams distributed (August 2017);
- Further refinement of content (Summer 2017);
- Development of Presskit (September 2017)
- Release of first iteration of Learning to Learn MOOC: *Learning with MOOC for Professional Development* (end of September/early October 2017);
- First evaluation of *Learning with MOOC…* (conducted by two internal teams and two external evaluators) (October 2017)
- Team respond to first evaluation (November 2017)
- External expert feedback on *Learning with MOOC…* (November 2017)
- Team respond to expert feedback (December 2017)
- Development of iteration 2 of Learning to Learn MOOC: *Digital Skills, Digital Learning* (February 2018)
- Development of new Presskit and promotion of *Digital Skills, Digital Learning* (March-Present 2018)
- Advice to *Learning with MOOC…* participants that new version of MOOC available (April 2018);
- Release of *Digital Skills, Digital Learning* (9 April 2018)
- Facilitation of *Digital Skills, Digital Learning* (April and May 2018)
- Expert post-course focus groups for both iterations of Learning to Learn MOOC (April-May 2018)

Summary of the MOOC, design, its structure and main features

Both iterations of the Learning to Learn MOOC were designed to address the European Commission LifeLong Learning (LLL) Key Competency "Learning to Learn." The first iteration, *Learning with MOOC for Professional Development,* had the following learning outcomes:

- Understanding how learning takes place every day;
- Appreciation and development of existing skills;
- Understand how to effectively learn with MOOC;
- Explore a range of digital skills and practices;

- Develop a critical approach to online learning.

The second iteration, *Digital Skills, Digital Learning,* had the following learning outcomes:

- Understand how learning takes place every day;
- Reflect on how you engage with the web;
- Know how to learn effectively using MOOCs;
- Explore and engage in a range of digital skills and open practices.

The first iteration, *Learning with MOOC for Professional Development,* began its development at a BizMOOC project workshop in Cardiff, Wales, UK on 28 February and 1 March 2017. During the two days each MOOC production group discussed and agreed their MOOC objectives, intended audience, learning outcomes etc. Development of the MOOCs were guided by The Open University's method of [Learning Design](#) and each team were provided with a spreadsheet planner. This planner enabled each team to track the MOOC's development, aligning the MOOC content with learning objectives and outcomes as well as providing an overview of time estimates, activity types and asset details. This spreadsheet planner was later supplemented by a checklist for MOOC creators.

During February 2018 the second iteration of *Learning to Learn* was developed. This iteration took into account a range of external and internal feedback and evaluation (see above). Both surveys featured pre- and post-course surveys, the latter available to learners once they had been awarded the certificate of completion.

Learning with MOOC for Professional Development

The following is an overview of *Learning with MOOC for Professional Development* (p6, [R3.1](#))

Week No	Title	Summary / Activity type	Learning Outcomes		Hours
1	Week 1	About Learning Assimilative & Productive	1	Think about how you learn best	3
			2	Learn to set up realistic goals	
			3	Develop an action plan to achieve your goal	
			4	Start your learning journal	
2	Week 2	About MOOC and learning with MOOC Assimilative & Productive	1	About MOOC in general	3
			2	Assessing the quality of MOOC	
			3	Finding MOOC	
			4	Using MOOC for successful learning	
3	Week 3	About Digital Skills Assimilative & Productive	1	Being effective in a digital world	3
4	Week 4	About Digital Skills in more depth Assimilative & Productive	1	Explore your digital footprint and ensure it's healthy	3
			2	Develop critical approaches to online sources	
			3	Explore online tools to help you work effectively online	

Table 3: Learning with MOOC for Professional Development (Learning Outcomes)

Digital Skills, Digital Learning

The following is an overview of *Digital Skills, Digital Learning*. Additions/changes to the course, made on the basis of feedback and evaluation (see below), are highlighted in yellow.

WEEK/ STEPS	ASSETS	ACTIVITY	TIME
1.1 Learner stories	text	Survey: Is this the first time…?	10 minutes
1.2 Learning journals	text		5 minutes
1.3 How do you learn?	text	Act 1.1	40 minutes

1.4 Setting SMART goals	text video		15 minutes
Quiz: SMART goals		Drag and drop	10 minutes
1.5 Examples of SMART goals	text (links)	Act 1.2	50 minutes
1.6 Developing your action plan	text	Act 1.3 Act 1.4	60 minutes
2.1 Information in a digital age	text	Act 2.1	20 minutes
2.2 Digital skills and digital literacy	text	Act 2.2	20 minutes
2.3 A framework for digital skills	text		15 minutes
2.5 Visitors and Residents	text video		12 minutes
2.6 Mapping your engagement with technology	text video	Act 2.3 Forum (share)	65 minutes
3.1 What is a MOOC?	text video	Act 3.1 MOOC Book	40 minutes -
3.2 Advantages of taking MOOCs	text	Act 3.2	40 minutes
3.3 Finding relevant MOOCs	text	Act 3.3	30 minutes +
3.4 Assessing MOOCs	text	Act 3.4 + Forum (crowdsourcing)	50 minutes +

3.5 Success in a MOOC	text video		15 minutes +
3.6 MOOCs and digital skills for a digital workforce	text		10 minutes
3.7 Europass CV	text		15 minutes +
3.8 Linkedin	text video, video	Act 3.5 + forum (share)	15 minutes +
4.1 Remix and the essential elements of digital literacies	text video	Act 4.1	35 minutes
4.2 About CC licenses	text + images	Act 4.2	15 minutes +
4.3 Memes	text + images		10 minutes
4.4 Creating a meme		Act 4.3 + Forum (share)	50 minutes +
4.5 Hack the news		Act 4.4 + Forum (share)	15 minutes +
Final note			5 minutes

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Target groups

For both iterations of the MOOC the target audiences were:

- People learning at work;
- The unemployed and students looking to appreciate and build on their existing skill sets;
- Anyone with an interest in improving their digital skills;
- People interested in digital citizenship;
- Those interested in using MOOC to learn.

Promotion

Presskits containing suggested tweets, press releases, images and targeted descriptions of the course were produced for both iterations of *Learning to Learn*: *Learning with MOOC for Professional Development* Presskit and *Digital Skills, Digital Learning* Presskit. Targeted descriptions and tweets were addressed to two groups: *Learning to Learn* MOOC target audiences (see above) and educators, employers, those in supportive roles and other providers who might be in a position to review and recommend the MOOC to their students, employees, etc. A short video to promote *Learning with MOOC...* was also produced.

Learning with MOOC... and *Digital Skills...* were not offered to pre-identified cohorts through specific organisations or institutions who would encourage uptake. This meant that promotion of the MOOC to both the target groups and those in a position to promote the MOOC at their own organisation or to individuals was of critical importance in encouraging sign-up and participation in the course. It also required a diffuse and diverse range of targeted promotional activity. Promotional activity focused on specific target groups and included targeted FB adverts (general public), promotion to groups such as OpenUpEd and features in newsletters such as EADTU (professionals working in HE and with an interest in open education and MOOC), a call to action through the ESU ‚buddy system', promotion of the course on ESU's Facebook page and presentations at ESU statutory events such as General Assemblies (students), promotion to students and

business contacts by DIDA (students and those working in HE) and Twitter and blog posts (general public and those with an interest in MOOC). We also worked with the OU's OpenLearn Create lead to ensure that the course was featured on platform's homepage, used the correct keywords to ensure search engine optimisation. For the second iteration *Digital Skills...* was additionally featured in the OpenLearn newsletter and via relevant OpenLearn social media channels (both Twitter and Facebook). A full list of promotion activities for both MOOC is available.
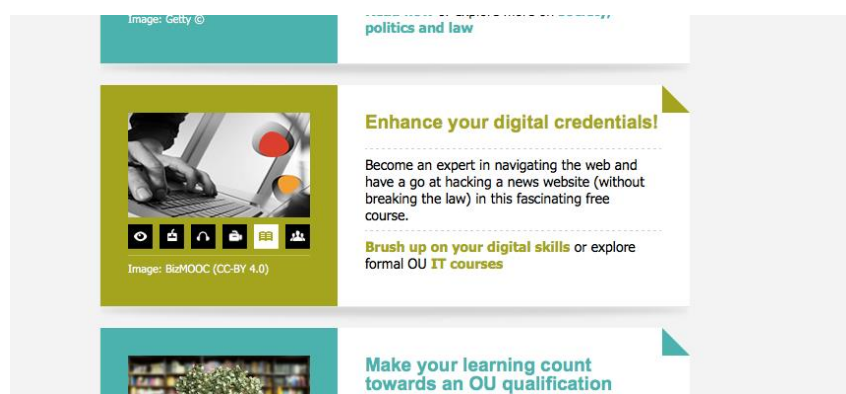
Screenshot of except from the OpenLearn newsletter promotion of *Digital Skills...*

In addition to personal recommendation, which iteration 1 pre-course survey results highlighted as important to course participants when considering when to study (see below), featuring the course in the OpenLearn newsletter (which has over 70,000 subscribers) during promotion of iteration 2 was one of the more successful ways of raising the course's profile and resulted in a spike in course enrollments following the newsletter's publication on Friday 4 May 2018. Assessing the effectiveness of course promotion in relation to the MOOC's target groups is difficult given the lack of information on most course participants. Whilst 60% of *Learning with MOOC...* pre-course respondents reported themselves as in full-time employment, this only accounts for 16 of the 159 active participants over the course's duration. We cannot therefore draw any conclusions from the pre-survey results regarding effectiveness of targeted promotion.

In order to increase enrolment on MOOC, and as employed successfully during the other BizMOOC courses, direct engagement with businesses and services for the unemployed

(for example) as well as targeting use of the course at specific cohorts in an HE appear to have ensured healthy uptake of the courses. As comments in evaluation feedback (see below) the timing of the course's release (iteration 1 was released in September 2017, when most HE institutions are starting their new academic year) is important and this, in addition to allowing sufficient time to build relationships with organisations that could use the course, are also important factors to consider. Such activity should ideally be carried out in tandem with more diffuse promotion of the course via Facebook, newsletters, social media etc. which would engage with broader audiences.

Enrolments and Certificates

Iteration 1: Learning with MOOCs for Professional Development
Number of enrollments: 165 (as at 3 May 2018)
Number of active participants: 159
Number of participants that completed the course: 32
Number of certificates issued: 18 (Certificate of participation based on viewing all sections of course and contributing to at least one forum)

Iteration 2: Digital Skills, Digital Learning
Number of enrollments: 168 (as at 25 October 2018)
Number of active participants: 141
Number of participants that completed the course: 9
Number of certificates issued: 6

Compared with other MOOC where "the average MOOC course is found to enroll around 43,000 students, 6.5% of whom complete the course" ([Jordan, 2014](#)) both *Learning to Learn* MOOC have comparatively very low enrolment numbers. However, when compared with similar incentivised (badged) offerings on the OpenLearn Create platform, the courses have performed reasonably well, with a reasonable level of enrolment across both iterations. The average number of enrolments over 39 incentivised (badged) courses

on OpenLearn Create was, as at 4 July 2018, 281 learners.[1] With 165 and 168 learners enrolling on *Learning with MOOC…* and *Digital Skills…* respectively, BizMOOC enrolment numbers are slightly below average but good within this context. It is also worth noting that the OpenLearn Create platform is available for anyone to create an open course – this means that courses can be created for specialist audiences and are not devised to necessarily be 'massive' in the same way as most MOOC. For example, the lowest number of enrolments reported across these 39 courses was 20 learners whilst the highest was 2754.[2]

20.1% of active participants in *Learning with MOOC…* completed the course and more than 50% of course completers were awarded a certificate of completion. Jordan's (2014) definition of completion is „…the percentage of students (out of the total enrolment for each course) who satisfied the criteria to gain a certificate for the course" (p. 147, Jordan, 2014). With 11.3% of active participants (and 10.9% of enrollments) completing the course with a certificate *Learning with MOOC…* achieved slightly higher completion rates than the average MOOC.

The low level of participation in the post-course survey (see below) means we have limited insight into participant views on certificates. However, the certificate of participation was regarded as motivating by most of both iteration's post-course survey respondents (85.7%, n=6 and 100%, n=4, for *Learning with MOOC…* and *Digital Skills…* respectively). Prior to starting the course itself, the *Digital Skills…* pre-survey also revaled that over a third of respondents felt "quite" or "very" motivated by the certificate of participation (35.5%, n=16).

For further course analytics for *Learning with MOOC…* and *Digital Skills…* see Appendix 11 and Appendix 12, respectively.

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[1] As at 4 July 2018 (Source: personal correspondence between Beck Pitt and Anna Page on 4 July 2018).
[2] As at 4 July 2018 (Source: personal correspondence between Beck Pitt and Anna Page on 4 July 2018).

Evaluation

Description of evaluation and quality assurance processes

The following timeline is an overview of the major milestones of the evaluation and quality assurance processes for both iterations of *Learning to Learn*. All feedback, and responses to the feedback, are presented and discussed later in this report.

May 2017	Consortium meeting to review proposed content of *Learning with MOOC for Professional Development*. The review also compared *Learning with MOOC…* with other BizMOOC MOOC under development and looked for synergies and repetition.
Summer 2017	Further development of MOOC and face-to-face meeting of *Learning to Learn* MOOC team (15 September 2017)
September 2017	Circulation of checklist *What do we need to think about as we develop our MOOC?*
Autumn 2017 onwards	Pre- and Post-course surveys for *Learning with MOOC…* available to course participants when course launches in September 2017
October 2017	First evaluation of iteration 1 conducted by two internal teams and two external evaluators
November 2017	Team respond to first evaluation
November 2017	External expert feedback on iteration 1
December 2017	Team respond to external expert feedback
February 2018	Agreed action on all feedback used to inform iteration 2 of course: *Digital Skills, Digital Learning*
April - May 2018	Post course external expert feedback on *Learning with MOOC…* gathered via 5 focus groups

Review before launch

Before the launch of *Learning with MOOC…* the course content underwent structured review by both of the other BizMOOC MOOC teams and 17 external experts, who

reviewed an overview of the course's content and provided structured feedback via a short survey. Learner perceptions of the course content were also obtained via a pre-course survey.

Feedback external reviewers and two internal teams

Appendix 8 (*Evaluation of Learning with MOOC for Professional Development by Internal and External Evaluators*) contains both reviewer comments and Learning to Learn MOOC team responses to feedback. The template for this review (*Pre-course evaluation template for Internal and External Experts*) can be reviewed in Appendix 7. A summary of how this feedback was incorporated into *Digital Skills, Digital Learning* is noted below. The main feedback points are as follows:

Marketing materials: target audience for promotional materials (particularly video) and whether the tone/content of video would appeal to perceived audiences; need to foreground authors/creators of course.

Meeting MOOC criteria: Course needs more videos, quizzes and interaction; query regarding accessibility of content on mobile devices; lack of interactivity between students and facilitators; include more information on certification.

Quality of design: Perception of perceived lack of interactivity; query regarding possibility of including badges in course; suggestion to include more non-English MOOC providers.

EC and BizMOOC Visibility: No substantial comments received

Accessibility: ALT-Attributes needed; provide a PDF version of the course; OpenLearn Create not currently W3C and WCPG 2.0 compliant; provide subtitles for videos.

Results of pre-course expert survey results

A number of potential external expert reviewers were invited via email during September 2017 to participate in a review of *Learning with MOOC for Professional Development*. As the course was already live, experts were asked to comment on a short summary overview of the MOOC's content. Feedback was structured by six questions and responses were collected via an online feedback form (Google Forms). A total of 17

experts from across Europe participated in the review. Expert reviewers were based primarily in the UK and Italy, with over half of all respondents being based in Higher Education institutions.

Appendix 9 (*External Expert feedback template for Learning with MOOC for Professional Development*) presents the course description and questions presented to external experts as part of the evaluation process. Appendix 10 (*Feedback by external experts prior to the launch of Learning with MOOC for Professional Development*) presents the complete set of responses from external experts provided to the *Learning to Learn* MOOC team by the evaluation team. A summary of the main points raised by external experts are as follows:

Relevance: Suggestion to swap content of week 2 with week 4; include text on 'open courses'; look at different ways of pitching/promoting course

Benefits: No actions identified

Potential barriers: Timing of course within the academic year; course only currently available in English could be barrier to participation; familiarity with MOOC could vary; opportunities for peer-to-peer and community building limited

Reflective element of course: Positive response with suggestions to add examples of reflective logs and for learners to share/make public their reflections

Self-paced nature of course: No substantial actions highlighted

Statement of Completion/Participation: Diverse opinions on use of this type of certificate. Query regarding format/labelling and whether badging could be included.

How the feedback was incorporated

As noted above, the timing of *Learning with MOOC…* meant that the course was already live when external reviewer, internal and pre-course expert survey feedback was solicited. It was agreed that the course team would make minor actionable changes immediately (such as checking URLs were working and double checking that ALT-Attributions were provided) but would address all other issues in early 2018. Some issues highlighted by the reviewers such as lack of interactivity were attributable to the fact that *Learning with*

MOOC… is self-paced whilst others such as platform compliance with W3C etc. are currently being addressed by the platform providers OpenLearn Create. The review also highlighted the tension between effective tracking of course completion, engagement and sign-ups whilst trying to make the course as ‚open' as possible (e.g. no sign-in required).

