



“MOOCs  
for the world  
of business”

## BizMOOC Result 4.2c

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Evaluation Report on Pilot MOOC 3 -  
Intrapreneurship

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# Evaluation Report on Pilot MOOC3 - Intrapreneurship

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BizMOOC - BizMOOC - Knowledge Alliance to enable a European-wide exploitation of the potential of MOOCs for the world of business

Programme: Erasmus+ | Key Action 2 | Knowledge Alliances

Reference Number: 562286-EPP-1-2015-1-AT-EPPKA2-KA

Grant agreement number: 2015-2929 / 001-001

Project Duration: 36 months, 1/1/2016 – 31/12/2018

Published: October 2018

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# Evaluation Report on Pilot MOOC 3 – Intrapreneurship: Make Your Business Great Again

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## Executive Summary

As the main aim of the BizMOOC project is to evaluate the applicability of MOOCs (Massive Open Online Courses) for the world of business, the third Pilot MOOC sets out to tackle entrepreneurial competences which are one of the European Lifelong Learning key competences. Entrepreneurship is a buzzword of the new century, therefore also many MOOCs already exist on this topic. Innovation and entrepreneurship also take place within companies ("Intrapreneurship") with the engagement and dedication of open-minded entrepreneurial employees and not everyone is a born entrepreneur and starts their own company. To help unleash the entrepreneurial potential among employees from various companies on a European level, the BizMOOC partners therefore offered the first MOOC on Intrapreneurship.

The content of the course covered a clarification of the concept, outlined its opportunities for companies and employees, and introduced a toolbox for potential intrapreneurs. 3,073 learners from 98 countries enrolled to date and were inspired to discuss the possibilities, barriers and applicability of intrapreneurship within their work environment, and jointly worked on their own intrapreneurial ideas throughout the course – completely free of charge. The didactical design followed an adapted version of the Learning Design approach of the Open University UK and the e-moderation concept of Gilly Salmon. Flexible learning pathways and certification options were offered to meet the diverse needs of a business audience.

The whole of the course was extensively evaluated before and after implementation by 21 experts, 674/307 learners, six MOOC developers and two external evaluators applying a mixed-methods approach. The course completion rate is far above MOOC average and 74% of learners rated the quality of the course with at least 4 out of 5. 93% would recommend this course to others. The experts stated that the MOOC is highly competitive to comparable themes of corporate training offers, with great potential as a complementary tool to existing training schemes. The maybe most remarkable findings is that the MOOC achieved to turn learners into co-creators and to unleash the full potential of this course format: More than 2.200 learner contributions to almost 300 discussion threads created an unbeatable knowledge pool to Intrapreneurship.

Based on all these findings, 17 lessons learnt, 12 recommendations and 6 good practices have been identified to the topics MOOC barriers (esp. time restrictions), improving flexibility, active participation and teamwork, as well as promoting the uptake of MOOCs in general. As experts see the potential to offer the MOOC at an even larger scale, a continuation of the MOOC is provided as self-paced version, and different expansion strategies are currently discussed.

## Introduction

The term “Intrapreneurship” was coined by Gifford Pinchot III already more than 30 years ago (Pinchot, 1985), but its significance has increasingly been growing in recent years as disruptive innovations and digitalization are challenging well-established business patterns (e.g. Engelen/Engelen/Bachmann, 2015; Reiter, 2016). Intrapreneurship, which can be defined as employee-level entrepreneurship or “entrepreneurship within an existing organization” (Antoncic/Hisrich, 2003, p. 9) is acknowledged as a successful bottom-up approach to mitigate these challenges (e.g. Felicio/Rodrigues/Caldeirinha, 2012; Lichtenthaler, 2016; Ringel/Taylor/Zablit, 2015).

Massive Open Online Courses (MOOCs) present new training opportunities to the business sector, especially within Human Resource Development and corporate training (e.g. Grossman, 2013; Iversity, 2015; Renz et al., 2016; Radford et al., 2015; Shah, 2018; Sreeleakha, Manikandan, 2015). Class Central (Shah, 2017a) counted 81 million MOOC learners in 2017, with 40% of the courses targeting an audience identified as “professional lifelong learners”. According to another recent study of Class Central (2017b), 52% of learners are taking MOOCs to upgrade their skills for the current job and 49% to open up new career pathways. Consequently, there are many MOOCs on entrepreneurship existing nowadays, including those upgrading entrepreneurial competence, but thus far no MOOC dedicated specifically to Intrapreneurship could be found by the developers. This presents a gap in the MOOC portfolio targeted at business employees. This gap was also identified in the initial research phase of the BizMOOC survey, where learners have been surveyed, experts interviewed and several discussion papers published, one specifically analyzing the status quo of entrepreneurship MOOCs.

There are different approaches (e.g. Schiessl, 2015) trying to predict employees ex-ante as potential future intrapreneurs, with differing success. Neither background, nor level of education or past success have been recognized as reliable indicators. A study by Thornberry (2003) observed highly-educated managers dropping out of intrapreneurship programmes, and on the other hand, lower-level employees, without any prior history related to innovation, getting switched on by an intrapreneurship training.

Therefore, the developers chose a bottom-up, massive training approach, by offering the first MOOC on Intrapreneurship, with the overall objective to inspire a large number of learners (employees, students and employers) to potentially become open-minded, inspired and engaged in intrapreneurship.