The following agreed changes were incorporated into *Digital Skills, Digital Learning*:

- Addition of more interactivity (forums, quizzes), more sign-posting and holding hands, and text to connect weeks and encourage participants to continue on.
- Edited, added and moved course content and images, and rearranged weeks. The new iteration remains a reflective course but there are now more opportunities to share and interact with other course participants. Week 4, for instance is completely new and gets people to produce a very concrete outcome, so there is a definite output.
- Addition of more visual elements (videos, images) to make it less text-based.
- Course title changed to 'Digital skills, digital learning'
- Acknowledgements and course credits foregrounded.
- Agreement to facilitate this version of the MOOC for the April-May 2018 period, to encourage more forum discussion.

Evaluation by MOOC Learners: Pre-Course Evaluation of Learning with MOOC for Professional Development

The following is an overview of the results of the pre-course survey for *Learning with MOOC for Professional Development*. See Appendix 3 for the full pre-course survey results for this iteration of the course and Appendix 1 for the pre-survey template. A total of 21 participants completed the pre-survey. Given the low number of survey participants, we cannot generalise the results presented below to all course participants.

Demographics

80% of respondents were female (n=16) with 65% of participants reporting themselves as in the 40-59 age groups (n=13). Over three quarters of respondents came from four countries: the UK, Austria, Finland and Kazakhstan. 15% (n=3) of respondents reported that they held no degree qualification whilst over 50% (n=10) reported their highest achievement as a Masters degree. Whilst the majority of survey respondents were in full-time employment (60%, n=12) a range of the Learning to Learn MOOC's target audiences (e.g. the unemployed and students) also responded to the pre-course survey. The geographical spread of participants in *Learning with MOOC…* was also positive as BizMOOC MOOC were created to appeal and be relevant to European citizens but are also applicable to and for international audiences with similar interests.

Over 40% of respondents reported finding out about the course from friends/colleagues (n=9). Whilst the sample size is too small to generalise, this tentatively suggests (along with the other top three sources of finding out about the course, the university website and/or social media and more specifically the BizMOOC website) that personal recommendation and trusted sources were important factors for our respondents in choosing to participate in the MOOC.

Perceptions of the course prior to participation

All sections of the course were perceived as potentially being either 'very useful', 'quite useful' or 'useful' by participants when they were asked about their perception of the course content. The exception to this was week 1 of the course which was regarded as potentially "of little use" by 9.5% (n=2) of participants who participated in this pre-course survey.

The top three "main expectations" from participating in *Learning with MOOC…* were to "improve my skills" (71.4%, n=15), "learn new things" (66.6%, n=14) and "to see what MOOCs are" (52.3%, n=11). Of note was that a third of survey respondents considered "complet[ing] the course and receiv[ing] a record of achievement" a "main expectation" of the course (33.3%, n=7).

Half of respondents reported that this was their first time participating in a free online course (n=10). That over 50% of respondents expressed an interest in MOOC and/or were new to studying with MOOC was a positive outcome, even in this limited sample, as *Learning with MOOC…* aimed to appeal to learners unfamiliar with MOOC.

Due to low levels of participation in both the pre- and post-course survey (see below) it is difficult to draw anything conclusive or generalisable from the pre-course survey results. However, the questions regarding potential usefulness of the course material revealed that on the whole participants, prior to participating in the course, viewed the content or topics covered by the course positively. Participants who responded to the pre-survey appear to have been largely self-motivated to improve their current skills and knowledge.

We made no major changes to the course as a consequence of this strand of the evaluation. However, although curiosity with regard to MOOC was of interest to a number of participants, the second iteration of the course did remove 'MOOC' from the title and take a different approach as it was generally felt that foregrounding 'MOOC' in the title of the course may put some learners off, and limit uptake, if not familiar with the term.

Evaluation by MOOC learners: Post-Course Evaluation of Learning with MOOC for Professional Development

Post-course evaluation of *Learning with MOOC…* was two-fold. For the duration of the availability of the course (autumn 2017 and winter 2017/8) participants could complete a post-course feedback survey. Expert feedback was sought via 5 focus groups conducted by the three organisations comprising the *Learning to Learn* course team. A total of 17 experts participated in these focus groups, which took place during the April-May 2018 period.

The following is an overview of the results of the post-course survey for *Learning with MOOC for Professional Development*. The full post-course survey results are available in Appendix 4 and the post-survey template in Appendix 2. 7 participants completed the post-survey. As with the pre-course survey, the sample size is too small to produce

generalisable results. However, the low number of post-course survey results is also a common feature of most open courses and MOOC, particularly in instances where participants engage with select parts of the course, depending on their needs. Moreover, in the instance of both *Learning to Learn* MOOC, participants were only able to participate in the survey if they were awarded the Certificate of Participation.

Demographics

71.4% of respondents were female (n=5) with the majority of respondents advising they were between 20-29 years old (57%, n=4). Respondents came from 4 countries: Kazakhstan, the UK, Austria and Romania. All those who responded to the post-course survey were either students or in full- or part-time employment. 6 respondents had at least one higher education qualification with the remaining respondent reporting "some college but no degree". As with the pre-survey, and given the very broad target audiences for the course, we were successful in having both students and the full- or part-time employed participate in the course.

Experiences of the MOOC

For the majority of post-course survey respondents, this was their first experience of a free online course (71.4%, n=5). Again, as with the pre-course survey, this was a positive outcome for *Learning with MOOC…* as it appears to indicate that we had largely recruited learners who were not MOOC enthusiasts or familiar with open online learning. This is in contrast to many MOOC whose participants tend to be familiar with MOOC and online learning.

All post-survey participants reported that their expectations for the course were "fulfilled" and that the length of course material was "appropriate" (n=7). 57.1% of respondents (n=4) advised that they had spent between 3-6 hours a week (e.g. more time than the required 3 hours) working through the course material. Although we cannot be certain as to why this was the case, given that all post-survey participants advised that the length of the course was "appropriate" we can surmise that participants were keen to

spend longer than required to participate, rather than the anticipated time of 3 hours a week being insufficient to engage with material.

In all but one instance, the post-course certificate of completion was regarded as motivating by post-course survey participants (85.7%, n=6).

Experiences and Perceptions of Course Materials

All participants regarded the course as either "excellent", "very good" or "good" with regard to "understandability" or clarity of course content. All respondents also reported that they would participate in another BizMOOC course and would recommend BizMOOC courses to others (100%, n=7). 85.7% of survey participants (n=6) advised that they would recommend *Learning with MOOC…* to others with the same respondents advising they would also like to see a follow-up course.

The difficulty of the course material was regarded as "just right" by 57% (n=4) of learners and "easy" or "very easy" by the remaining post-survey respondents (43%, n=3). All but one post-survey respondent reported the quality of both the activities and materials in the course was either "excellent" or "very good." By and large respondents perceived that what they had learnt in the course would be applied to "real life" with over 55% of respondents advising that the "a lot" or "quite a lot" of what they had learnt from the course was relevant and would be used (n=4).

Whilst the majority of respondents scored the course favourably on a range of different measures, one respondent consistently scored the course negatively (e.g. the quality of activities and materials as "poor"). A closer look at this respondent reveals that they are a PhD holder and employed full-time. Whilst it is good to see that this participant was engaged enough to participate fully in the course and feedback their views, it is of note that this is not the type of learner that the course was originally designed for. It is therefore unlikely that they would find the course as relevant as some other participants.

The course also appeared to impact positively on the respondents who chose to share the impact the course had on their online learning. We received three comments from learners who highlighted how the self-paced nature of the course, the material itself and "systematic" design were all positive features of the MOOC. In particular the latter comment highlighted that *Learning with MOOC…* offered a different online learning experience and a more positive one than their previous experiences (see Appendix 4 for quotations).

Although, again as with the pre-course survey, feedback is too limited to be generalisable, we can make two recommendations based on this post-course feedback:

- It is crucial to ensure that promotion of the MOOC is targeted so as to encourage participation from those that might benefit most from the material;
- The *Learning to Learn* MOOC had a very broad range of targeted participants. These participants will have a variety of experiences of online learning as well as individual preferences, learning styles and a range of applicability of content to individual contexts. Can one course provide learners with an individuated learning experience? Offering a range of next steps aimed at different levels or contexts of participants could be one future refinement or consideration for this type of course.

In addition to the pre- and post-course surveys, the course also received a starred score of 5/5 from 5 participants. There were also a small range of learner feedback gathered via the inbuilt OpenLearn Create review system or post-course survey:

Learning with MOOC for Professional Development

"It was comfortable for me, because I chose time to learn myself."

"Just to let you know: good course, giving impulses for further reading."

"Great course! I want to improve my professional and personal skills!"

Evaluation by MOOC Learners: Pre-Course Evaluation of Digital Skills, Digital Learning

The following is an overview of the results of the pre-course survey for *Digital Skills, Digital Learning*, which closed on 29 June 2018. See Appendix 5 for the full pre-course survey results for this iteration of the course and Appendix 1 for the pre-course survey template. A total of 45 participants completed the pre-survey. Although the number of pre-course survey participants is higher than that of *Learning with MOOC…* again the relatively low number of respondents mean we cannot generalise the results presented below to all course participants.

Demographics

Over half of all survey respondents to the *Digital Skills…* pre-survey were male (61.4%, n=27) with two thirds of all survey participants advising that they were 60 years or older (66.6%, n=30). The majority of *Digital Skills…* survey respondents were based in the UK (84.4%, n=38) with other survey participants residing outside of Europe (North America, Australia, Africa and South America). Almost half of all survey respondents were retired (48.9%, n=22) with 6.7% unemployed and looking for work (n=3) and around 10% of survey participants either full- or part-time employed (20%, n=9 and 11.1%, n=5, respectively). Almost half of all survey respondents advised they had a Bachelor's Degree (48.9%, n=22) whilst the second largest group of respondents had "some college but no degree" (15.6%, n=7).

Two thirds of pre-course survey respondents advised that they had learnt about the course via newsletter/email (66.6%, n=30). This can be attributed to the course's promotion via the OpenLearn newsletter and social media campaign for *Digital Skills…* With over 70,000 subscribers the May 2018 newsletter feature resulted in a rapid rise in course enrolments for *Digital Skills…* in the days following its release. Moreover, and likely attributable to this, is survey participants familiarity with 'free online learning': 80% of survey respondents reported that this was not the first time that they had participated in this type of learning opportunity (n=36).

More generally the pre-course survey shows that *Digital Skills…* engaged with a range of the *Learning to Learn* MOOC target audiences including the unemployed and the retired, and a third of learners who had not studied at degree level (33.4%, n=15).

Perceptions of the course prior to participation

Although a direct comparison cannot be made due to the reordering of course content, much of the *Learning with MOOC…* content was available in *Digital Skills…* The pre-course survey for *Digital Skills…* revealed more variance in perceived levels of usefulness of the course content in relation to professional/personal development when compared with the *Learning with MOOC…* pre-survey. However, for all weeks of the course, over two thirds of survey respondents considered the course content to be "very useful", "quite useful" or "useful."

Unsurprisingly, given the level of familiarity with online learning amongst the pre-survey respondents, and in contrast to those that participated in the *Learning with MOOC…* pre-survey, 11% of survey respondents considered that the week focused on MOOC would be "not useful at all." Again, and similar to the results of the *Learning with MOOC…* pre-survey week 1 content, which also discusses learning journals and SMART goals, this was perceived to be least useful by participants (18% of *Digital Skills…* participants perceived this to be "not useful at all" whilst a further 16% perceived this to be "of little use"). Further analysis, particularly in relation to demographics, might prove insightful in these instances.

The top three "main expectations" from participating in *Digital Skills…* were to "learn new things" (82.2%, n=37), "improve my skills" (77.8%, n=35) and because participants "have a general interest in the topic" (57.8%, n=26). In contrast to the *Learning with MOOC…* pre-survey where experiences of studying online and familiarity with MOOC was lower, only 24.4% of *Digital Skills…* survey respondents were taking the course to "see what MOOCs are" (n=11).

Similar to the *Learning with MOOC…* pre-survey, 31.1% of survey participants considered one of their "main expectations" for participating in the course to be "to complete the course and receive a record of achievement" (n=14). The *Digital Skills…* survey saw the introduction of an additional question regarding the certificate which produced similar findings: over a third of participants considered the Statement of Participation to be "quite motivating" or "very motivating" (22.2%, n=10 and 13.3%, n=6, respectively).

Evaluation by MOOC learners: Post-Course Evaluation of Digital Skills, Digital Learning

Post-course evaluation of *Digital Skills, Digital Learning* was two-fold. For the duration of the monitoring of the course content (from its release in April 2018 until the end of June 2018) participants could complete a post-course feedback survey. Expert feedback was also sought via 5 focus groups conducted by the three organisations comprising the *Learning to Learn* course team. A total of 17 experts participated in these focus groups, which took place during the April-May 2018 period.

The following is an overview of the results of the post-course survey for *Digital Skills, Digital Learning*. The full post-course survey results are available in Appendix 6 and the post-course survey template in Appendix 2. 4 participants completed the post-survey. As with the pre-course survey and the surveys for *Learning with MOOC for Professional Development*, the sample size is too small to produce generalisable results. However, the low number of post-course survey results is also a common feature of most open courses and MOOC, particularly in instances where participants engage with select parts of the course, depending on their needs. Moreover, in the instance of both *Learning to Learn* MOOC, participants were only able to participate in the survey if they were awarded the Certificate of Participation.

Demographics

Respondents to the post-survey were between 40-70 years old (n=4) with 100% of respondents residing in the UK (n=4). 75% of survey respondents were female (n=3). Survey respondents were employed in either a full- or part-time capacity (50%, n=2 and 25%, n=1, respectively) with the remaining respondent describing themselves as "Other"

(25%, n=1). 75% of respondents had studied at University and achieved a higher degree (n=3) whilst the remaining 25% of respondents had "some college but no degree" (n=1).

Experiences of the MOOC

Participants regarded their "expectations for the course" as "completely fulfilled" or "partially fulfilled" (50%, n=2 and 50%, n=2, respectively). The course content was regarded as clear by survey respondents with "understandability of the course" considered as "excellent" or "very good" (66.6%, n=2 and 33.3%, n=1, respectively). The level of "difficulty" of *Digital Skills…* was also considered appropriate by survey respondents with half of respondents reporting it as "just right" (50%, n=2) and the remainder "easy" or "very easy" (25%, n=1 and 25%, n=1, respectively).

Interestingly whilst the majority of respondents regarded the length of the course as "appropriate" (75%, n=3), a quarter of respondents regarded it as "not quite appropriate" (n=1). One possible reason could be the amount of time participants spent working through the course material each week: one respondent reported taking "between 3 and 6 hours" average on the course each week (25%, n=1), which is more than the estimated amount of time, for example. Further analysis of the data is required.

The Statement of Participation was regarded as motivating and 100% of survey respondents reported that this "encourage[d] [them]… to complete the course" (n=4).

Experiences and Perceptions of Course Material

None of the post-course survey participants reported that this was the first time they had participated in "a free online course" (n=4). This is in contrast again to the majority of pre- and post-course survey respondents for *Learning with MOOC…* Whilst this iteration of *Learning to Learn* did not reach as many people who were 'new' to MOOCs (largely due to the extremely successful promotion of the course via OpenLearn's newsletter), the findings of the *Digital Skills…* pre- and post-surveys do show that even those who are experienced in online learning and MOOC perceived the course content positively or had

positive experiences of participating in the course. This can be counted as a success for the Learning to Learn MOOC, particularly as the quality of course materials was regarded as "excellent" or "very good" (50%, n=2 and 50%, n=2, respectively) and the quality of activities as "excellent" or "good" (50%, n=2 and 50%, n=2, respectively) by survey participants. Moreover, in spite of familiarity with this type of learning, there were benefits to participants; one survey respondent advised that the course had changed what they do online as "…it has made me aware that there is a lot more free help out there on the web" (see Appendix 6).

A further success of *Digital Skills…* is that all participants considered that they'd be able to "apply in real life" the course content "quite a lot" or "a fair amount" (50%, n=2 and 50%, n=2, respectively). Moreover, 100% of survey respondents said they would recommend the course to others, participate in another course by BizMOOC and recommend BizMOOC courses to others (n=4). All survey respondents also said they would like a continuation (Part 2) of the course (n=4).

In addition to the pre- and post-course surveys, the course also received a starred score of 5/5 from 1 participant. There were also a small amount of learner feedback via the post-course survey:

Digital Skills, Digital Learning:
"The course is encouraging and makes you want to take other courses. I found this particular course a little brief for my purposes, but it taught me some things I did not know."
"I work with a team that produces e-learning courses for industry, so I was interested in the course from a professional perspective - but I also found the course content interesting from a personal view-point."

Post-course evaluation by expert focus group

A total of 5 focus groups were conducted by the *Learning to Learn* MOOC teams (OU, DIDA and ESU), with a total of 17 participants, over the April-May 2018 period. These focus

groups examined both *Learning with MOOC for Professional Development* and *Digital Skills, Digital Learning*.

The focus groups were conducted according to an agreed set of core questions focused on relevance of the MOOC content, any short or long term benefits of the MOOC, barriers and challenges, perceptions of uniqueness of the MOOC, potential future use of the MOOC and strategies of increasing uptake and engagement of the MOOC within a training context. Each focus group also had the opportunity to include additional questions. A list of the full questions used by the focus groups is available in Appendix 13.

Focus Groups 1 and 2 were conducted on 26 April and 4 May 2018 by two colleagues at DIDA in Italy and had a total of 8 participants. These focus groups examined *Learning with MOOC for Professional Development*. Participants included project managers, IT consultants and experts, training and e-learning experts, marketing professionals and University lecturers. In addition to the core focus group questions (see Appendix 13) DIDA also asked participants about any perceived barriers to the course being available only in English.

The following summary reflects the expertise and specialisms of the focus group participants and focuses on technology/technical aspects of MOOC and the content and design of this type of course.

Technology/Technical:
- In general participants noted that it took a number of steps to access the course content and that this could be a barrier to participation. Ideally, a MOOC should only require users to enter a username and password in order to participate in the course.
- The use of more multimedia in the course content, e.g. from TED, where there is a range of videos for participants to explore, would be beneficial.

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- Focus group participants noted the importance of learners being able to track their progress through a course, whilst also providing the course administrator/creator with information about how the course was being used.
- The relevance of MOOC to today's society and the importance of having access to a range of information was highlighted as important by participants.

Content and Design

- All focus group participants regarded it as essential for MOOC to provide multilingual course content. It was noted that use of English is not widespread and culturally using English language resources for training/information is not common. Participants also noted that language learning in Italian schools is not always of practical use to students and is often dependent on extra-curricular and private teaching. However, it was acknowledged that the international participants positively acknowledged promotion of *Learning with MOOC…* in English, as well as acknowledging the international nature of this type of course and the benefits of being able to interact with both professors and students from around the world. However, it was noted that in Italy promotion of MOOC should take place in both English and Italian. The additional resources required to create bilingual course content and assets (such as video) was also noted.
- Participants stated that although the content of *Learning with MOOC…* is very interesting it should be reworked to reflect the Italian context better. More specifically, a simpler route through material plus summary pages would be useful.
- One participant noted that MOOC might be more useful for general business topics (such as Digital Marketing) rather than company specific or legal/procedural aspects of business (such as anti-money laundering).
- Integration of MOOC into existing business tools and offerings was deemed a positive next step for courses such as *Learning with MOOC…*
- Use of MOOC within the business context was deemed valuable but focus group participants regarded the creation of courses for modern day Italian production of equal use and relevance.

- Participants regarded the course as being well structured, clear, easy to use and navigate. However, the course would benefit from some improvement to integration and balance of assets and text across the course content. It was noted by one participant that the course has potential to be reworked according to the needs of medium and large sized companies. Currently there is a great interest in MOOC from this type of employer (e.g. there is an agreement between the Italian railways with the Italian MOOC federica of the II University of Naples) so BizMOOC courses are well-positioned for future use and reuse.
- It was noted that a general summary of the course is missing.

Focus groups 3 and 4 were conducted on 18 and 21 May 2018 by one colleague at The Open University (OU) in the UK and had a total of 5 participants. These focus groups examined *Digital Skills, Digital Learning*. Participants were drawn from the UK and US Higher Education sectors and included an instructional designer, as well as individuals whose roles focus on professional development and continuing professional development.

The following is a summary of the main points discussed:

Relevance of Topics

How relevant they found the course topics varied greatly according to participants' interests, roles and backgrounds. While some highlighted Week 3 (about learning with MOOCs) as the most useful, others preferred Weeks 1 and 2, as these sections provide a sort of scaffolding for the learner. One expert particularly liked the Europass CV and LinkedIn pages for their links to professional development and connecting with others. Week 4, which covers digital skills from an open perspective, was said to be probably the least appealing on first impressions, even though it was considered to be a necessary piece of knowledge everyone should have (especially Creative Commons licenses).

Overall, it was interesting to see how participants in the focus groups suggested audiences we had not intended to reach in the first place, i.e. educators interested in

setting up a MOOC, or OU students wanting to self-assess their digital skills ahead of starting a paid-for course.

Main Barriers to Peers/Target Group enrolling in MOOC

The discussion on barriers to enrolment was fruitful. It was suggested that the platform itself (OpenLearn Create in this case) could be an immediate turn-off for learners if asked to provide personal information before having access to the course content (one person described this as "very annoying"). The discoverability of the course was also mentioned as a possible obstacle: How do learners find this course when browsing? What search terms could they use? The self-study aspect of the course was said to be likely to appeal to those learners who are confident studying on their own, but at the same time it was pointed out that there are others who prefer to have a study buddy, or be part of a cohort of students. This comment evolved into an interesting conversation around different work and study cultures and contexts: one expert told of her teaching in Japan, where it is the norm that all students move through a course at the same time and nobody leads the way. In relation to this, another expert shared her experience working with business people who'd rather do things in close cohorts and not in the open, concerned with how their staff are doing when taking a particular course. Learners' motivation was also mentioned as a barrier to register on the course: some people may be happy with a certificate of participation but having a link to the official requirements of a professional body would be an advantage; if this were to happen, taking the course could serve as evidence of engagement in continuous professional development.

Competitiveness to Similar MOOC Offerings

In terms of judging how competitive the course is compared with other courses available on the same topic, focus group participants declared themselves not knowledgeable enough to be able to comment. It was however suggested that having the course produced with The Open University as a partner should be proof of its quality and the fact that it was put together with thought and care.

Facilitating Uptake

The best chances to scale up uptake of the course would be to exploit its potential as an open educational resource (OER): institutions/businesses/individuals should be encouraged to take the MOOC as a starting point, adapt and localise the content as they see fit and create their own versions of the course, on whatever platform, in whatever language.

Focus group 5 was conducted on 21st of May 2018 by two colleagues at ESU in Belgium via Skype and had a total of 4 participants representing university PhD students and members of staff at the Organising Bureau of European School Student Unions (OBESSU). This focus group examined *Digital Skills, Digital Learning*.

Relevance of Topics

The content of *Digital Skills…* was viewed as both timely and "very useful" by OBESSU focus group participants. Aligned to OBESSU goals and reflected also by their own organisational activities, learning to learn was viewed as "a key process" that students should develop. Skills like this were perceived to be of a long-term benefit to students; enabling them to flex and navigate a fast-changing job market. In addition digital literacies were viewed as an important aspect of the course.

From a student perspective Weeks 3 (Europass, CV, LinkedIn) and Week 4 (Digital Literacy) were viewed as most useful. Week 1's material on developing SMART goals was also identified as being useful for first-year undergraduate students.

Benefits of the MOOC

The MOOC was considered beneficial by both sets of focus group participants, in particular for a range of levels of students in Higher Education. OBESSU's Work Plan includes *Education for the 21st Century* and the course was viewed as particular relevant for the digitalisation focus of this strand of work. Developing strategies and using tools such as SMART goals as well as being able to reflect on one's own progress and experiences were viewed as extremely positive and relevant to life-long learning with far reaching benefits beyond just participation in this MOOC.

Main Barriers to Peers/Target Group enrolling in MOOC

From a student perspective it was noted that lack of English language skills could act as a barrier to participation within the Polish context. Localisation was deemed important to maximise participation. In addition lack of prior engagement with MOOC and the OU Platform could potentially act as further barriers.

From an OBESSU perspective lack of familiarity with MOOC could also act as a barrier to participation. It was noted that school students might be more easily able to engage with the practical activities within the course (e.g. digital skills).

Facilitating Uptake

From one student's perspective making the enrollment process easier would be of benefit. It was also noted that you cannot auto-fill the login form using Google Chrome. The role of MOOC within university offerings (in particular within the context of more expensive degrees such as MBA programmes) was also questioned by another student focus group member: why would students take MOOC when they have already paid to participate in a degree programme?

Improving the MOOC

- Ensuring that materials are kept up-to-date was deemed important. For example the Collaboration Tool PDF could be improved by the updating of content and inclusion of corresponding graphics.
- Week 4 could include some non-English language materials.
- Move the LinkedIn and Europass courses in the MOOC section to Week 2.
- Develop the peer-to-peer learning aspects of the course. This could be an option at sign-up.
- Whilst self-reflection is important this might not result in completion of all course tasks. The addition of quizzes and more peer-to-peer interaction/work were viewed as possibilities to mitigate this. A point of contact or instructor was also deemed valuable.

- A clearer distinction between the terms "professional development" and "business education" needs to be made.

Main Issues preventing uptake of training and development in business

Student participants in the focus group reflected on the relationship between the willingness of business to use MOOCs and digital literacy. The rapid pace of change was also considered to result in a proliferation of useful material, but with currently little way of navigating or finding the best resources.

Improving Business Education through Technology

Student participants in the focus group noted that finding and using relevant and useful tools can often be difficult. The role of universities in facilitating a thorough and contextualised understanding of the role of technology was also highlighted as critical.

Ideas for additional Learning to Learn MOOC content

- Inclusion of a critique of MOOC;
- More on licensing and copyright so that people understand how and what material they can use;
- More content on how self-reflection might benefit the learner should be included at the start of the course.

Recommendations

Further to extensive internal, expert, learner and focus group feedback on the MOOCs and subsequent reversioning of the course from *Learning with MOOC...* to *Digital Skills, Digital Learning...*, as well as our own team observations and experiences, we make the following recommendations:

- MOOC creators should consider both providing localised content and provision of the MOOC in languages other than English in order to maximise participation and provision of relevant material for target audiences;
- Be clear about who your target audience(s) are and what the learning outcomes from your course are;
- Develop meaningful and timely ways of promoting your MOOC to potential participants or organisations;
- Learner motivation for participation and engagement can vary widely depending on prior experience and other factors. Whilst a certificate of participation may motivate some learners and others may prefer to work with peers to participate in the course, this is not true for all learners;
- Include quizzes, links to a wide range of resources (including non-English websites and other materials learners might find useful) and a wide range of assets in your MOOC;
- Where possible enable the future and further development of your MOOC by both including OER within your course (rather than copyrighted material that requires rights clearance) and by licensing your course openly.

Lessons Learnt

Further to extensive internal, expert, learner and focus group feedback on the MOOCs and subsequent reversioning of the course from *Learning with MOOC...* to *Digital Skills, Digital Learning...*, as well as our own team observations and experiences, we note the following lessons learnt:

- Platform choice, functionality and sign-up process (single sign-on) are important considerations when developing a MOOC;
- Consider your target audience(s) when considering the launch/start date of your course to maximise participation;
- Trusted sources and personal recommendation were key to increase sign-ups/participation;
- Familiarity with MOOC varies among learners and should be considered both in terms of design and presentation of course content;
- Most *Learning with MOOC...* and *Digital Skills...* participants reported that improving their skills and learning new things were their main motivations for participation.

Good Practice

Further to extensive internal, expert, learner and focus group feedback on the MOOCs and subsequent reversioning of the course from *Learning with MOOC...* to *Digital Skills, Digital Learning...*, as well as our own team observations and experiences, we note the following points of good practice:

- Design your MOOC to address a specific, identified need;
- Review a range of platforms and ensure that the platform you choose is accessible for you (e.g. can be utilised by businesses or HEIs), has the functionality you require for the course and is easy for learners to sign-up to and navigate;
- Build in a range of evaluation points/quality checks/feedback mechanisms involving multiple stakeholders (where possible) as you develop, and during, your MOOC;
- Develop the structure and content of the MOOC using sound learning design principles and tools (for example, those of The Open University);
- Design your MOOC to engage appropriately with as many learners in your target audience(s) as possible;
- Think carefully about how you will meaningfully evaluate the effectiveness of your MOOC and what kind of targets/key performance indicators are most appropriate;
- Enable learners to track their progress and motivate themselves appropriately;

- Consider accessibility of content and assets (such as videos) on different devices when developing your MOOC. For example, subtitling videos or providing text that is in a screen reader compatible format or making content accessible on mobile devices;
- Consider providing the MOOC content in multiple languages and include examples which reflect specific target audience(s) localities/circumstances;
- Consider the medium- to long-term life of the MOOC. For example, by making the course content and/or by using open education resources (OER) you enable re-use and further development of the course by both yourself or others.

Conclusion

This evaluation report has both presented and assessed the content and development of the BizMOOC *Learning to Learn* MOOC, making a number of recommendations, good practice suggestions and lessons learnt. The range and types of feedback solicited reveals the need for a robust and diverse range of methods of evaluating courses such as *Learning with MOOC…* and *Digital Skills…* which result in iterative, responsive improvements to course content and design. It also reveals the need to engage with a range of stakeholders (both learners and/or those who might have an interest in promoting the course to colleagues, learners or clients) as part of this process.

Whilst both iterations of the *Learning to Learn…* MOOC were largely positively received by internal and external experts further improvements to the course content could include localisation of course content so that it appeals to specific contexts more appropriately or translating the course content into other languages. As both courses are openly licensed this enables resource efficient further development of the course in the future.

Acknowledgements

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Finally, we would like to thank our MOOC participants for their contributions and participation in *Learning with MOOC for Professional Development* and *Digital Skills, Digital Learning.*

Annexes

Appendix 1: Learning to Learn MOOC Pre-Survey Template

1. Is this the first time you take part in a free online course?

Yes

No

2. Where did you learn about the course?

Friends or colleagues

University (website)

BizMOOC website

Social media

Newsletter/Email

MOOC Book

Search engines

Print media

Other

3. What are your main expectations for taking 'Learning with MOOCs for Professional Development'?

To improve my skills

To learn new things

To see what MOOCs are

I have a general interest in the topic

To improve my career options, maybe even get a (new) job

To try online education

To complete the course and receive a record of achievement

To meet new people

I am interested only in a few selected course items

4. In Week 1 of the course you will read about other people's learning experiences and think about how you learn best. The week also focuses on helping you make sure your goals are as realistic as possible, and design your own action plan to achieve them. How useful is it to learn about this topic for your professional/personal development?

Very useful - Not useful at all [5 point Likert scale]

5. Week 2 of the course focuses on Massive Open Online Courses (MOOCs) and covers topics such as the advantages of taking a MOOC; where to find a course that is relevant to your needs; how to assess the quality of a MOOC; and how to make the most of learning with MOOCs. How useful is it to learn about this topic for your professional/personal development?

Very useful - Not useful at all [5 point Likert scale]

6. In Week 3 you will be finding out about the skills needed to be effective in a digital world: from improving what you do online and the way you do it, to finding information, communicating and collaborating with other people. You will also be given an opportunity to assess how confident you are in a range of online skills. How useful is it to learn about this topic for your professional/personal development?

Very useful - Not useful at all [5 point Likert scale]

7. Week 4 invites you to look at your own digital footprint and discover what you can do to ensure that it is 'healthy'. You'll find out how to develop a critical approach towards the people and information sources you encounter online. You will also explore online tools that can help you work more efficiently. How useful is it to learn about this topic for your professional/personal development?

Very useful - Not useful at all [5 point Likert scale]

8. What is your gender?

Female
Male

9. What is your age?

10. Which country do you live in?

11. What is the highest level of study you have completed so far?

Master's degree
Doctorate degree

Bachelor's degree

Some college but no degree

High school diploma (or equivalent)

12. Which of the following best describes your current employment status?

Employed full time (35 or more hours per week)

Employed part-time (less than 35 hours per week)

Student

Unemployed and looking for work

Homemaker, taking care of a family member or on maternity/paternity leave

Other (full-time volunteer)

Appendix 2: Learning to Learn MOOC Post-Survey Template

1. Was this the first time you took part in a free online course?

Yes
No

2. Were your expectations for the course fulfilled?

Not fulfilled at all - Completely fulfilled [5 point Likert scale]

3. How would you rate the quality of the course materials?

Excellent - Very Poor [5 point Likert scale]

4. How would you rate the quality of the course activities?

Excellent - Very Poor [5 point Likert scale]

5. How would you rate the length of the course?

Appropriate - Not Appropriate [5 point Likert scale]

6. How would you rate the degree of difficulty of the course?

Very Easy - Very Difficult [5 point Likert scale]

7. How would you rate the understandability of the course?

Excellent - Very Poor [5 point Likert scale]

8. How much time did you spent on average on the course per week?

Less than 3 hours
Between 3 and 6 hours
Between 6 and 9 hours
Between 9 and 12 hours

More than 12 hours

9. Would you recommend the course to others?

Yes
No

10. Would you like a continuation (Part 2) of the course?

Yes
No

11. Would you participate in another course from BizMOOC Project?

Yes
No

12. Would you recommend courses from BizMOOC Project to others?

Yes
No

13. Did the Statement of Participation encourage you to complete the course?

Yes
No

14. To what extent do you think you will be able to apply in real life what you learned in this course?

A lot - Nothing at all 0% [5 point Likert scale]

15. In what ways, if any, has taking this course changed what you do online and how you learn online?

16. What is your gender?

17. What is your age?

18. Which country do you live in?

19. What is the highest level of study you have completed so far?

Master's degree

Doctorate degree

Bachelor's degree

Some college but no degree

High school diploma (or equivalent)

20. Which of the following best describes your current employment status?

Employed full time (35 or more hours per week)

Employed part-time (less than 35 hours per week)

Student

Unemployed and looking for work

Homemaker, taking care of a family member or on maternity/paternity leave

Other (full-time volunteer)

Appendix 3: Pre-Survey responses for Learning with MOOC for Professional Development

The following pre-survey responses were collected on 2 May 2018.