## General Information about the course

### Overview

**Title of the MOOC:** *Intrapreneurship - Make your Business great again*

**Course link:** <https://mooc.house/courses/bizmooc2018>

**Design and moderation:** The MOOC is a mix between xMOOC and cMOOC applying an adapted version of Gilly Salmon's e-moderation concept and the Learning Design Approach by the Open University UK. Anastasia Sfiri (design), Erika Pernold (moderation)

Implementation date: 26.2.18-23.4.18. The course stays available (min. 5 years) in a self-paced version and a second moderated run in 2019 is currently discussed.

**Platform:** Mooc.house > a MOOC platform run by openHPI, Mooc.house can be used by external organisations and the courses are open for everyone to enroll.

**Creators:** FH JOANNEUM – Christian Friedl (leader), Cracow University of Economics – Agnieszka Zur; Hasso-Plattner-Institute Potsdam – Christian Willems, Stefanie Schweiger, Thomas Staubitz; AVL List GmbH – Thomas Neumann

### Design Process

The MOOC has been designed within a joint partnership of university and industry partners (see also R3.1 of the BizMOOC project). The Austrian University of Applied Sciences (FH JOANNEUM Graz) led the development team consisting of University of Economics Cracow from Poland, the Hasso-Plattner-Institute Potsdam from Germany and AVL List GmbH, Austria's most innovative company in terms of patents. The MOOC platform mooc.house has been provided by the Hasso-Plattner-Institute.

The course development process started one year in advance (February 2017), when all partners met at the Open University UK for a workshop on the methodology of Learning Design (Galey, 2015). The first step was the selection of the theme and definition of the target group. As intrapreneurship implies the identification and exploitation of business opportunities within established companies, the course was addressed all business actors. External learners such as students, people between jobs, or just interested in the topic are targeted as well. After defining the course objectives and envisaged learning outcomes, the partners began the Learning Design process coupled with regular online meetings.

In the regular online meetings a lot of discussions were needed in order to arrive at a shared understanding of the mixed type of MOOC we were planning to achieve. The MOOC we wished to create should be a combination of a cMOOC, a MOOC developed according to the connectivist model proposed and researched by Stephen Downes (2009, 2012) and George Siemens (2005), and xMOOCs, more traditional instructionist

types of learning arrangements that fulfill the criteria to be a MOOC but lack the connectivist aspects of learning in networks. Where cMOOCs offer a great abundance of learning materials and learning paths, we wished to guide our learners through the learning materials and content and provide a well thought and well structured learning sequence. Where xMOOCs offer individual predefined learning paths for learners, we aimed at facilitating discussions that would help learners to network with each other, exchange knowledge and ideas, build on their own knowledge and the knowledge of others, connect the new material with their previous experiences, build learning groups and actively transfer what they learn into their own context. To achieve this aim, we continued with the development of our own understanding of a mixed MOOC, that applies the experiences we have collected with the work of Gilly Salmon as she has published it in her books e-moderating (2011) and e-tivities (2013). We intensively discussed the development of the group of learners motivating them by easier tasks at the beginning and challenging them when they already got used to the platform, the material, the learning process. We acknowledge the emergence of learning as Williams et al described it 2011 and reflected the role of facilitators and moderators/conveners.

In the following months the themes and goals of each week were specified and the content started to be developed gradually. This work was done using the Excel planning sheet introduced by Open University, which served as a primary planning and design tool for the makers of this MOOC. Members of the team collaborated on BizMOOC google drive using the planning sheet and holding frequent skype meetings (>15). The team introduced various methods and tools into the MOOC, making sure that the content is diverse in form and balanced between reading materials, videos, interviews, quizzes and various online activities of the participants. All reading materials are original and prepared by the makers of the MOOC, as are many of the tools dedicated to this course.

The first recording session took place in Graz in September 2017 at the premises of AVL List GmbH (25.9.-29.9.2017). The second recording session took place in Potsdam in December 2017 (5.-6.12.2017). Parallel to that the team developed the evaluation methods and assessment tools for the MOOC. The final phase consisted of incorporating feedback from the experts and two other mooc teams into the final version of the mooc.

The course was delivered in weekly modules with approximately five hours study time per week. It offered different course tracks with four certification options (including an on-site exam). Depending on course track, the course lasted 4 to 7 weeks in total. Very important was the development of a unified structure for each week. We know from Williams (2011) about the importance of a good balance between open and prescribed learning processes. We started each week with an introduction, that included the learning objectives and a short description of the week in order to give learners an overview of what they will deal with and what will be the activities of each week, so that they can plan their learning activities. With the overview information at the beginning we also aimed to carry out an expectations management process, according to which learners can create the mindset we wish them to have as active learners.



Each week was then structured in a number of short content sessions, that were followed by short multiple choice questions to help learners assess the extent of their understanding of the content, and activate them in their learning process. Data of completion rates help the developers assess the degree of completion of each week. We paid attention that contents were presented in two different formats, videos and readings, in order to accomodate for different learning styles between the learners and offer some variation on content presentation. All types of content could be commented and discussed with the provision of discussion forums on each content session.

Besides standard items such as videos, readings, quizzes, tests and forum discussions, seven e-tivities stimulated active user participation and co-creation by learners following the e-moderation concept by Gilly Salmon (2013). According to the 5 stage model, e-tivities help learners build a group throughout the learning process of the course, a group that would be able to carry out the teamwork task at the end of the MOOC in the weeks 5 to 7 and come up with a joint project which would be the creation of a pitch. In week one we concentrated the e-tivities on the stages of an easy access to the course and a socialisation among the learners, in order to help them „break the ice“ and start the course with active participation. We expected that the active participation in the weeks to come would be easier for the learners after that. We continued with offering e-tivities for helping learners go through the stage of information exchange and triggered discussions that provided learners and the development team with a very large pool of shared knowledge. The 4th stage of collaboration accompanied learners that chose to learn in the long track and stayed with the course during the weeks 5 to 7. The 5th stage of development is a crucial element for all groups in all types of training settings and it helped learners think about the transfer of their learnings to their own personal context. E-tivities for this stage were offered both for the learners of the short and of the long track. The e-tivities cumulated in an online team work assignment where participants brought in their own ideas and developed a pitch.