1. Is this the first time you take part in a free online course? (N=20)

50% Yes

50% No

2. Where did you learn about the course?

	N=21	
	%	Count
Friends or colleagues	42.8	9
University (website)	28.5	6
BizMOOC website	23.8	5
Social media	23.8	5
Newsletter/Email	14.3	3
MOOC Book	9.5	2
Search engines	4.7	1
Print media	4.7	1
Other	4.7	1

3. What are your main expectations for taking 'Learning with MOOCs for Professional Development'?

	N=21	
	%	Count
To improve my skills	71.4	15
To learn new things	66.6	14
To see what MOOCs are	52.3	11
I have a general interest in the topic	42.8	9
To improve my career options, maybe even get a (new) job	38	8
To try online education	33.3	7
To complete the course and receive a record of achievement	33.3	7
To meet new people	19	4
I am interested only in a few selected course items	4.7	1

4. How useful is it to learn about this topic for your professional/personal development? (N=21)
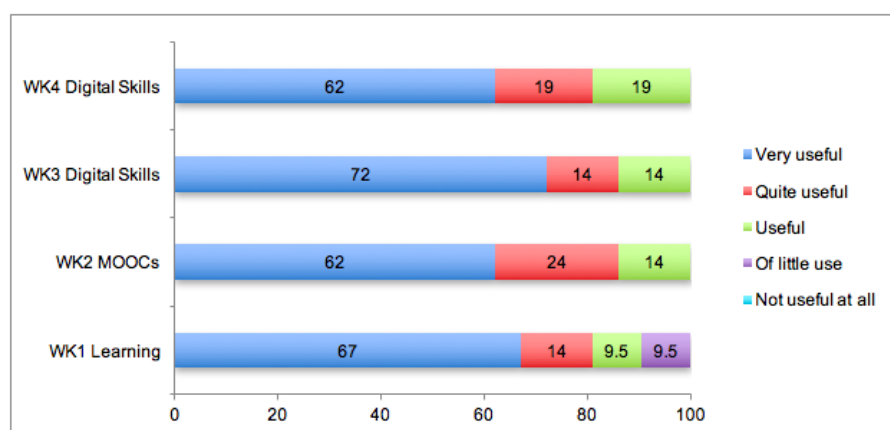
5. Gender:

	N=20	
	%	Count
Female	80	16
Male	20	4

6. Age:

	N=20	
	%	Count
Younger than 20	0	0
20-29	20	4
30-39	10	2
40-49	30	6
50-59	35	7
60-69	5	1
Older than 70	0	0

7. Country of residence:

	N=19	
	%	Count
UK	26.3	5

Austria	21	4
Finland	15.8	3
Kazakhstan	15.8	3
Bulgaria	5.2	1
Italy	5.2	1
The Netherlands	5.2	1
Spain	5.2	1

8. Highest level of study:

	N=20	
	%	Count
Master's degree	50	10
Doctorate degree	20	4
Bachelor's degree	15	3
Some college but no degree	10	2
High school diploma (or equivalent)	5	1

9. Employment status:

	N=20

	%	Count
Employed full time (35 or more hours per week)	60	12
Employed part-time (less than 35 hours per week)	15	3
Student	10	2
Unemployed and looking for work	5	1
Homemaker, taking care of a family member or on maternity/paternity leave	5	1
Other	5	1

Appendix 4: Post-survey responses for Learning with MOOC for Professional Development

The following post-survey responses were collected on 2 May 2018.

1. Was this the first time you took part in a free online course? (N=7)

Yes 71.4% (n=5)

No 28.6% (n=2)

2. Were your expectations for the course fulfilled? (N=7)

Completely fulfilled 57% (n=4)

Partially fulfilled 43% (n=3)

Not fulfilled 0% (n=0)

3. How would you rate the quality of the course materials? (N=7)

Excellent 57% (n=4)

Very good 28.5% (n=2)

Poor 14.3% (n=1)

4. How would you rate the quality of the course activities? (N=7)

Excellent 57% (n=4)

Very good 28.5% (n=2)

Poor 14.3% (n=1)

5. How would you rate the length of the course? (N=7)

Appropriate 100%

6. How would you rate the degree of difficulty of the course? (N=7)

Just right 57% (n=4)

Easy 28.5% (n=2)

Very easy 14.3% (n=1)

7. How would you rate the understandability of the course? (N=7)

Excellent 42.9% (n=3)
Very good 42.9% (n=3)
Good 14.3% (n=1)

8. How much time did you spent on average on the course per week? (N=7)

Less than 3 hours 42.9% (n=3)
Between 3 and 6 hours 57.1% (n=4)

9. Would you recommend the course to others? (N=7)

Yes 85.7% (n=6)
No 14.3% (n=1)

10. Would you like a continuation (Part 2) of the course? (N=7)

Yes 85.7% (n=6)
No 14.3% (n=1)

11. Would you participate in another course from BizMOOC Project? (N=7)

Yes 100%

12. Would you recommend courses from BizMOOC Project to others? (N=7)

Yes 100%

13. Did the Statement of Participation encourage you to complete the course? (N=7)

Yes 85.7% (n=6)
No 14.3% (n=1)

14. To what extent do you think you will be able to apply in real life what you learned in this course? (N=7)

A lot 42.8% (n=3)

Quite a lot 14.3% (n=1)

A fair amount 28.5% (n=2)

Not a lot 14.3% (n=1)

Nothing at all 0% (n=0)

15. In what ways, if any, has taking this course changed what you do online and how you learn online?

"It was comfortable for me, because I chose time to learn myself".

"That was interesting for me to know a lot of new informations and techniques".

"This was my first online course. Earlier, I studied on the Internet so - I was looking for the necessary material, I studied online or downloaded. But this [my previous experiences of online learning]was not systematic. And sometimes I had to look again and read again".[Note that on closer inspection of this participant's responses, this is not to be interpreted as a negative comment but quite the opposite; "But this was not systematic" refers to his previous experiences learning online].

16. Gender:

	N=7	
	%	Count
Female	71.4	5
Male	28.6	2

17. Age:

	N=7	
	%	Count
Younger than 20	0	0
20-29	57	4

30-39	14.3	1
40-49	28.5	2
50-59	0	0
60-69	0	0
Older than 70	0	0

18. Country of residence:

	N=7	
	%	Count
Kazakhstan	57	4
UK	14.3	1
Austria	14.3	1
Romania	14.3	1

19. Highest level of study:

	N=7	
	%	Count
Master's degree	14.3	1
Doctorate degree	14.3	1
Bachelor's degree	57	4

Some college but no degree	14.3	1
High school diploma (or equivalent)	0	0

20. Employment status?

	N=7	
	%	Count
Employed full time (35 or more hours per week)	57	4
Employed part-time (less than 35 hours per week)	14.3	1
Student	28.5	2
Unemployed and looking for work	0	0
Homemaker, taking care of a family member or on maternity/paternity leave	0	0
Other	0	0

BiZ MOOC

Appendix 5: Pre-Survey responses for Digital Skills, Digital Learning

The following pre-survey responses were collected on 29 June 2018.

1. Is this the first time you take part in a free online course? (N=45)
20% (n=9) Yes
80% (n=36) No

2. Where did you learn about the course?

	N=45	
	%	Count
Friends or colleagues	6.6	3
University (website)	6.6	3
BizMOOC website	4.4	2
Social media	4.4	2
Newsletter/Email	66.6	30
MOOC Book	0	0
Search engines	2.2	1
Previous courses on the platform	6.6	3
Other	6.6	3

3. What are your main expectations for taking 'Digital Skills, Digital Learning'?

	N=45	
	%	Count
To improve my skills	77.8	35
To learn new things	82.2	37
To see what MOOCs are	24.4	11
I have a general interest in the topic	57.8	26
To improve my career options, maybe even get a (new) job	8.9	4
To try online education	15.5	7
To complete the course and receive a record of achievement	31.1	14
To meet new people	2.2	1
I am interested only in a few selected course items	8.9	4

4. You will be able to receive a Statement of Participation after completing all sections of the course. How motivating is this for you?

	N=45	
	%	Count
Not motivating at all	28.9	13
Of little motivation	15.5	7
Neither/nor	20	9
Quite motivating	22.2	10
Very motivating	13.3	6

5. How useful is it to learn about this topic for your professional/personal development? (N=44)
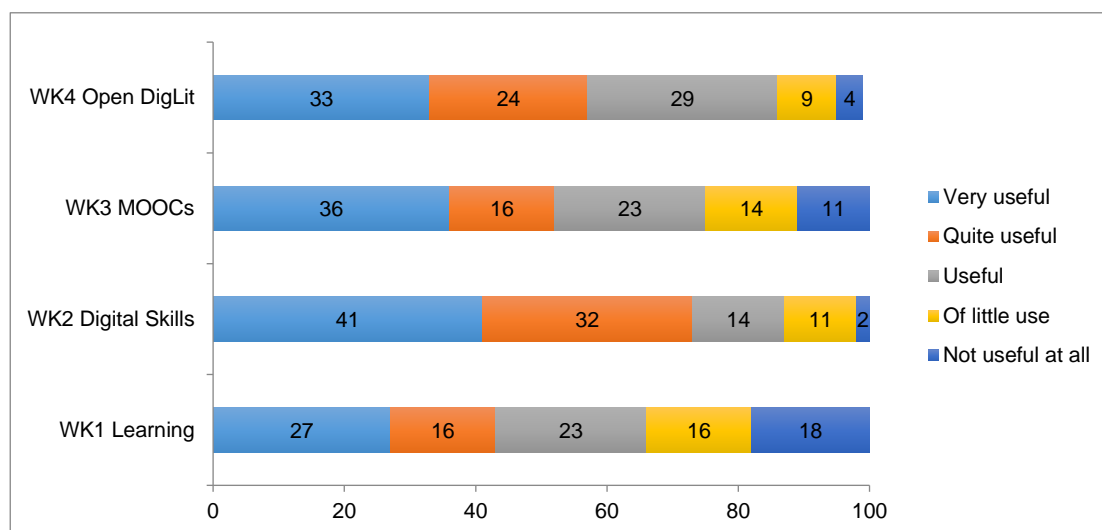
6. Gender:

	N=44	
	%	Count
Female	38.6	17
Male	61.4	27

7. Age:

	N=45	
	%	Count
Younger than 20	0	0
20-29	0	0
30-39	4.4	2
40-49	6.7	3
50-59	22.2	10
60-69	33.3	15
Older than 70	33.3	15

8. Country of residence:

	N=45	
	%	Count
UK	84.4	38
North America	6.7	3
Australia	4.4	2
Africa	2.2	1
South America	2.2	1

9. Highest level of study:

	N=45	
	%	Count
Master's degree	11.1	5
Doctorate degree	6.7	3
Bachelor's degree	48.9	22
Associate degree - occupational/technical/vocational program	6.8	3
Professional school degree	4.4	2
Some college but no degree	15.6	7
Some High School	4.4	2
Some primary/elementary school	2.2	1

10. Employment status:

	N=45	
	%	Count
Employed full time (35 or more hours per week)	20	9
Employed part-time (less than 35 hours per week)	11.1	5
Retired	48.9	22
Student	2.2	1
Unemployed and looking for work	6.7	3
Homemaker, taking care of a family member or on maternity/paternity leave	2.2	1
Other	8.9	4

Appendix 6: Post-Survey responses for Digital Skills, Digital Learning

The following post-survey responses were collected on 29 June 2018.

1. Was this the first time you took part in a free online course? (N=4)

Yes 0% (n=0)
No 100% (n=4)

2. Were your expectations for the course fulfilled? (N=4)

Completely fulfilled 50% (n=2)
Partially fulfilled 50% (n=2)
Not fulfilled 0% (n=0)

3. How would you rate the quality of the course materials? (N=4)

Excellent 50% (n=2)
Very good 50% (n=2)

4. How would you rate the quality of the course activities? (N=4)

Excellent 50% (n=2)
Good 50% (n=2)

5. How would you rate the length of the course? (N=4)

Appropriate 75% (n=3)
Not quite appropriate 25% (n=1)

6. How would you rate the degree of difficulty of the course? (N=4)

Just right 50% (n=2)
Easy 25% (n=1)
Very easy 25% (n=1)

7. How would you rate the understandability of the course? (N=3)

Excellent 66.6% (n=2)

Very good 33.3% (n=1)

8. How much time did you spent on average on the course per week? (N=4)

Less than 3 hours 75% (n=3)

Between 3 and 6 hours 25% (n=1)

9. Would you recommend the course to others? (N=4)

Yes 100% (n=4)

No 0% (n=0)

10. Would you like a continuation (Part 2) of the course? (N=4)

Yes 100% (n=4)

No 0% (n=0)

11. Would you participate in another course from BizMOOC Project? (N=4)

Yes 100% (n=4)

No 0% (n=0)

12. Would you recommend courses from BizMOOC Project to others? (N=4)

Yes 100% (n=4)

No 0% (n=0)

13. Did the Statement of Participation encourage you to complete the course? (N=4)

Yes 100% (n=4)

No 0% (n=0)

14. To what extent do you think you will be able to apply in real life what you learned in this course? (N=4)

A lot 0% (n=0)

Quite a lot 50% (n=2)

A fair amount 50% (n=2)

Not a lot 0% (n=0)

Nothing at all 0% (n=0)

15. In what ways, if any, has taking this course changed what you do online and how you learn online?

"I will certainly look for more MOOC's and it has made me aware that there is a lot more free help out there on the web."

"The course is encouraging and makes you want to take other courses. I found this particular course a little brief for my purposes, but it taught me some things I did not know."

"I work with a team that produces e-learning courses for industry, so I was interested in the course from a professional perspective - but I also found the course content interesting from a personal view-point."

16. Gender:

	N=4	
	%	Count
Female	75	3
Male	25	1

17. Age:

	N=4	
	%	Count
Younger than 20	0	0
20-29	0	0
30-39	0	0
40-49	25	1
50-59	25	1
60-69	50	2
Older than 70	0	0

18. Country of residence:

N=4

Co-funded by the Erasmus+ Programme of the European Union

	%	Count
UK	100	4

19. Highest level of study:

	N=4	
	%	Count
Master's degree	25	1
Bachelor's degree	50	2
Some college but no degree	25	1

20. Employment status?

	N=4	
	%	Count
Employed full time (35 or more hours per week)	50	2
Employed part-time (less than 35 hours per week)	25	1
Other	25	1

Appendix 7: Pre-course evaluation template for Internal and External Experts

Evaluation form for Design of MOOC1

- To be completed by MOOC team 2, MOOC team 3 and the two external evaluators
- One Form per MOOC team completed to be sent to Darco Jansen by **End of September 2017 (strict, otherwise no time for changes; Course start 16 October!)**

Resources for evaluation

- Design of MOOC according Excel template
- Pilot implementation on Platform Please note you will have to sign in and create an account with OpenLearn if you do not have one already. The pilot version is restricted to those who have the password IloveMOOCs (this is case sensitive!). Enter the password before click on the enrol button for the course.
- Marketing
    - Description on paper (1-2 A4): http://bizmooc.eu/wp-content/uploads/2017/09/bizMOOC_MOOC1_Course_Description.pdf
    - Description on BizMOOC website: http://bizmooc.eu/outcomes/learning-with-moocs-for-professional-development/
    - Teaser video

Review marketing material

Please provide suggestion how the marketing materials can be improved. Do they provide all necessary elements to inform various target groups? Is it tempting to enrol?