In order to pass the information that active participation is an expected activity for the successfull learning process throughout the course, we provided a multiple choice question that asked the learners to state whether they contributed to the discussions or not. In this way we could also include the active participation in the e-tivities in the criteria for a successful completion of the MOOC.

Each week was designed to be moderated by a professional e-moderator (Salmon, 2013) and end with a video of the e-moderator, in which learners were presented with the key aspects of the week and a summary of the most prominent activities among the group. This summary at the end of the week also aimed to give learners some feedback in their learning process, that would help them plan and continue with their learning in the next week. An online farewell party concluded the whole course.



The course was (is) open and free for everyone and conducted completely online. After implementing the moderated version (26.2.18-23.4.18), the course is available in a self-paced mode without certification and team work option.

Week No	Title	Summary / Activity Type	Learning Outcomes		Hours
1	Introductory week	Introduction to MOOC/Content  <i>Assimilative, Communication &amp; Assessment</i>	1	Understand the goals and structure of this MOOC	5
			2	Gain information and insight into the content of the MOOC and the definition of Intrapreneurship	
			3	Getting to know other learners	
			4	Plan own and team work through the MOOC	
2	Inspirational week	What is the entrepreneurial mindset? Why do some people see opportunities and others do not? What are entrepreneurial opportunities?  <i>Assimilative, Communication &amp; Assessment</i>	1	Understand the concept of the entrepreneurial mindset as alertness to opportunities	5
			2	Be able to identify entrepreneurial opportunities at the workplace and develop own ideas	
			3	Be able to discuss entrepreneurial opportunities with others	
			4	Be able to assess entrepreneurial opportunities	
3	Entrepreneurship toolbox	Tools to start-up initiative  <i>Assimilative, Experiential, Communication &amp; Assessment</i>	1	Understand key intrapreneurial tools	5
			2	Be able to choose intrapreneurial tools and apply them in a work setting	
			3	Understand the necessity of coalitions in a work setting	
			4	Converting problems into opportunities	

4	Entrepreneurial skills and their application for the ideal pitch	Entrepreneurial skills: proactiveness and alertness for opportunities; ability to deliver new ideas and solutions  <i>Assimilative, Communication &amp; Productive</i>	1	Understand the challenges and limitations of entrepreneurship	5
			2	Delivering entrepreneurial solutions	
			3	Learn about different intrapreneurship and corporate entrepreneurship good examples	
			4	Further develop the own intrapreneurial idea by applying business tools and selecting an idea and team for the pitch (week 5-7)	
Week 5-7	Preparation and presentation of the entrepreneurial idea pitch	<i>Assimilative, Productive, Assessment &amp; Communication</i>	1	Understand the concept and rules of a entrepreneurial idea pitch at the workplace and create a screencast and deliver an entrepreneurial idea pitch that refers to the work environment	5 + 5
			2	Be able to create your own pitch- Improve presentation skills and argumentation skills	
			3	Reflect and discuss on what I have learnt	
			4	Provide feedback about the course	

Table 1: Intrapreneurship: Seeing and Seizing Business Opportunities within your Organisation (Learning Outcomes)

## General overview to the course

The content of the course covers a clarification of the intrapreneurship concept, outlines its opportunities for companies and employees, and introduces different practical tools in the form of an intrapreneurship toolbox. It brings learners from different companies, countries and cultures together to discuss changes and challenges, and to work on intrapreneurial ideas.

Week 1 provides background information and insight into the concept of intrapreneurship. Participants learn about the concept, the benefits for employees and companies. They run through a short self-test (e-

tivity 1) to discuss whether they tend to be an entrepreneur or intrapreneur. Before concluding the week with the first exam, participants collect and discuss inspiring examples of intrapreneurship (e-tivity 2).

The second week supports the learners in identifying ideas within a company. Learners are invited to present their own ideas, rate other ideas and provide feedback to each other, assessing the applicability, value added and originality of intrapreneurial ideas (e-tivities 3 and 4). The most popular proposals submitted by course participants made it in the final pitch.

Week 3 is focused on identifying key stakeholders of the intrapreneurial project, creating coalitions (e-tivity 5) and finding corporate sponsors for an idea. It also guides participants in planning communication strategies with various stakeholders and audiences. Participants learn about challenges and risks of intrapreneurship and finally select one idea they want to develop further with other learners in intercultural teams (e-tivity 6).

Week 4 brings in the perspective of the company and outlines different approaches how employers and business frameworks can promote intrapreneurship. Next, participants select and apply tools from the intrapreneurial toolbox (e-tivity 7) to improve the own idea and set the stage for entering the final pitch assignment. Week 4 also constitutes the end of the fast track with the final exam, by taking 45 questions in maximum 2 hours.

The MOOC culminates in the preparation and presentation of the own intrapreneurial idea ("The Pitch"). For this, the participants need to register and are assigned into teams by an algorithm based on time-zone, time budget and preferred idea. Part of the assignment is the review of other pitches and the own pitch. On top, a so-called "Intrapreneurial Toolbox" is provided which grows over the weeks of the course. It is a repository of different popular and well-approved entrepreneurship tools, as well as new ones created specifically for this course. Concise summaries, hints how to use the tools and links for further research are included.