Check if online course meets the MOOC criteria

MOOCs differ from 'regular' online courses by various aspects. The list below is to be used to check if the course to be provided is indeed a MOOC. See also MOOC BOOK

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Is it a MOOC or not?			
		NA	**PA**	**LA**	**FA**
Massive	The (pedagogical model of the) course is such that the efforts of all services (including of academic staff on tutoring, tests, etc.) does not increase significantly as the number of participants increases.	☐	☐	☐	☐
Open	All people can enrol without limitations	☐	☐	☐	☐
	At least the course content is always accessible once enrolled	☐	☐	☐	☐
	Course can be accessed anywhere (location, browser, device, etc.) as long as they have an internet connection	☐	☐	☐	☐
	No qualifications / diplomas needed to participate in the online course.	☐	☐	☐	☐
	Full course experience without any costs for participants	☐	☐	☐	☐
Online	All aspects of course are <u>delivered</u> online	☐	☐	☐	☐
Course – study unit	The total study time of a MOOC is minimal 1 ECTS (typically between 1 and 4 ECTS)	☐	☐	☐	☐
Full course	The course offers a full course experience including				
	educational content may include Video – Audio - Text – Games (incl. simulation) – Social Media – Animation	☐	☐	☐	☐
	offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers	☐	☐	☐	☐
	participants are provided with some feedback mechanism. Can be automatically generated (e.g., quizzes), only by peers (peer feedback) and/or general feedback from academic staff, etc.	☐	☐	☐	☐
	always includes some kind of recognition like badges or a certificate of completion. A formal certificate is optional and most likely has to be paid for.	☐	☐	☐	☐
	study guide / syllabus includes instructions as to how you may learn from the presented materials and interactions.	☐	☐	☐	☐

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Suggestions to comply to MOOC criteria

Please provide suggestion how the online course can be improved to align more to the MOOC criteria:

[blank text box]

Check on quality of the design of MOOC

Dimension	Criteria	Design of MOOC			
		NA	**PA**	**LA**	**FA**
Target group		☐	☐	☐	☐
	For each target group the needs, challenges, prerequisites and prior knowledge are described.	☐	☐	☐	☐
		☐	☐	☐	☐

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
Workload	The schedule of the course is such that the workload per week is feasible for typical learners from target group (typical 6-8 hours for those with full-time jobs)	☐	☐	☐	☐
	The MOOC is realistic in its pacing for the participant, accommodating to the individuals personal rhythm	☐	☐	☐	☐
Overall goal	The overall objective of the course is described in a few sentences	☐	☐	☐	☐
Learning objectives / outcomes	The course presents a limited number of learning objectives	☐	☐	☐	☐
	A clear statement of learning outcomes for both knowledge and skills is provided.	☐	☐	☐	☐
	Learning outcomes align with LLL.	☐	☐	☐	☐
	There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods.	☐	☐	☐	☐
	The prior knowledge of each learning objective is described and related to characteristics of target groups	☐	☐	☐	☐
Learning activities	Activities aid participants to construct their own learning and to communicate it to others.	☐	☐	☐	☐
	The "pathways" (activities, tasks and routes) are designed in such a way that they can be performed at different levels of difficulty or complexity, to account for the broad spectrum of participants' knowledge and skills that is expected.	☐	☐	☐	☐
	Various activities are proposed with different formats. For example: quizzes, peer-to peer evaluation, video conferences (Google+/Hangouts), activities in the forums and platform social networks or external social network (Facebook, Twitter, Goole +)	☐	☐	☐	☐
	The MOOC contain differing levels of difficulty, with different learning pathways	☐	☐	☐	☐
	The course contains sufficient interactivity (learner-to-content, learner-to-learner or learner-to-teacher) to encourage active engagement.	☐	☐	☐	☐
Content / assets	A range of assets are used	☐	☐	☐	☐
	An Asset Log is used to track the licensing, source and creator of any educational / proprietary resources	☐	☐	☐	☐
	Clear references to any re-used / open licenced resources	☐	☐	☐	☐
	Open license information for course and each course element is provided	☐	☐	☐	☐
	Each section is of a similar length and material are consistent in presentation	☐	☐	☐	☐

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
	A range of examples is used in the text and any assets (e.g. videos). These should be diverse and not reinforce stereotypes.	☐	☐	☐	☐
Feedback mechanism	Feedback by an academic tutor is limited and scalable (characteristic of MOOC)	☐	☐	☐	☐
	The course provides learners with regular feedback through self-assessment activities, quizzes, tests or peer feedback.	☐	☐	☐	☐
	The frequency of monitoring been planned (forum, group, post)	☐	☐	☐	☐
	A weekly announcements or massive mailing with orientations for the following week is planned	☐	☐	☐	☐
	In each weekly session, the pedagogical team makes a synthesis of artefacts from the previous week's session	☐	☐	☐	☐
	Some live-events (Hangout, Tweetchat) are scheduled	☐	☐	☐	☐
Assessment	Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification.	☐	☐	☐	☐
	Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism.	☐	☐	☐	☐
	Participants can earn a badge/badges for completion of learning activities	☐	☐	☐	☐
	The MOOC has possibilities to follow the score and progression	☐	☐	☐	☐

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Suggestions to improve the MOOC

Please provide suggestion how the MOOC can be improved on one or more of the criteria above:

EC / BizMOOC visibility

Dimension	Criteria	EC / BizMOOC			
		NA	PA	LA	FA
BizMOOC	Clear connection to the project visible (logo, EU funding disclaimer, link to BizMOOC website etc.)	☐	☐	☐	☐
	Visual Identidy to BizMOOC in videos	☐	☐	☐	☐

MOOC BOOK	Activities are included which redirects the leaners to the MOOC BOOK and where they have to comment and feedback some content?	☐	☐	☐	☐
	The introduction videos are subtitled / transcripted	☐	☐	☐	☐
EC	Course (and resources like video) contains the standard EC disclaimer for EC-funded projects	☐	☐	☐	☐
	Eramus+ logo is used	☐	☐	☐	☐

Accessibility

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
Web-accessibility	Compliant to W3C accessibility	☐	☐	☐	☐
	Compliant to WCAG 2.0 according to EC	☐	☐	☐	☐
Accessible Information	Implemented the Guidelines for Accessible Information	☐	☐	☐	☐
	The introduction videos are subtitled / transcripted	☐	☐	☐	☐
	Participants are able to download, store, and use resources without an internet connection	☐	☐	☐	☐
Accessible learning	Implement the Guidelines from Universal Design for Learning	☐	☐	☐	☐

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Suggestions to improve accessibility of the MOOC

Please provide suggestion how the accessibility of the MOOC can be improved:

Appendix 8: Evaluation of Learning with MOOC for Professional Development by Internal and External Evaluators

This appendix contains structured feedback on *Learning with MOOC…* received by the Learning to Learn MOOC team. Feedback is from both internal and external reviewers. Responses to the feedback from the team are also included in this appendix.

Version 23-10-2017

- Based on feedback by two teams and two external evaluators based on standard review template

- Please not that one reviewer was in general positive in almost all aspects while the three other had more remarks and suggestions for improvement.

- Please try to improve the MOOC#1 as suggested and/or tackle the problems mentioned. Each section ends with a comment field for your reaction – please use these to state what you can(not) implement and why?

> Resources made available for evaluation
> - Design of MOOC according Excel template
>
> - Pilot implementation on Platform Please note you will have to sign in and create an account with OpenLearn if you do not have one already. The pilot version is restricted to those who have the password IloveMOOCs (this is case sensitive!). Enter the password before click on the enrol button for the course.
>
> - Marketing
>> o Description on paper (1-2 A4): http://bizmooc.eu/wp-content/uploads/2017/09/bizMOOC_MOOC1_Course_Description.pdf
>> o Description on BizMOOC website:http://bizmooc.eu/outcomes/learning-with-moocs-for-professional-development/
>> o Teaser video

Review marketing material: The teaser video is obviously done with a low-cost approach. That is ok, however, maybe not totally suitable for the (project's) intended target group (business professionals). The course description is actually appealing and promising towards gaining skills for my personal development, although the connection between the course weeks is not really clear.

Our target audience is not business professionals but three different audiences: those looking for work, people looking to change career and students. The video was produced with a low-fi approach due to time constraints.

ACTION: Bea to add a bit of linking text to the end of each week (Feb 2018)

- The different approaches have a lot of repetition, especially the PDF and the website.

I think these are the same text or very similar so yes, there probably is repetition. However, we have a Presspack with lots of different ways of explaining the course to the different audiences (and also for people who might want to use the course with their students/clients etc.)

- There is no clickable hyperlink to the MOOC on the website. The YouTube video (teaser) also needs a hyperlink realized by an overlay field on the video (basic function on YouTube). Currently there is only a hyperlink within the description.

Upon reviewing the website there are a range of clickable hyperlinks to MOOC1. However, in a blog post (http://bizmooc.eu/learning-with-moocs-for-professional-development/)the course name is in red but is not hyperlinked.

ACTION: Beck to email Nina and ask for hyperlink on blog post to be corrected (email sent 15 November 2017 and actioned by Nina the same day)

ACTION: Regarding the teaser video, Beck will investigate adding a hyperlink to the video (to be actioned now)

- The teaser and the PDF should be integrated into the website. If you reach the interest of the audience and they visit/look at just one marketing material like the website there should be everything accessible/viewable/downloadable.

This is a wider project issue: a possible action for WP7?

- Overall the marketing material is not fitting the target group "professionals". The design of the teaser is great for a university course but not for employees/professionals/business. The layout focus on a younger audience. There are no graphics/photos on the printable marketing materials.

Thanks for the positive response re: university audience! As above, this is one of our three target audiences. An image has been supplied as part of the first version of the MOOC1 Presspack. It is likely that further images will be supplied in future iterations of the Presskit.

ACTION: Beck to consider inclusion of further images in future iterations of Presskit.

- Some promotional activities in twitter. What about other social networks? Linkedin? Everything else seems fine, reasonable and relevant.

The Presskit was not devised to provide detailed content for all social media platforms but instead relies upon people taking the content and reworking appropriately for their own contexts/platforms. Since this review, and as an outcome from the November Consortium and MOOC1 Promotion meetings, I (Beck) have provided Facebook post suggestions to Nina and offered to work more closely with her in promoting MOOC1 from now until Christmas (as MOOC 2 has just launched and MOOC 3 does not go live until early 2018). Although I do not have direct access to the BizMOOC social media platforms, I will work with WP7 to help them generate appropriate content for these.

- The course information on the website Is useful and provide valid information. I suggest including clear information on who is the course provider, developers and if it is tutored or not. Education, MOOCs in particular, are delivered by people and they are valued based on the professors/developer profile and experience (see any MOOCs platform on the importance given to the provider/university profile and the professor experience).

ACTION: Bea to add appropriate information/OU attributions (to be actioned now)

- The PlannerTeamSheet provides information on the target group but this is not clearly present in the teaser or website information – a better visual, more professionally done. In my opinion, as this course it is related to professional development the target group should include human resources as they decide quite often on the employees' further development, validate their training, so they should be made aware of the MOOCs training values. They are not mentioned anywhere and not professionally designed teaser (video and graphics) will not increase their confidence in the value of online learning or MOOCs.

This is an interesting point – undoubtedly there is a need for people who have contact with students/employees/clients to have appropriate information regarding the course, so that they can assess whether it is right for these people. This raises a wider question around target audiences for the teaser videos – in our case we designed the video to address the learner his/herself. The Presspack does have targeted information for people who might not take the course themselves but have contact with people that might be interested in the course. This could be tailored for HR departments, where appropriate. Perhaps this is an opportunity for further targeted promotion development?

- Suggestions: better graphic image as https://unsplash.com/photos/aiyBwbrWWlo highlighting some important words, a better recorded video with professional graphics which have a visual impact and a clear link to online training and professional development).

Thanks for the image suggestion! The other concerns have been covered above.

Your reaction as MOOC team related to marketing material

v We don't agree with the following statement/suggestion …. because…….

v We (partially) agree with statement/suggestion ….. and improved that before launch of the MOOC

v We (partially) agree with statement/suggestion ….. and will improve during MOOC operation and/or as improvement after MOOC has ended (for next cycle after project lifetime)

v We (partially) agree with statement/suggestion ….. but cannot improve this because….

Check if online course meets the MOOC criteria

One score is seen as inadequate by most reviewers

- participants are provided with some feedback mechanism. Can be automatically generated (e.g., quizzes), only by peers (peer feedback) and/or general feedback from academic staff, etc.

While the following score is seen as partly achieved by most reviewers

- The total study time of a MOOC is minimal 1 ECTS (typically between 1 and 4 ECTS)

- educational content may include Video – Audio - Text – Games (incl. simulation) – Social Media – Animation

- offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers

- study guide / syllabus includes instructions as to how you may learn from the presented materials and interactions

The rest of indicators on MOOC criteria are seen as largely achieved or fully achieved by reviewers

Comments / suggestions for improvements

Our main response to these comments is below but specific comments/actions have also been integrated into this section.
Add more videos, add quizzes and interaction, reduce amount of text. We don't find general means for communication, so how could a course community be formed? The "massive" criteria is basically fully met, but only because we do not see tests and tutoring at all. As a learner, we have the feeling to be completely on our own.

The MOOC is accessible via mobile devices but there is no "mobile version" of the MOOC available. That gives a limitation to the overall accessibility and a worse experience for participants that assumed perfect mobile content delivery.
Please see comments in the Accessibility section regarding a mobile version of the MOOC.

The MOOC appears very monotonous. If the MOOC platform has the possibility to use different activities to interact with the participants it should be used by the MOOC creators. The source text of the HTML identifies the platform as Moodle. Moodle offers in its basic version a lot of useful activities that can be easily created.

There are too few interactivities within the course. Most of the exercises are reflections that the learner fulfills offline. The course needs more interactivities on the platform like quizzes to verify the previously read content. Those quizzes could automatically give feedback (for example with right/wrong questions or multiple choice etc.) and would work without any feedback of the academic staff (scalability).
In the "early access" of the MOOC the progress bar seems not to work correctly (this could change when it goes live).
ACTION: Bea to look at adding in quizzes (Feb 2018)

A feedback when one week is completely done would inform the participant that she/he fulfilled all necessary criterias to go on with the next week. The use of badges like an award for every successful completed week would be a good indicator for the participant that she/he s using the MOOC correctly and gives motivation.

I was not able to find an activity that allowed feedback from the academic staff but some forum entries that would allow comments between the participants or even the academic staff. There is no information if the academic staff interacts at any time with the participants.

Co-funded by the Erasmus+ Programme of the European Union

During the MOOC there are a lot of "text-only" parts for the participant to read without any interaction or additional video/graphic material. Most activities are offline by making notes or doing research on other websites. What is missing are some quizzes and activities that give the feedback to what I have just learned.

Add more feedback mechanisms to students. Include a formal certificate for students.
Module 6: Last video (embedded youTube Video) doesn't play.
Videos have been checked and all appear to play OK.
The OU platform is very intuitive and easy to use. Several of the features designed (as based on the PlannerTeam sheet) are not fully integrated, reflected in the final materials or achieving the learning goals (e.g 2.5, 3.2, 3.4, 4.3).
ACTION: Bea to review this (to be actioned now)
More feedback, automated quizzes or activities can be included – e.g. on the digital skills or LinkedIn can be easily done.

The link to Course Forum, or Discussion should be more integrated in course activities (where the student can do most of the activities as there is not a direct link?) more intuitive and always available on the left-menu (e.g Discussion is available only as activity on module 2.6).

More information on the certificate (is the partnership that issues this or OU, etc) or how this can be included in Europass or Linkedin might be useful too.
ACTION: Bea to add in appropriate information regarding the certificate (to be actioned now)

Your reaction as MOOC team related to MOOC criteria in general

v We don't agree with the following statement/suggestion .... because.......

v We (partially) agree with statement/suggestion ….. and improved that before launch of the MOOC

v We (partially) agree with statement/suggestion ….. and will improve during MOOC operation and/or as improvement after MOOC has ended (for next cycle after project lifetime)

v We (partially) agree with statement/suggestion ….. but cannot improve this because….

We understand that one of the project's aims was to produce three different MOOCs; accordingly, we set out to design a course that was self-paced, non-facilitated, non-badged and reflective, which is why we don't agree with most of the comments above. MOOC1 wasn't designed to be interactive or to provide feedback

or badges to learners; it was designed to encourage them to reflect on their learning (and do so publicly only if they wish). Having said that, in response to feedback from evaluators, we will revise the course for a next iteration and explore possibilities to include quizzes.

Check on quality of the design of MOOC

The following scores are seen as inadequate (not achieved) by some reviewers

- For each target group the needs, challenges, prerequisites and prior knowledge are described.

- There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods.

- The prior knowledge of each learning objective is described and related to characteristics of target groups

- The "pathways" (activities, tasks and routes) are designed in such a way that they can be performed at different levels of difficulty or complexity, to account for the broad spectrum of participants' knowledge and skills that is expected.

- The MOOC contain differing levels of difficulty, with different learning pathways

- The course contains sufficient interactivity (learner-to-content, learner-to-learner or learner-to-teacher) to encourage active engagement.

At least two reviewers conclude that the following criteria are only partly achieved

- Activities aid participants to construct their own learning and to communicate it to others.

- Various activities are proposed with different formats.

For example: quizzes, peer-to peer evaluation, video conferences (Google+/Hangouts), activities in the forums and platform social networks or external social network (Facebook, Twitter, Goole +)

- Each section is of a similar length and material are consistent in presentation

- A range of examples is used in the text and any assets (e.g. videos). These should be diverse and not reinforce stereotypes.