## Target groups

To answer to the overall aim of the BizMOOC project („MOOCs for the world of business“) and in line with the chosen course topic, the course was addressed to a wide variety of business actors (managers of all levels, employees and trainees) as well as external learners such as students, people between jobs, or just interested in the topic of intrapreneurship.

As intrapreneurship can only function when management creates the right environment and employees follow the entrepreneurial spirit, the course addresses all business actors and not a special selection of business actors. This was the primary target group.

Next, the course invited students to mingle with business people in the course setting, profit from their experience and expand their network. To be in line with the project objectives, to also support learners to upgrade their skills and subsequently, their employability, the target group „people searching for jobs“ was also addressed. Finally, of course anyone who was interested in the course topic was invited. This was not our primary target group, but for example, entrepreneurship educators, consultants or other multiplier could profit from the MOOC as well.

As the evaluation shows (see chapters „learners pre- und post-course survey“), the intended target groups have been fully reached.

Catering to broad and different target groups, the following challenges have been recognized upfront and tackled in the following way:

First of all, having business learners as target audience means catering to diverse needs and backgrounds. In the pre-course analysis and evaluation, the largest challenge for our potential learners was limited time. The developers answered to this challenge by offering different, flexible course pathways. A fast track was offered for people with limited time and evaluation showed that this was highly appreciated plus motivated some additional learners to go for the full track after successfully completing the fast track.

The second challenge, especially in online courses, is commitment. In the setting of this course, this is even amplified by the limited time of the target audience. As average MOOC completion rates are below 13% (Onah et al., 2014), the developers needed to tackle this issue beforehand. They introduced the e-moderation concept including sensitively designed e-tivities to increase active participation. Especially the ice-breaking e-tivities in week 1 have been key. Results show that the completion rate of this course is far above average (see chapter 5's evaluation) and learners' contribution/co-creation exceeded even the most eager expectations of the developers. 2.239 posts in 294 topics in the forum and Collaboration Space, 820 ideas created by 594 learners, 48 ideas presented/discussed, 348 self-test results presented/discussed and 225 intrapreneurship examples have been shared.

Another challenge of the course was language. The developers decided to apply English as a common ground for all learners, but having learners from 98 countries with different English language skills is challenging (also for the lecturers, as they are non-native speakers as well). A balance needed to be found in reaching a minimum quality level for native speakers and a maximum difficulty level for non-native speakers. The developers offered video-integrated slides with a zooming-feature and written explanations to all videos. One learner even became co-creator and uploaded self-produced transcripts to videos for all learners which was highly appreciated. In the end, language was not perceived as barrier by the learners.

## Promotion

Promotion started in November 2017 with the release of the first course video trailer, and was intensified in January 2018 especially targeting a business audience with large mail-outs, Social Media promotion and direct invitations to companies (esp. HR managers), universities, other project partners, lecturers etc. A shorter, second trailer version supported that process.

The team planned a multi-channel information and promotion campaign, which consisted of numerous parallel activities:

- Two course trailer versions have been developed:
  - <https://www.facebook.com/BizMOOC/videos/1468946909892534/>
  - <https://www.facebook.com/BizMOOC/videos/1522913847829173/>
- Individual promotion by all partners within their local and international networks: this was a massive campaign coordinated by each partner consisting of direct mailings/phone calls to business organizations (mainly HR representatives), students, other universities' e-learning centers, organizations and associations
- Global Announcements on openSAP, openHPI, mooc.house
- Roundtable in Potsdam, December 2017, bringing together various actors from academia, business and other institutions
- BizMOOC workshop at openHPI Forum 2017 for the Forum participants
- Introduction of the MOOC at several other conferences such as: Booth at the Global Learning Council Summit Berlin 2017, NY MOOC Symposium, social media promotion (LinkedIn, Twitter, Facebook, XING), Didacta, FH JOANNEUM elearning Day September 2017, university faculty meetings,...)

To reflect on the different channels, we have to state that the mixture was key. The global, large mail-outs by the platform clearly triggered the enrolment numbers, but also the personal network dissemination of the partners showed a clear effect as the majority of users have not been enrolled on the platform before. A key activity was the introduction of the course to key decision-makers in organisations which acted as multipliers and further recommended the course to their peers. In addition, the Social Media Strategy including the course trailers have been very beneficial. One key learning here: If you use video promotion, directly upload it to the Social Media channels (not just link it from another platform), embed it in the post and provide a transcription. By this, the video will automatically start in the timelines of people without sound, but with the subtitles. If the course trailer is good then and you convince your Social Media network to share your post/announcement, your outreach and impact is incomparably larger and the enrolment numbers clearly climbed with those announcements.

## Learning Outcomes and Measurement

The learning outcomes defined before the course for learners were

- gaining a deeper understanding the concept of intrapreneurship,
- familiarize with numerous examples of entrepreneurial organizations and intrapreneurship projects,
- developing the ability to assess identified opportunities at work and convert challenges into opportunities,
- identify stakeholders, target groups and sponsors of intrapreneurial projects,
- enhancing understanding and ability to form coalitions around new business ideas
- gaining inspiration, skills and tools to implement intrapreneurial ideas and/or framework in the workplace
- developing and delivering a pitch to various audiences, including the board of directors.

To measure the achievement in such a massive online format, we included different mechanisms starting from multiple choice exams and e-tivities to peer- and self-reviews and contrasted them with the mixed-multi-evaluation approach outlined later on. On top, the participating universities let students take the MOOC as part of their formal study programmes and 60 students submitted learning diaries to reflect on their personal learning outcomes.

The understanding of the concept and theoretical inputs have been evaluated with four weekly exams (15 points each) and a final exam on multiple-choice basis (90 points). The familiarization with examples was measured by the examples provided and discussed in e-tivity 2. Opportunity identification was assessed by the number and quality of ideas provided and peer-reviewed in e-tivities 3, 4 and 7.

The identification of stakeholders and importance to form coalitions was measured by e-tivity 5. The pitch provided a mandatory peer- and self-evaluation approach, which was mandatory in order to get the certificate. All e-tivities have been analyzed and summarized by the developers.

70 % active users, above-average completion rates and the learner feedback of the practical applicability of learnings and difficulty of the course (see chapter 5) indicate an overall achievement of learning outcomes, although on very differing levels when looking at the individual level – from simple selective participation up to full course completion reaching all points and certificates including the on-site exam. As measurement of individual learning outcomes in MOOCs is a sophisticated topic of its own, we stayed with this more general approach – this could become additional research beyond the scope and capacity of this project in the near future.

## Enrolments

- Total number of enrollments (incl. self-paced version): 3073 at 8th October 2018
- Number of enrollments (moderated version): 2857
- Initial number of enrolments (number of people registered for the MOOC before the starting date): 2486
- Number of late-shows: 371
- Number of enrollments (self-paced version - still counting): 230
- Countries: 98 (Germany 914, Austria 252, Poland 238, US 171, India (146), UK (48), Switzerland (43), France, Italy, Australia, Spain (between 20 and 30), etc.
- Languages (language setting of user's platform): 2.136 English, 750 German, 15 French, 4 Chinese
- Number of active participants (learners which enrolled, entered the course after start and have been active in at least one week): 1.980 (71%) (plus 97 in the self-paced version at 30th May 2018)
- Number of active participants doing the weekly exams: W1: 640; W2: 431; W3: 387; W4: 397; Final Exam: 426
- Forum posts per user: 0,5 (the top10 users had between 58 and 16 posts and started 11 to 3 threads)

## Certificates

In this course the participants were able to obtain the following types of certificates:

- Certificate of participation: Work through of at least 50% of the materials, quizzes, resources and discussions of the first 4 weeks. 509 received (25,7%)
- Certificate of completion with a fast track record of achievement: Fulfill the requirements for the certificate of participation and pass a multiple choice test at the end of week 4. 382 received (19,29%)
- Certificate of completion with a full track record of achievement: Fulfill the requirements of the fast track plus actively participate in a group to produce the business idea pitch in week 5 and complete the peer review process in week 6. 90 received (out of 150 learners which registered for the full track; 60%)
- Premium certificate of completion with a full track record of achievement: An upgrade to the certificate of completion with a full track record of achievement was provided in case participants passed an additional on-site exam in Graz, Potsdam or Cracow. 3 (Graz), 1 (Potsdam), 3 (Cracow)
- Number of ECTS/ECVET certificates provided as part of formal curriculum: 107 (University of Applied Sciences Graz), 30 (Cracow University of Economics)

All numbers in enrolment and certificates were far above the targeted numbers for this MOOC. Enrolments was targeted at 1.666 (3.087 reached and counting), active users was 1.333 (1.980 in moderated version and counting), and certificates was 166 (509 participation/382 completion fast track/90 completion full track).



841 (29%) of the learners were already registered users on mooc.house, but 2064 (71%) new users enrolled to the course and the platform, which could be an indicator that the promotion campaign successful attracted external and (maybe MOOC-inexperienced) business learners.

The completion rates (25,7% participation; 19,29% completion; 60% full track only) is far above average MOOC completion rates (which are 5-10%). The number of learners doing exam was only slightly going down after week 1 and climbing up again towarded the end of the MOOC, which is a good indicator that people who intended to finish the MOOC did not drop out. The On-site exam was only used by very few people (7 in total).

## Evaluation

### Description of evaluation and quality assurance process

After the design and content was finished, the MOOC was evaluated by several parties and rich feedback was gathered. The review process consisted of two phases (before and after course), on different dimensions and with internal and external elements as described below.

#### Review design

1. **Internal review:** each design was reviewed by the two other MOOC production teams of the BizMOOC project based on materials produced by the MOOC team (design document and the planning sheet excel) and a review form developed by leaders of WP4 and WP5 (a closed checklist and open comments). This review was done on the following quality dimensions
  - i. fulfilling MOOC criteria
  - ii. content & activities
  - iii. applied IPR and licences
  - iv. language and accessibility
  - v. technical platform and support.

The template and evaluation feedback & response can be found in the attachment.
2. **External review by two external evaluators** on the same level as the other MOOC teams. The template and evaluation feedback & response can be found in the attachment.
3. **Pre- and post course feedback from by 21 experts**
  - before course start, 21 selected experts received a one page summary on the design of the MOOC and (if requested) access to the MOOC platform to review the course content. They then answered a survey with six open questions (see Annex for the template and the analysis).

Question asked were for example: Is this MOOC of interest for your employees / students? What elements are most attractive and what (new) elements should be adjusted (incorporated).

- after the course, 21 selected experts received took part in focus groups, were similar questions have been asked and thus providing us feedback, if the course could fulfill the expert's expectations. The anonymized evaluation of the focus groups can be found in the Annex.
4. **Pre- and post-course survey by MOOC participants/learners** (absolute min. target was 30) to evaluate background, motives and feedback before and after taking the MOOC. Two survey have been designed (with joint elements for all MOOCs and specific additional questions to each MOOC – see Annex, including the presentation of outcomes) and implemented in the course. The pre-course survey contained 16 questions, the post-course survey 19 questions (see Annex).