In addition almost all criteria on feedback mechanisms and assessment are viewed as not achieved by one or more reviewers

- Feedback by an academic tutor is limited and scalable (characteristic of MOOC)

- The course provides learners with regular feedback through self-assessment activities, quizzes, tests or peer feedback.

- The frequency of monitoring been planned (forum, group, post)

- A weekly announcements or massive mailing with orientations for the following week is planned

- In each weekly session, the pedagogical team makes a synthesis of artefacts from the previous week's session

- Some live-events (Hangout, Tweetchat) are scheduled

- Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification.

- Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism.

- Participants can earn a badge/badges for completion of learning activities

The rest of indicators on MOOC criteria are seen as largely achieved or fully achieved by reviewers

Comments / suggestions for improvements

Our main response to these comments is below but specific comments/actions have also been integrated into this section.

Many criteria are not fulfilled in this section, however, this can be justified by the course format being self-paced[1]. Still, we would suggest to make some of the exercises more interactive by replacing some introspective activities with more communicative opportunities (at least to offer something for interaction).

It seems that there is no target group for the course.

See earlier comment – there are three target groups for the course.

There are nearly no communication possibilities between the participants. The MOOC should overall have more interactivities and if it is possible, based on the functionality of the platform, activities that allow communication. Communication only works with a lot of participants that learn at the same time within the same activity, otherwise the communication functionality should be used in a way that allows large time differences.

There is no activity that could dynamically increase or decrease the level of difficulty and so there are no pathways. To allow pathways the MOOC needs assessments and based on the result it could trigger the difficulty.

The MOOC has no feedback mechanisms.

Maybe a badge can be awarded after completion of each course week.

Learning objectives and outcomes are visible only at the course/week beginning and not in the course content (you can't see it only briefly in the top of left-menu)

Each week material is different in terms of length and activities required – week 3, 4 more then 1,2. Materials information is UK and US focused, with less examples from other EU resources, even in the list of MOOCs or what learning with MOOCs means, etc.

Suggestions: more detailed information on the MOOC structures and paths, list of MOOCs to include also non-English platforms and MOOCs as this not intended only to UK students (e.g.m iMOOX which is developed and run in Graz is not listed), the information on digital skills could be linked to the new EU Europass CV which includes also information on digital skills (this is not mentioned neither in text or in an assessment form, only as a link to the Cedefop website), as well as information on digital footprint , which is mentioned on Week 4 activity but is not linked with previous course information.

> Technical: when you click on an image to expand, or pdf file, this should be done in a new tab, different browsers' and user's settings behave differently and might not allow them to return to the course content.
>
> These should all open in a separate browser and have been recently checked to ensure that this is the case.
>
> The Course has no information on authors, developers input, at Attribution there is only a list of other resources integrated in course content (very good but not sufficient).
>
> See previous section.
>
> The major flaw is in the little interaction, between peers, between different content parts, activities, etc; a list of all resources is only provided at Attribution, etc.

Your reaction as MOOC team related to design of MOOC

v We don't agree with the following statement/suggestion …. because…….

v We (partially) agree with statement/suggestion ….. and improved that before launch of the MOOC

v We (partially) agree with statement/suggestion ….. and will improve during MOOC operation and/or as improvement after MOOC has ended (for next cycle after project lifetime)

v We (partially) agree with statement/suggestion ….. but cannot improve this because….

Our response to feedback provided in the previous section, also applies here. We have already implemented changes related to including information on course developers, and highlighting the fact that the course is not facilitated and therefore participants cannot expect any feedback from academic staff. **Further changes (i.e. adding non-English MOOC providers) will be applied for the next iteration of the course (ACTION)**

EC / BizMOOC visibility

Three scores are seen as only partly achieved by reviewers
- Visual Identity to BizMOOC in videos
- Activities are included which redirects the learners to the MOOC BOOK and where they have to comment and feedback some content?

Two reviewers states that "Course (and resources like video) contains the standard EC disclaimer for EC-funded projects" is only partly achieved.

The rest of indicators on EC / BizMOOC visibility are seen as largely achieved or fully achieved.

Your reaction as MOOC team related to EC / BizMOOC visibility

v We don't agree with the following statement/suggestion …. because…….

v We (partially) agree with statement/suggestion ….. and improved that before launch of the MOOC

v We (partially) agree with statement/suggestion ….. and will improve during MOOC operation and/or as improvement after MOOC has ended (for next cycle after project lifetime)

v We (partially) agree with statement/suggestion ….. but cannot improve this because….

We have already included the mandatory EC disclaimer in both the course video and at the start of MOOC 1. The video and course both have a clear BizMOOC identity (note that OpenLearn Create only allows certain types of branding to occur on the platform, e.g. on the certificate, for example). Learners are directed to the MOOC Book as part of one activity.

Accessibility

Regarding accessibility the following scores are seen as not achieved or only partly achieved by reviewers

- Compliant to W3C accessibility
- Compliant to WCAG 2.0 according to EC
- Implemented the Guidelines for Accessible Information
- Participants are able to download, store, and use resources without an internet connection
- Implement the Guidelines from Universal Design for Learning

The criteria on 'The introduction videos are subtitled / transcripted' is seen as largely achieved or fully achieved.

Comments / suggestions for improvements

> The MOOC has a lot of text which is good for people with disabilities. A screen reader can easily convert the text to computer voice but the images use no helpful ALT-Attribute in the HTML code. The ALT-Attribute in an image is a description what the image actually shows and is useable by the screen reader.
> ALT-Attributes for all images have already been provided.
> **ACTION: Bea to double check these (to be actioned now)**
> It is possible to print each site but it would also be useful to have a PDF version of the MOOC content by using only the text and the images without the videos for offline reading.
> **ACTION: Bea to create a downloadable PDF of the course once final version is available in February 2018 (action early 2018)**

The course and OU platform is not compliant with W3C or WCAG 2.0 guidelines, is not mobile friendly, tested with 2 different screen readers and it works poorly. Also the Bizmooc website is basic mobile-friendly (the WordPress theme is a basic one) and do not work well with screen-readers, etc

Although the OpenLearn and OpenLearn Create platforms are not currently compliant, they will be at a future date (see: http://www.open.edu/openlearncreate/local/ocwfaqs/faq.php#technical)Both platforms are also moving towards being mobile responsive so this should be rectified going forward.

Regarding Wordpress and the BizMOOC website, this query should probably be directed to Chris/WP7?

ACTION: Bea to double check that course works with screen reader (early 2018)

ACTION: Beck to review resources on accessibility identified by OpenLearn Create colleagues and action appropriately (early 2018)

The subtitles are only in EN, automatic translation work only on TED video.

There is only one MOOC1 team produced video (the teaser video) for which, due to time constraints, subtitles were not developed. However, as the video (and possibly others in the course) are openly licensed this represents an opportunity for others to contribute by transcribing and sharing back the transcription :)

UDL guidelines are only partially achieved as engagement is limited, is not transferable to other websites, etc.

ACTION: We have discussed how best to facilitate reuse of the course with OpenLearn Create and will add in guidelines in early 2018.

The course need to be mobile-friendly, but this is a platform limitation.

We were not able to check any information on the website regarding accessibility compliance. We are not able to check all accessibility regulations/guidelines on the website.

See above comments.

Nice work! Good luck with MOOC1 !!!

Thank you :)

Your reaction as MOOC team related to accessibility

v We don't agree with the following statement/suggestion …. because…….

v We (partially) agree with statement/suggestion ….. and improved that before launch of the MOOC

v We (partially) agree with statement/suggestion ….. and will improve during MOOC operation and/or as improvement after MOOC has ended (for next cycle after project lifetime)

v We (partially) agree with statement/suggestion ….. but cannot improve this because….

COMMENTS/RESPONSES:

[1]Note by QA-manager. Self-paced MOOC can be interactive and have a an active community. See for example ECO project – section 3.2.1 of this document

Appendix 9: External Expert feedback template for Learning with MOOC for Professional Development

A range of potential External Expert reviewers were invited via email to participate in a review of the following description of *Learning with MOOC...* during September 2017. The review was structured by a number of questions (see below) and responses were collected via an online feedback form (Google Forms).

3iz mooc

Learning with MOOCs for Professional Development

Are you looking to update your skills? Would you like to show your future employer you are not just 'out of college'? Would you like to move up in your field or gain experience in an area you are not yet working on? Then you might be interested in taking a Massive Open Online Course, a MOOC. This free course will help you understand how you can use MOOCs for learning, and how you can grow professionally studying a MOOC, whether or not you are already in employment.

Learning objectives:

After studying this course, you should be able to:

- Understand how learning takes place everyday
- Appreciate and develop the qualities, skills and knowledge you have already
- Know how to learn effectively using MOOCs
- Explore a range of digital skills and practices
- Develop a critical approach to learning online

The course lasts 4 weeks, with approximately 3 hours of study time each week. Course participants can work through the course at their own pace, so if they have more time one week there is no problem with pushing on to complete another week's study. They can also jump in and out of the different sections following their own interests. On completion, they will receive a free Statement of Participation.

Course content:

In Week 1 course participants will read about other people's learning experiences and think about how they learn best. The week also focuses on helping learners make sure their goals are as realistic as possible, and design their own action plan to achieve them.

Week 2 focuses on Massive Open Online Courses (MOOCs), covering topics such as the advantages of taking a MOOC; where to find a course that is relevant to your needs; how to assess the quality of a MOOC; and how to make the most of learning with MOOCs.

In Week 3 course participants will be finding out about the skills needed to be effective in a digital world: from improving what they do online and the way they do it, to finding information, communicating and collaborating with other people. Participants will also be given an opportunity to assess how confident they are in a range of skills.

Week 4 invites learners to look at their own digital footprint and discover what they can do to ensure that it is 'healthy'. They'll find out how to develop a critical approach towards the people and information sources they encounter online. They will also explore online tools that can help them work more efficiently.

The course starts on **October 16th, 2017**. Registration will be open from October 1st. To enrol, please go to: http://bit.ly/bizMOOC1

www.bizmooc.eu | www.mooc-book.eu | www.facebook.com/bizmooc
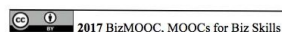
BizMOOC: Learning with MOOCs for professional development: review

BizMOOC is a Knowledge Alliance to enable a European-wide exploitation of the potential of MOOCs for the world of business. Last year we interviewed you(r organisation) regarding the perceived opportunities and challenges regarding MOOCs. In the meantime, our analysis is published as part of an interactive, open access MOOC BOOK (http://bizmooc.eu/mooc-manual/).

At the moment, we are developing three different MOOCs. The first "Learning with MOOCs for professional development" will start 16 October 2017. A description of that MOOC is available as pdf: http://bizmooc.eu/wp-content/uploads/2017/09/bizMOOC_MOOC1_Course_Description.pdf.

In the context of this MOOC, we very much would appreciate your feedback on the following six questions.

*Required

Name *

Your answer

Organisation *

Your answer

1. In your opinion, which topics of the MOOC are the most relevant for your peers/target group? *

Your answer

2. What benefits do you see for your peers/target group short term and long term? *

Your answer

3. In your opinion, what are the potential barriers for your peers/target group not enrolling or completing the course? *

Your answer

4. Learning with MOOCs for Professional Development invites participants to reflect on their learning and how they operate online; in your opinion, is this reflective approach helpful to your peers/target group? *

Your answer

5. In your opinion, and bearing in mind your peers/target group, how appropriate is it to have participants work through the course at their own pace? *

Your answer

6. Upon completion, participants will receive a Statement of Participation; how do you think this will motivate them to finish the course? *

Your answer

SUBMIT

Never submit passwords through Google Forms.

Appendix 10: Feedback by external experts prior to the launch of Learning with MOOC for Professional Development

Version 29-11-2017

Scope feedback collection #MOOC1

- The BizMOOC project applies a thorough feedback during the development and operation of the three MOOCs. The initial design and implementation is extensively reviewed internally by two other MOOC teams and externally by two experts. In addition MOOC participants provide feedback before starting the course and when they finish the MOOC (pre- and post-survey)

- Next opinions of experts of both higher education institutions and companies are collected. Afterwards by dedicated focus group sessions. Beforehand by asking those experts to complete a short questionnaire

- The report provides an overview of the feedback collected by the latter only. An comprehensive report of all feedback mechanism will be provided later.

- Development team of this MOOC#1 is asked to reflect on the feedback given and to incorporate changes if seen justified and effective to implement in current version or in next updated version of MOOC

Process collecting feedback by external experts

- A subset of the experts was selected out of those that were already interviewed in 2016 related to the opportunities and challenges of MOOCs in Europe.

- Those experts were contacted per personal email. In additional others are contacted as well (personal contacts of team of MOOC#1)

- They were asked to complete a short questionnaire with six questions(see also annex). This questionnaire referred to a detailed description of the MOOC#1and further information of MOOC websiteitself.

Response characteristics

- In total 17 experts completed the form
- The main response was from Europe but strongly dominated by Italy and the UK
- Two experts from Open University itself
- And two from Abay Myrzakhmetov Kokshetau University
- In addition experts from

o Leeds Beckett University

o University of the Highlands and Islands

o Manchester Metropolitan University

o Forma.Temp

o IL

o Ciofs-fp

o INCOMA

o Кокшетауский государственный университет им.Ш.Уалиханова

o Kostanay State Pedagogical Institute

o Centire s.r.o.

o Fondazione Policlinico Universitario A. Gemelli

o Vettraino

o University of Moratuwa

Università de L'Aquila

Response "*In your opinion, which topics of the MOOC are the most relevant for your peers/target group?*"

- Understand how learning takes place everyday, Explore a range of digital skills and practices, Develop a critical approach to learning online

- Weeks 2 and 3

- The advantages of taking MOOCs (and assessing their quality).

- "Understand how learning takes place everyday

- Know how to learn effectively using MOOCs

- Explore a range of digital skills and practices"

- Collaborative definition of digital skills

- developing their 'finding information' skills and ability to critically evaluate what they find online

- I really like the focus of the MOOC overall, however I think what's covered in weeks 3 and 4 is probably going to be of most practical value to participants. These topics are also the ones that participants are most likely to be able to 'cascade' to their own peers or students through sharing, professional development, or their own teaching and learning practice.

- "learning and wellbeing in the digital world, reflecting on own practice to contextualise the experience and learning

- There is a week on MOOCs. Wondering if the focus needs to be exclusively on MOOCs or if other open courses could be included? Perhaps also current week 2, could become week 4?

- Важно научиться выбирать самый необходимый курс МООС в сооответсвии с научным и профессиональным интересом (translated into "It is important to learn how to choose the most necessary course of the MEP in accordance with the scientific and professional interest")

- The courses of week 1 and 2 are very relevant for the target group.

- I think all the topics are relevant for the target group.

- The subjects connected with self-determination with an opportunity to find good work

- How to learn effectively

- Modelli di apprendimento (Translation: Learning Models)

- learning to learn strategies and the meta reflection upon these strategies

- "Yes, I agree the topics are relevant, however, I would change the way of pitching the course. Such as now it starts as ""Are you looking to update your skills? Would you like to show your future employer you are not just 'out of college'? Would you like to move up in your field or gain experience in an area you are not yet working on?

Then you might be interested in taking a Massive Open Online Course, a MOOC"" -----> first we need to show the need of taking this MOOC in an active way. may be emphasizing the problem if not taking this course - ""You might be looking for a MOOC to upgrade your skills and experience, but there are already many MOOCs from many platforms. How can you invest your valuable time to a quality MOOC? Did you know that only average 7% complete courses and many drops out. It is hard to stick and learn, its a skill! We will teach you specific skills in How to take a MOOC. .....etc..

- Some of the topics are - what MOOC platforms are there and what features in what platform provide best learning experience. "

- I think that the idea that you should learn through life and for that reason you need to know WHO to learn is essential

How will MOOC#1 team use this feedback

v We will consider the addition of text on open courses and a potential reordering of content (through, as suggested, a week 2/week 4 switch) in February 2018.

v With regard to the "pitch"/promotion for the course, this is useful feedback. We agree that a number of different approaches and ways of presenting the course are necessary and have been developing these. We will consider the suggestion above as part of this ongoing work.

Response to "*What benefits do you see for your peers/target group short term and long term?*"

- Innovation of learning tools and approaches, open mind and full acceptance of digital learning.

- Digital skills; knowledge sharing

- Short term it allows for upskilling in a quick, free and efficient way. Longer term is also increases the range of online learning experiences of our staff.

- Short term benefit: acquire digital skills and knowledge of platforms for online learning. Long term benefits: understand how learning takes place everyday and how use the MOOC

- Collaborative learning / Potential networking / Dynamism

- increased confidence in being able to identify suitable courses and materials to continually improve their knowledge and learning

- Short term, the experience of learning online within a MOOC based course and quickly developing a rich and personal sense of what it means to learn (and teach, and design courses) within open online contexts. Longer term, being able to translate and draw upon what they have learned in order to support their own

continued CPD, and to inform and support how they work with and support their own peers and students (as touched upon in reply to Q1).

-    Short and long term: Being an open learner, immersing into this experience, experience first hand opportunities and challenges. Better preparing for own implementations. Such experience help reflect on current practices also and consider alternative approaches.

-    Научиться планировать свою успешную деятельность на основе анализа собственных возможностей: интеллектуальных, прикладных, материальных и эмоциональных. Translated into "To learn how to plan your successful activity on the basis of analyzing your own abilities: intellectual, applied, material and emotional."

-   It is a great opportunity for them to study new disciplines for free.

-   MOOC now is a very popular type of learning and great opportunity to take a free certificate.

-   I think that 12 hour course are the most optimum for student's audience because the most part of time students study

-   Short term - more effective learning, new sources for learning; Long term - better opportunities in labour market

- Integrate into the curriculum MOOC company

-   in the short term they can improve their awareness and motivation, in the long term they can strengthen their digital competences and learning to learn competences

-   "The question is not clear to me - if you are asking what benefits I to my peers of taking this course? then -

Short term - I think it is great that they will learn about MOOCs and specially how to assess the quality and they can decide which mooc they invest time.

Long term they will understand how others learn what works for them and try out few things individually "

-    As I mentioned, the idea that you have to learn all the time and not only in the university and that you have to learn who to learn alone is a huge benefit to my students

How will MOOC#1 team use this feedback

v Great to read these responses. We did not identify any action to be taken.

Response to „*In your opinion, what are the potential barriers for your peers/target group not enrolling or completing the course?*"

-    Some don't even know MOOCs, on the opposite side today Moocs may be perceived not as new as intended by the European Project

-   Not particular

-   Confidence in online learning, motivation and quality of the learning experience.

-    Lack of time. Often organizations do not value the investment that workers make on their training and skills

- We are not used to peer to peer learning, thus it can considered useless or of less quality if there are no mentors or references.

- knowing about the course, understanding/seeing its relevance to their needs

- Time, as always, and the MOOC coming still quite early on in the academic year. And also coming at a time in October when many schools are on mid-term break, which would perhaps impact some participants being able to engage.

- lack of time, potential lack of interaction with others= and isolated experience? lack of support? Lack of community (for some)? Didn't see anywhere that there would be support available, human support. Perhaps peer to peer but is this enough for all?

- Выбор МООСа означает самосовершенствование собственных ресурсов (умений и навыков), поэтому участвуя в МООСах мы повышаем свой уровень компетентности в избранной деятельности. Translated into "Choosing MOOCs means self-improvement of own resources (skills), therefore, participating in MOOCs we increase our level of competence in the chosen activity"

- The potencial barrier is lack of knowledge of english language for Soviet Union Countries.

- Lack of knowledge of English language.

- Can be difficulties in studying of a course load with classroom work and independent work

- Not enough willingness to find enough time for learning

- Resistance to e-learning

- I think that there is still a weak confidence with digital supports and learning strategies to apply to learning at a distance situations, like for example studying in a Mooc, a session in presence is always necessary and useful to reduce the resistance and the puzzling feeling when approaching a mooc

- "Not enough time would be most barrier, since free mooc is a completely pron to the interest.

- if they loose interest no matter how much time they have they will not stick to it.

- Too many assignments if there are

- If the reading is too much and the reading UI UX is small letters in complete paragraph style, people would not spend time "

- it`s questionable if the important thing in this course is to finish it. I think that a model that enables the participant to chose what are the subjects that they like to learn and to learn it is more appropriate.

How will MOOC#1 team use this feedback

v We agree that the timing of the course's release (autumn) may have affected sign-up/participation from students due to the academic year cycle. The reversioning of the course and its re-release in February 2018 will enable us to hopefully remind potential student participants and engage with new participants.

v We acknowledge that the course as (currently) English only could be a barrier to participation. However, this presents two opportunities: 1) For participants to potentially improve their English skills through taking the course and 2) For people who are bilingual to potentially translate the MOOC into other languages as

the content is openly licensed. As an aside, in response to earlier internal evaluative feedback, we will also be adding a list of non-English MOOC to the reversioned course in February 2018.

v The varying familiarity with MOOC noted above presents an interesting issue regarding both attracting participants and how to address participants in the course. We will consider this when reversioning the course in February 2018.

v The community/Peer to peer aspects were raised in the internal evaluation also. The course is largely reflective but there are limited opportunities for P2P interaction (such as sharing MOOC ideas)

Response to „Learning with MOOCs for Professional Development invites participants to reflect on their learning and how they operate online; in your opinion, is this reflective approach helpful to your peers/target group?"

- YES
- extremely helpful
- I think it can be very useful if participants are able to reflect upon the experience and consider the extent to which the "MOOC" content impacts the experience compared with their personal "self-efficacy" around online learning.
- Yes. Usually people work under a strong pressure about time, so, any opportunities to reflect about its own activities is worth
- Yes, very useful
- Yes, reflective learning is a good skill to develop, some people find it easier/more natural than others
- I think it depends on what they are asked to do with their reflections, for example how they build upon and further develop them sequentially across the MOOC, how they engage with the reflections of their peers, or what they can do with the outputs of their reflections (for example, can they turn these into something of practical use to themselves or others, such as a guide to online engagement for their own learners, or a personal case study or narrative than can be repurposed as an educational story or teaching aid?).
- Very important. Helps to contextualise the experience, link to own practice and identify opportunities for change
- Участие в MOOCaх является уже рефлексией, самостоятельное выполнение заданий и дальнейшее их использование является саморефлексией. Translated into "Participation in MOOCs is already a reflection, independent fulfillment of tasks and their further use is self-reflection."
- I suppose that learning with MOOCS will help students to be more active in using ICT.
- Yes
- Existence of a reflection at this course is undoubtedly useful. Students can analyse the gained knowledge and an opportunity to apply them further

- Yes.

- Sì

- this is a decisive variable, and it needs to be guided and encouraged, since there is not enough competence to be implemented one alone

- "I think it is a great idea. However the method of reflecting is important.

- Can we know who's reflection am I reading , who is he/she a profile - can i connect and get to know more details

- How they reflect - is it a huge paragraph with 1500 words or does it have graphics bullet points that can be easily grasp knowledge"

- I think that learners should develop strategies to how to operate online and how to save and build their own knowledge.

How will MOOC#1 team use this feedback

v Great to read such a positive response regarding the reflective log. The length and format of the reflections are not dictated by the course and the log is private. The idea of participants choosing to make their reflective logs open to others is a good one (as it is in the spirit of the 'open' element of MOOC) and we'll consider this as part of the review in February 2018. We'll also review the guidance on reflections incase it might be beneficial to add in some examples that might help people less familiar with this kind of course format.

Response to „*In your opinion, and bearing in mind your peers/target group, how appropriate is it to have participants work through the course at their own pace?*"

- It is necessary.

- Very appropriate

- Having some flexibility can be useful, however we know from experience that this can lead to lack of any "cohort cohesion" and a feeling of isolation.

- In many cases it is the only opportunity to partecipate to learning process

- Training needs may differ, so I believe it is something positive.

- very important though they need an incentive to finish - regular interesting activities will help

- "I think this is really important, and is less likely to result in participants dropping out because they feel they have fallen behind.

- At the same time, it is important to have a means to allow those who want to engage with their peers to do so (for example through encouraging buddying or peer learning groups, or by having fixed points in the MOOC for real-time discussions, Q&As, or reflective sessions)."

- "I think many will find the course useful. And the flexibility will appeal to busy professionals. It is really good that everything will be available from the outset and not hidden away. My own research has shown

that learners really value this and it does help them to pick 'n' mix depending on their needs, interests and priorities.

- Wondering if own pace also means learning on own? Will there be support? A community? What if somebody needs help?
- Wondering how this will be different from other open courses that explore similar topics? "
- Участие в МООСе должно базироваться на самостоятельном уровне его выполнения, поскольку это связано с дополнительными затратами по времени. У каждого участника должен быть собственный темп не только участия, но и выполнения задания. Translated into "Participation in the MOEP should be based on an independent level of its implementation, since this is associated with additional costs over time. Each participant should have their own pace not only of participation, but also of the task"
- I think students should have the training agenda it will be more comfortable for them.
- Yes. Using their own computers and free time it will be possible to study.
- when passing a course to students interest in obtaining result is important
- I think the majority will prefer it.
- È fondamentale
- the respect of a personalized pace is very important, and it is one of the main advantages of the mooc. nevertheless, it is necessary to provide participants who delay too much, a motivational support and a guide to organize time and activities.
- I think it is great to have a flex - but self pace does not give much opportunity to learn from others , the real vibe of learn is sharing experience, if it is at own pace then it is like a empty house with notes.. I would like to see some active happenings to join base on interest
- -

How will MOOC#1 team use this feedback

Although there are no substantial actions arising from these comments, it is interesting to note that reviewers pick up on the benefits/challenges of different MOOC types (e.g. self-paced Vs. cohort) and issues such as time/scheduling and peer support. The comment of one reviewer regarding the availability of a "training agenda" is an interesting one and we will review the pre-sign up information to see if there is more information that can be added. Alternatively, we could open up the MOOC so that all content is visible. However, we would then need to foreground the benefits of creating an account/signing up (e.g. tracking of progress, issuing of statement of participation) as this is our only mechanism for tracking user/participant engagement. There are pros/cons associated with both approaches and we'll be discussing these shortly.

Response to „*Upon completion, participants will receive a Statement of Participation; how do you think this will motivate them to finish the course?*"

- It depends on the level of contents (deep and professional) as well as the seriousness and professionalism of the Institution that provides the Statement.
- Yes

- This may motivate some, but I suspect it will not be a significant motivator for many. "Participation" is a term lacking in evidence of completion. Is there any reason it's not a Certificate of Completion?

- I am not sure that statement of participation can be a strong motivating element

- As fas as it would be issue by several institutions as a common Statement, it would be attractive for them. The recognition of the tuition would be even better, of course.

- It may do if it is clearly explained how this can be used to show others what they've achieved.

- I think it will motivate some, but will be less important to others. It also depends what this statement says, and whether it can be linked in some way to the participants reflections to provide some evidence of what the individual was able to achieve in relation to their own learning and personal development.

- "Not sure. I suspect it will depend on each participant and the value they place on such a statement. I suspect it will be attractive for some participants from specific countries. Wondering if this could be coupled with evidence of engagement in a portfolio?

- How about a badge or badges for each topic/theme of the course? Some might only want to engage with one or two?

- I suspect that some learners might use this course to complement other studies and use towards academic credits. For others it will be informal CPD. I think if the certificate or badge is coupled with evidence it might be more useful to participants and those who will see it? "

- МООС - основа для участия в профессиональном рейтинге преподавателя высшей школы . Translated into "MOOC - the basis for participation in the professional rating of the teacher of higher education"

- I think yes it will motivate them.

- Yes of course.

- obtaining the certificate is very good incentive for studying of this program

- Yes, any kind of certificate is always useful.

- Sì

- normally a formal certificate a very good external motivation, mainly when also learning credits are recognized. At the same time internal motivation, often move people to enroll a mooc so it depends up to each single personal motivation

- Yes, think its a great thing since most of MOOCs does not allow to have them unless you pay and having a certificate will be able to recall the experience of taking that MOOC.

- Different participants have a different motivation. Statment of participation is important for some of them, other would like you to remind them to keep with the course, while other like social comparison and other (like me) like only to pick what is looking interesting and helpful

How will MOOC#1 team use this feedback

There is a diverse range of opinions presented in response to this question and it is inevitable that some participants will find the certificate (statement of participation) more motivating than others. Regarding

the nature of the certificate, the format and labelling that we use (Statement of Participation) is not something we can change or modify extensively. However, the certificate does state what has been accomplished in order to be awarded the Statement.

Regarding badging, this was also raised during the internal review process. As the course is a reflective one we do not feel badges are necessarily appropriate for the course. However, we will be looking at if/how to introduce quizzes into during February 2018 when we reversion the course.

Appendix 11: Course Analytics for Learning with MOOC for Professional Development

This appendix presents the course analytics for *Learning with MOOC for Professional Development* as at 3 May 2018.

1. Total number of registrations: 165
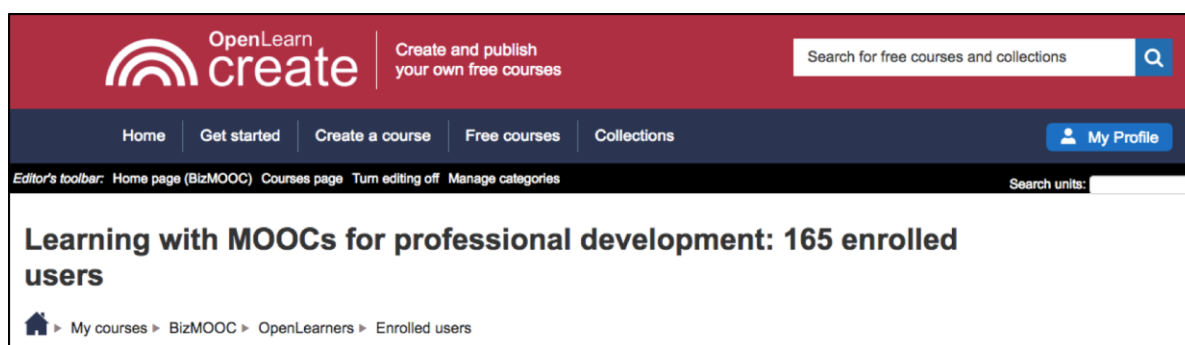
Registration by date:
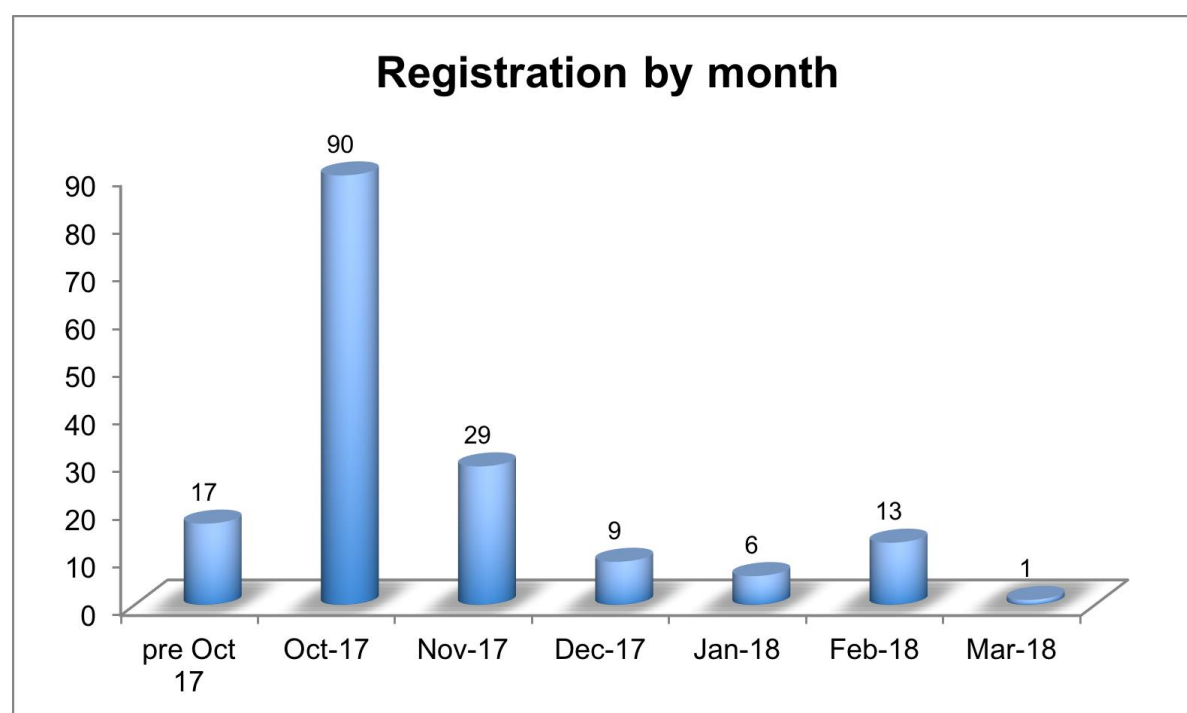
[Note that number of registrations pre October 2017 corresponds to course/project team members and OU staff.] Latest registration recorded on March 12th, 2018.

2. Course completion:

Number of participants who registered but did not start the course = 6 (3.6% of total).

Number of participants that finished the course = 32 (20.1% of participants who started the course).