## Review before launch of MOOC

The review was based on a summary of the MOOC, detail description of the MOOC on the Mooc.house platform, teaser video and introduction video. The other MOOC teams and the experts had access to the course with a special access right to be able to view the content of the course.

The review was carried out as planned:

- **1. & 2. Internal review** by two other MOOC production teams (in total 6 institutions of the BizMOOC project not involved in this MOOC) and **external review** by two evaluators based on the Pilot MOOC fully produced and ready for implementation along the agreed quality dimensions.
- **3. Pre-Course Feedback from 21 experts** (HRD/HRM/contact persons and eLearning representatives) (expectations have been verified after MOOC completion through focus group interviews).
- **4. Pre-survey by MOOC participants (970 answered the survey)** (enrolled persons/students/employees): Implementation focused on the identified expectations (expectations have been verified after MOOC completion through post-course learner's survey).

## External evaluators and other MOOC teams

The results of the reviews from two other MOOC teams and two experts were collected and combined by the quality assurance officer before the course started, and incorporated into the final version of the MOOC (> Steps 1 & 2 of the evaluation process; see Annex for template, evaluation and feedback).

The following points were raised in reference to the website of the course and its media promotion materials:

- Marketing materials were assessed as appropriate using diverse elements to inform various target group and providing plenty of information about the MOOC.

- The website could provide a hyperlink to the PDF file, because the PDF file allows a better printable version of the full course description and additional information.
- The teaser video has been very professionally produced and incorporates the BizMOOC branding in an innovative way. It should have subtitles and maybe it is a bit too long.
- The video works well when it's embedded with all the other information about the course. If on its own, it would be good to include a link to the MOOC in the video itself.

The PDF course description was added. Subtitles were added on Youtube and Facebook videos. A second, shorter version of the trailer was produced and used in Social Media promotion (comes faster to the point, keeps up the attention).

The reviewers assessed that the course meets MOOC criteria and the design criteria were mostly fully met. They expressed the several comments in regard to the design, which helped to fine-tune several elements of the course and introduce the following changes:

- Adding a CC badge to the course detail page and state clearly that this is valid for all the content that is not marked otherwise explicitly.
- Analyzing video descriptions again and ensuring a minimum level of consistency (what is the video about, who are the speaker, purpose of video and additional links if helpful)
- Asking a native speaker to check the content.
- Adding a description of the tool before asking people to click on the link
- Adding the Story Of IBM's "Next Gen Intrapreneur" Samantha Klein in Week 1 to include a female example.

(complete report as annex 1)

### Pre-Course Feedback from 21 experts

21 experts filled in a six question survey with open questions (Step 3 of the evaluation process; see Annex for the template and the analysis). A subset of the experts was selected out of those that were already interviewed in 2016 in the BizMOOC State of the Art analysis related to the opportunities and challenges of MOOCs in Europe. The experts were contacted per personal email and/or via phone. All experts were from Europe. The majority were experts from the business sector (17), most of them working either in HR/training/elearning areas or innovation-related areas. 4 Experts derive from universities.

The results can be summarized around six topics discussed:

*Contents of the MOOC identified as the most relevant for peers/target group were:*

- Good examples and benefits of intrapreneurship

- Stakeholder involvement, getting support and coalition building
- Develop and present an idea/a convincing value proposition
- Intrapreneurial tools
- Changing culture, agile organizations
- Increasing employee's intrinsic motivation
- Converting problems & challenges into opportunities

*Benefits for peers/target group (short term and long term) were the following:*

- Digestible knowledge on intrapreneurship
- Staying up to date with an efficient and modern system of (self-directed) learning
- Get inspiration and apply start-up thinking outside of daily work routine
- Receive structured framework with innovation tools
- Developing new skills and raising qualifications
- Motivation/encouragement to implement new ideas
- Finding new Business models and adding value to the company (x3)

Among *potential barriers for peers/target group for not enrolling or completing* the course the experts predominantly pointed to lack of time. Other barriers were seldom mentioned and included: no permission from boss, language problems and lack of motivation.

Eight experts *offered trainings enhancing entrepreneurial skills* or behavior to their employees so far (38%), thirteen not (62%), although one of the negative replies stated "I did not, except this one".

15 persons *recommended a MOOC* to their peers before already, seven not. 15 Experts stated that *certificates add to the motivation* of learners (one expert mentioned this is typically 30% of the learners), especially if connected with better job opportunities and recognition. For the rest of the experts, it is only a small driver which is worthless if there is no interest in the topic and motivation. One expert especially mentioned that in the German context, MOOC certificates are not HR relevant yet, but might become.

The team has used this survey feedback to increase the probability of course completion:

- strengthening the elements that provide short term benefits to the learners, such as offering a huge selection of intrapreneurial tools in an Intrapreneurship Toolbox
- different forms of certification have been introduced
- ask the learner's in our pre- and post-course survey if the certificate was a driver to get more insight in this topic. We evaluate the completion rate and analyse/compare the number of certificates per option.
- Introducing flexible pathways including a fast-track for people with limited time resources to overcome time problems. (complete report as annex 2)

## MOOC Participants

674 participants of the MOOC provided us feedback in the pre-course survey (23 % of all active users). We wanted to find out more about the socio-demographic background of our target group, their motivation for taking this MOOC, and their previous knowledge in the Intrapreneurship topic. 61% of the participants said that they have already participated in a free online course before, for 38% it was the first time. For us it was valuable to see that we could reach a high number of people who have not experienced this format before (more than 1/3). When we take a closer look at the highest level of study our target group has completed so far, we notice that the major part (43%) have a Master's degree, followed by those with a Bachelor's degree (23%). The largest age group in our MOOC were learners between 30 and 39 years (30%), closely followed by those between 20 and 29 years (29%). Most of our learners said that they were not or only a little familiar with intrapreneurship: For 43% the topic was new, 42 % said they have read about it, but not experienced it in their organization, yet. As the course was meant to be an introductory course for beginners, we are satisfied with this finding as it shows we have reached the people we have looked for. To reflect if the intended target group was reached, we observe that the primary target group "business learners" has been reached. 63% are full time employees, 10% part-time, 4% unemployed, 28% students and the rest are Homemakers, retired or have another status which was not mentioned. More than 42% have more than 10 years of experience in business and only 20% no business experience. The largest employment sector was IT (36%), followed by Engineering (14%) and Marketing (13%). Position-wise, the largest group were mid-level Managers (18%), followed by low-level Managers (15%), and analysts (15%).