Number Statements of Participation issued = 18 (11.3% of participants who started the course). [Note that only participants that visited all sections of the course and posted an entry to the "Crowdsourcing MOOCs for PD" forum qualified to receive a Statement of Participation.]
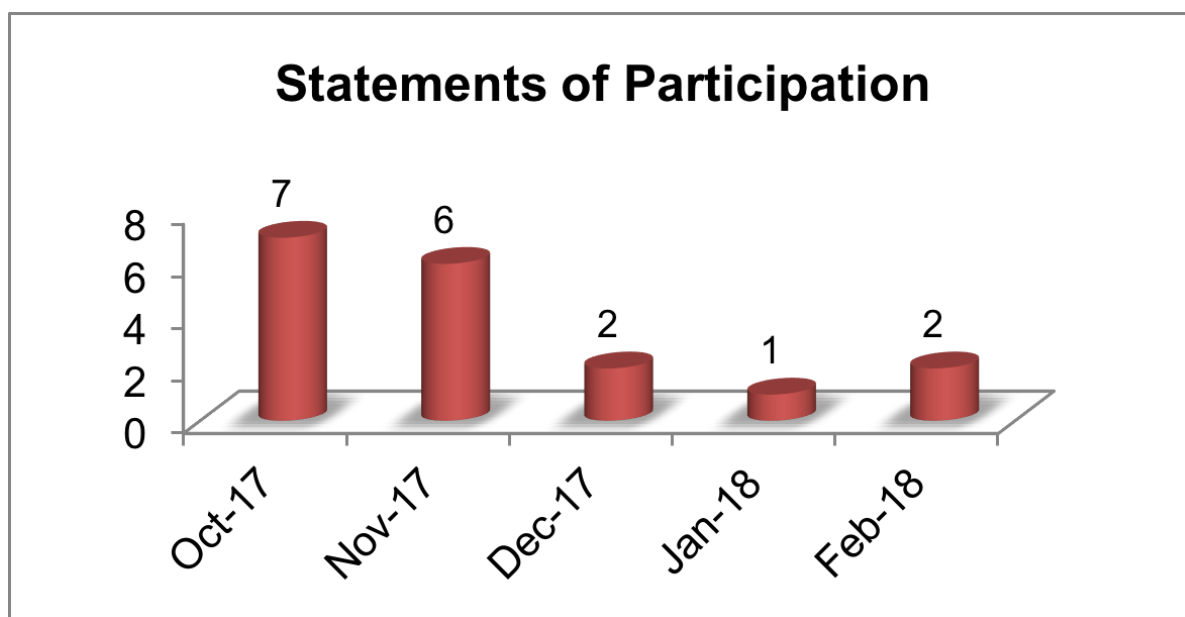
Number of active participants per week:

Week 1 = 107 active participants (67.3% of those who started the course)

Week 2 = 70 active participants (44% of those who started the course)

Week 3 = 51 active participants (32% of those who started the course)

Week 4 = 41 active participants (25.8% of those who started the course)

Number of active users
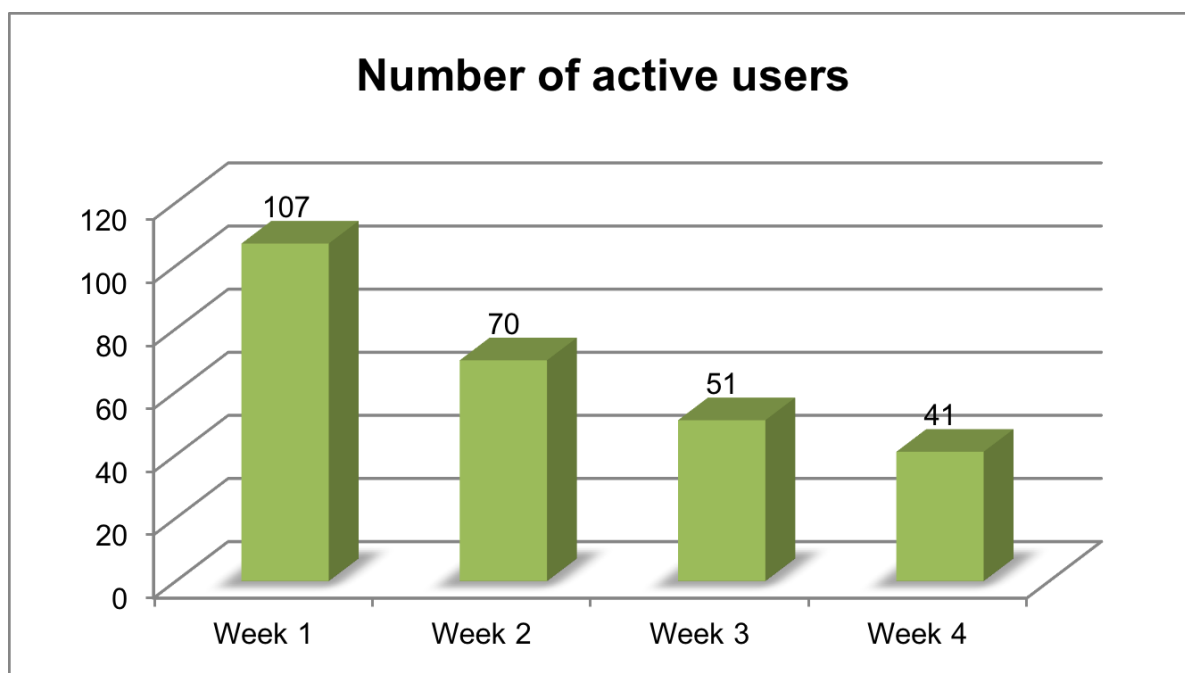
3. Activity Report: Number of views per activity

Learning with MOOCs for professional development

Computed from logs since Tuesday, 13 Jan 2015, 11:12.

Activity	Views	Last access
Week 1		
📄 Learner stories	225 by 114 users	Saturday, 28 Apr 2018, 23:12 (4 days 12 hours)
📄 Learning journals	175 by 92 users	Saturday, 28 Apr 2018, 13:23 (4 days 22 hours)
📄 How do you learn?	191 by 82 users	Sunday, 29 Apr 2018, 05:25 (4 days 6 hours)
📄 Setting SMART goals	155 by 80 users	Saturday, 28 Apr 2018, 08:04 (5 days 3 hours)
📄 Developing your action plan	160 by 77 users	Sunday, 29 Apr 2018, 12:34 (3 days 23 hours)

Week 2

What is a MOOC?	179 by 73 users	Monday, 30 Apr 2018, 05:43 (3 days 6 hours)
Advantages of taking MOOCs	137 by 67 users	Sunday, 29 Apr 2018, 02:26 (4 days 9 hours)
How to take a MOOC	138 by 64 users	Sunday, 29 Apr 2018, 19:43 (3 days 16 hours)
Finding relevant MOOCs	164 by 59 users	Tuesday, 1 May 2018, 08:39 (2 days 3 hours)
Assessing MOOCs	160 by 59 users	Thursday, 3 May 2018, 07:57 (3 hours 53 mins)
Crowdsourcing MOOCs for professional development	784 by 60 users	Monday, 30 Apr 2018, 16:08 (2 days 19 hours)
Success in a MOOC	125 by 55 users	Saturday, 21 Apr 2018, 13:15 (11 days 22 hours)

Week 3

Information in a digital age	119 by 54 users	Sunday, 29 Apr 2018, 22:22 (3 days 13 hours)
Digital skills and digital literacy	99 by 51 users	Monday, 23 Apr 2018, 12:17 (9 days 23 hours)
A framework for digital skills	105 by 46 users	Tuesday, 24 Apr 2018, 21:26 (8 days 14 hours)
Reflection: Take stock of your digital skills	101 by 44 users	Monday, 30 Apr 2018, 08:50 (3 days 3 hours)
MOOCs and digital skills for a digital workforce	92 by 42 users	Sunday, 29 Apr 2018, 02:05 (4 days 9 hours)

Week 4

Your digital identity	82 by 43 users	Thursday, 3 May 2018, 08:23 (3 hours 27 mins)
Tips to improve your digital footprint	71 by 39 users	Sunday, 29 Apr 2018, 09:27 (4 days 2 hours)
How well do you trust your sources?	79 by 37 users	Thursday, 3 May 2018, 07:30 (4 hours 20 mins)
Dealing with information overload	63 by 35 users	Saturday, 28 Apr 2018, 11:34 (5 days)
Media to communicate and collaborate online	80 by 37 users	Saturday, 28 Apr 2018, 22:58 (4 days 12 hours)
Europass CV	69 by 34 users	Sunday, 29 Apr 2018, 05:07 (4 days 6 hours)
LinkedIn	78 by 38 users	Saturday, 28 Apr 2018, 07:37 (5 days 4 hours)
LinkedIn forum	161 by 38 users	Wednesday, 2 May 2018, 22:11 (13 hours 39 mins)
Final note	54 by 21 users	Sunday, 22 Apr 2018, 02:59 (11 days 8 hours)

Number of views and users per course activity.

[Note that peak in number of views corresponds to forum "Crowdsourcing MOOCs for PD" = 784 views by 60 users. This indicates lurking activity is stronger than actual course completion figures.]
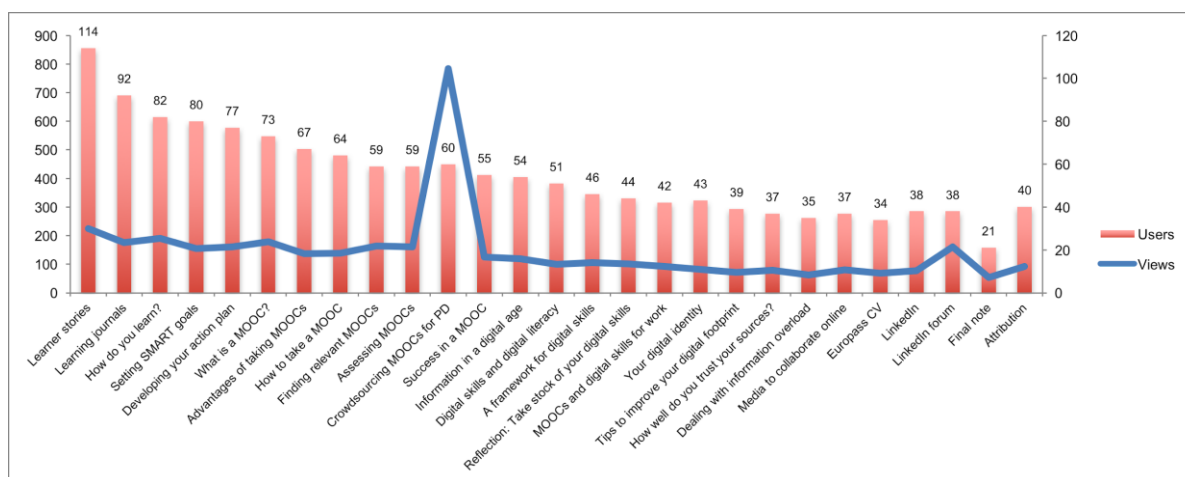
Appendix 12: Course Analytics for Digital Skills, Digital Learning
This appendix presents the course analytics for *Digital Skills, Digital Learning* as at 29 June 2018.

1. Total number of registrations: 154
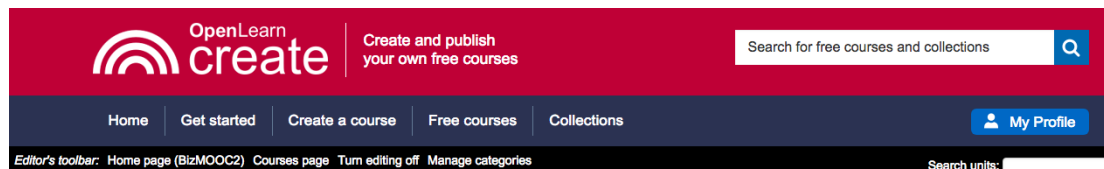
Digital skills, digital learning: 154 enrolled users

🏠 ▸ Courses ▸ Collections ▸ BizMOOC: MOOCs for the World Of Business ▸ BizMOOC2 ▸ OpenLearners ▸ Enrolled users

2. Course Completion

Number of participants who registered but did not start the course = 83 (53.9% of total).

Number of participants that finished the course = 9 (12.7% of participants who started the course).

Number of Statements of Participation issued = 6 (8.5% of participants who started the course).

[Note that only participants that visited all sections of the course and posted an entry to the "Crowdsourcing MOOCs for PD" forum qualified to receive a Statement of Participation.]

3. Activity Report: Number of views per activity

Digital skills, digital learning
Computed from logs since Tuesday, 13 Jan 2015, 11:12.

Activity	Views	Last access
Week 1		
Learner stories	127 by 94 users	Wednesday, 27 Jun 2018, 12:48 (2 days 2 hours)
One easy question...	8 by 2 users	Tuesday, 26 Jun 2018, 12:44 (3 days 2 hours)
Learning journals	130 by 78 users	Wednesday, 27 Jun 2018, 12:48 (2 days 2 hours)
How do you learn?	93 by 77 users	Wednesday, 27 Jun 2018, 12:48 (2 days 2 hours)
Setting SMART goals	99 by 66 users	Wednesday, 27 Jun 2018, 13:40 (2 days 1 hour)
Quiz: These goals are not SMART!	638 by 49 users	Friday, 25 May 2018, 10:39 (35 days 4 hours)
Examples of SMART goals	72 by 53 users	Wednesday, 27 Jun 2018, 13:45 (2 days 1 hour)
Developing your action plan	100 by 52 users	Wednesday, 27 Jun 2018, 13:45 (2 days 1 hour)

Week 2

📄 Information in a digital age	71 by 50 users	Wednesday, 27 Jun 2018, 13:46 (2 days 1 hour)
📄 Digital skills and digital literacy	56 by 44 users	Wednesday, 27 Jun 2018, 12:49 (2 days 2 hours)
📄 A framework for digital skills	64 by 43 users	Wednesday, 27 Jun 2018, 12:49 (2 days 2 hours)
📄 Visitors and Residents	53 by 38 users	Wednesday, 27 Jun 2018, 12:49 (2 days 2 hours)
📄 Mapping your engagement with technology	53 by 33 users	Wednesday, 27 Jun 2018, 12:49 (2 days 2 hours)
👥 Visitors and Residents forum	56 by 23 users	Sunday, 27 May 2018, 14:27 (33 days)

Week 3

📄 What is a MOOC?	50 by 34 users	Wednesday, 27 Jun 2018, 12:49 (2 days 2 hours)
📄 Advantages of taking MOOCs	37 by 28 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
📄 Finding relevant MOOCs	45 by 26 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
📄 Assessing MOOC quality	44 by 27 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
👥 Crowdsourcing MOOCs for professional development	210 by 36 users	Wednesday, 27 Jun 2018, 11:26 (2 days 3 hours)
📄 Success in a MOOC	53 by 26 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
👥 MOOC Study Tips	67 by 19 users	Wednesday, 27 Jun 2018, 11:01 (2 days 4 hours)
📄 MOOCs and digital skills for a digital workforce	41 by 26 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
📄 Europass CV	37 by 29 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
📄 LinkedIn	47 by 25 users	Wednesday, 27 Jun 2018, 12:50 (2 days 2 hours)
👥 LinkedIn forum	34 by 15 users	Wednesday, 27 Jun 2018, 12:47 (2 days 2 hours)

Week 4

📄 Remix and the essential elements of digital literacies	36 by 25 users	Wednesday, 27 Jun 2018, 12:51 (2 days 2 hours)
👥 The 5Rs forum	31 by 15 users	Wednesday, 27 Jun 2018, 12:01 (2 days 3 hours)
📄 About Creative Commons licenses	32 by 21 users	Wednesday, 27 Jun 2018, 12:51 (2 days 2 hours)
📄 Memes	32 by 25 users	Wednesday, 27 Jun 2018, 12:51 (2 days 2 hours)
📄 Creating a meme	33 by 23 users	Wednesday, 27 Jun 2018, 12:51 (2 days 2 hours)
👥 Remix forum	31 by 16 users	Wednesday, 27 Jun 2018, 13:02 (2 days 2 hours)
📄 Hack the news	37 by 26 users	Wednesday, 27 Jun 2018, 12:51 (2 days 2 hours)
📄 Final note	41 by 22 users	Wednesday, 27 Jun 2018, 12:51 (2 days 2 hours)

Appendix 13: Post-Course Focus Group Questions

Questions 1-6 were used by all focus groups with DIDA led focus groups also using an additional question (Q7).

1) Which topics of the MOOC did you find most relevant for
   - yourself
   - your peers/target group (your employees/colleagues/students..)?

2) Do you see the MOOC as beneficial for your peers/target group (short-term ; long-term)?

   - If so, why? And what can be done to make the MOOC even more beneficial?
   - If not, why? What are the main challenges to overcome or is this impossible?

3) What are the main barriers for your peers/target group for enrolling in this MOOC?

4) Is this MOOC competitive to similar offerings to your peers/target group so far? I.e., compared to both inhouse / outsourced training and courses in classroom setting or other online courses.

5) Do you see possibilities to offer this MOOC (and other MOOCs) at a large scale in both your organisation and in other organisations throughout Europe? (If so, give details....)

6) What are the main issues to facilitate the wide-scale uptake of this MOOC (and other MOOCs) in business training

7) According to your experience, a course realized only in English, for the Italian context can be a limit?