(full evaluation can be found in the annex)

## Post-Evaluation of the MOOC

The evaluation was based on the very MOOC itself.

The evaluation was carried out as planned:

- **Post-Course Feedback from 21 experts** (HRD/HRM/contact persons and eLearning representatives): expectations verified after MOOC completion through focus group interviews.
- **Post-survey by MOOC participants (307 completed the survey)** (enrolled persons/students/employees): have the identified expectations been met after MOOC completion
- **Evaluation on feedback provided in forum (additional):** Next to the planned elements (steps 1 & 2), we evaluated additional interesting aspects of the course, such as participant activity in the forum, especially in the e-tivities (voluntary assignments) and some learner quotes.

### Post-Course Feedback from 21 experts

The selection of experts was a combination of experts already asked before the course (approx. 50%) and other selected participants of the MOOC identified as experts with HR, Innovation, Management, Entrepreneurship background, two small business owners, two lower level managers and two students (graduate working) took part as well. The evaluation took place between 24.04.2018 and 28.05.2018 in the form of 5 focus groups between 2 and 5 participants and one additional interview. Please note, although it is a qualitative analysis applying theoretical sampling (and not statistical sampling), we counted the number of certain categories mentioned to underline the relevance of some statements (and thereby we are not intending to suggest any form of representability).

Results of post-course expert focus group session (summary – full report as annex):

1.Which topics of the MOOC did you find most relevant?	<ul style="list-style-type: none"> <li>• intrapreneurial toolbox (x9)</li> <li>• about intrapreneurship and its potential for people and organizations (x4)</li> <li>• best practices &amp; examples (x4)</li> <li>• building cooperation and coalitions (x5)</li> <li>• discussions among participants (x2)</li> <li>• making and delivering the pitch (x2)</li> <li>• strengthen mindset ("everyone can be an intrapreneur") (x3)</li> <li>• culture &amp; leadership in large companies</li> <li>• communication channels and strategies</li> <li>• organizational transformation of today's companies</li> </ul>
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2. Beneficial for peers/target group?	<ul style="list-style-type: none"> <li>• yes (x21)</li> <li>• to update company's business model (x3)</li> <li>• a valuable practical approach; practices can be adopted by organization (x3)</li> <li>• exchange of ideas between business people from different regions (x2)</li> <li>• gaining a new management perspective, staying up to date with business trends (x3)</li> <li>• a new motivating perspective for employees</li> <li>• Keeping an eye out for new ideas as a manager</li> <li>• Can be more beneficial if people from one company work together (x3)</li> </ul>
3. Main barriers	<ul style="list-style-type: none"> <li>• Time (mentioned by all experts)</li> <li>• high level of unawareness about MOOCs</li> <li>• new topic; people not familiar with it</li> <li>• individual learning preferences</li> <li>• low discipline, motivation, bad time management</li> <li>• company culture acceptance</li> <li>• company framework conditions</li> <li>• daily work more important</li> <li>• hard to estimate required time before enrolling</li> <li>• concentration problem in open-plan offices</li> </ul>
4. MOOC competitive to similar offerings	<ul style="list-style-type: none"> <li>• yes (x21)</li> <li>• very new, very fresh</li> <li>• a good balanced didactical approach</li> <li>• better than company training (x4)</li> <li>• rather supplemental than competitive</li> <li>• for younger people after vocational schools, to deepen/enhance knowledge</li> <li>• big advantage over classical e-learning à discussions</li> </ul>
5. Possibilities to offer this MOOC (and other MOOCs) at a large scale	<ul style="list-style-type: none"> <li>• yes (x12)</li> <li>• but it needs to be pitched to talent development managers</li> <li>• adaptation/tailoring to company needs required (x2)</li> <li>• if aligned with company competence framework and traings program (x3)</li> <li>• interaction essential for the learning progress (x2)</li> <li>• not realistic (x1)</li> <li>• for companies in transformation</li> <li>• on voluntary basis, then right people involved</li> <li>• Should be offered on a large scale, but not only to businesses, but to the common people</li> </ul>



	<ul style="list-style-type: none"> <li>• exchange for collection/sharing of ideas</li> <li>• previous MOOC experience might be required by HR</li> <li>• strategic management involvement/support required</li> <li>• to a specific, pre-selected target group à no broad dissemination</li> <li>• value added if people from one company can work together in this MOOC</li> </ul>
6. Main issues to facilitate the wide-scale uptake of this MOOC	<ul style="list-style-type: none"> <li>• raise awareness about MOOCs among HR and employees (x7)</li> <li>• change company culture (x2)</li> <li>• provide time to employees for MOOCs</li> <li>• huge potential with the on-going digital transformation</li> <li>• A self-paced version</li> <li>• improve framework conditions for implementation of MOOCs</li> <li>• face2face in addition to virtual teams</li> <li>• open vs. closed MOOCs for company use à ideally: company-oriented MOOC + open + additional physical presence</li> <li>• Company people are very busy, so it needs to be sold well</li> <li>• Convincing people that they need to stay up to date with business trends</li> <li>• Large companies do not tend to experiment; they must be somehow convinced</li> </ul>
Additional discussions	<ul style="list-style-type: none"> <li>• Potential of MOOCs for SMEs without HR departments &amp; little resources(x2)</li> <li>• Hybrid model: employee contingent for combining MOOCs &amp; other specific company training</li> <li>• HR managers have no time to compare MOOCs or create their own</li> <li>• Very hierarchical companies fear loss of control/power</li> <li>• MOOC structure good to follow, great media-mix</li> <li>• Previous knowledge influences required time</li> <li>• Some groups were “dead”, no dynamic, frustration although being moderated</li> <li>• Known from other cMOOCs: 1% super-engaged, 9% rarely discussing, 90% “lurker”</li> </ul>

Suggested potential improvements:

- personal message tool (or profile link to LinkedIn account)
- hybrid model: combine virtual teams & face2face
- more reminders
- better overview about deadlines/progress/open assignments etc.
- further improve exam questions
- strengthen role of moderators / mentors
- create teams at the beginning of the MOOC
- possibility to choose teams according to preferences/sympathies/similar thinking developed over first weeks (e.g. through discussions)

- make toolbox available offline
- 6 videos in week 2 and all of them long – too much
- Shorten overview to the week videos to the absolute necessary content
- Strengthen discussion part, make it more user friendly

Contrasting the pre- and post feedback by 21 experts, it can be stated the expectations were met. The Toolbox and all the practical examples have been expected before the course and they were acknowledged as most beneficial for the target group. The same with barriers: Time was and is the main barrier in both parts of the evaluation. In general, the post-course feedback was much more extensive and comprehensive than the pre-course feedback, due to the reason it was much clearer for the experts to give hands-on feedback after taking the course. Those additional findings are incorporated in the Lessons learnt chapter.

### MOOC participants

307 learners participated in the post-course survey (11%). The feedback we received was highly positive. Most of the participants said that they could use the learned competencies at work (59% rated 8 or more out of 10 with 10= “This will help me extraordinarily”), and that especially the toolbox was extremely useful for their work. The expectations for the course were fulfilled (239 out of 306 stated 4 or 5 (5=completely fulfilled)). The major part of the participants (47%) rated the quality of the course with 4 out of 5, 27% even said the quality was excellent (5 out of 5). Furthermore, we asked the learners to rate the difficulty of the course. The major part (57%) gave it a 3 out of 5 which means to us that the difficulty was just right - not “very easy” neither “very difficult”. More than 3/4 of all participants indicated that they were motivated by the certificate they could achieve. 93% would recommend this course to others. 90% would participate in another BizMOOC course.

(full evaluation can be found in the annex)

### Evaluation on feedback provided in forum (additional)

#### Level of active participation of learners in the discussion boards

As of 12th May 2018, the learners actively contributed 1.513 post entries to 151 topics in the discussion forum which is a significantly higher rate per participant than in comparable courses offered on the mooc.house platform. In addition, there were 726 posts to 143 topics in the CollabSpace, the closed operating environment for the 150 people which registered for the full track. So, in total, there were 2.239 individual contributions to 294 topics by the learners.

We assume this is partially due to the successful ice-breaking activities (e-tivities 1 and 2) where learners have been asked to share/comment the results of a short self-test (whether they are more of an entre- or intrapreneur) and share/discuss their own intrapreneurship examples. Next, to the e-tivities, learners created and discussed own topics (e.g. on company culture).

### Reflection on and summaries of e-tivities

The MOOC provided seven specifically designed e-tivities (following the concept of Gilly Salmon) to stimulate an exchange between participants and use the huge potential of the large audience with different experiences, background (professional and cultural) and perspectives. The number of posts mentioned in the previous section and the feedback by learners acknowledge great importance of the e-tivities.

#### **E-tivity 1: Self-test Intrapreneur or Entrepreneur?**

This E-tivity took place in the first week of the MOOC and stimulate the learners to become visible and help them to learn more about themselves and other participants. The task was about finding out whether they are more of an entrepreneur or intrapreneur with the help of a provided self-test.

(<https://www.virgin.com/entrepreneur/quiz-are-you-intrapreneur-or-entrepreneur>)

Subsequently, learners had to share the results in the discussion forum and also describe themselves to the others including why we are participating this MOOC and if we agreed to the result of the self-test.

Furthermore, the task was about interacting with the others through commenting other results and discussing them. 348 Participants shared their results with 67% identified as intrapreneurs. (Entrepreneurs 114 / Intrapreneurs 234)

#### **E-tivity 2: Intrapreneurship example**

In this e-tivity, the learners were asked to find an example of intrapreneurship and share a link to a text, photo, audio or video file. They should explain why this example is somehow special to them – it might be an extremely successful business, or one that almost failed, or one you did not know it was an intrapreneurship outcome, or actually anything extraordinary. The interaction aspect was to look at the examples provided by others and identify examples which surprised them and to share their thoughts by putting a comment. This resulted in the maybe most comprehensive collection of intrapreneurship examples available with 255 entries and 507 views.

#### **E-tivity 3: Create your shortlist of intrapreneurship ideas**

820 ideas by 594 learners were channeled through 3 dimensions (customer, corporation, intrapreneur) with 21 subdimensions to identify the ideas with the largest potential.

#### **E-tivity 4: Discuss your shortlisted intrapreneurship ideas**

Participants have been asked to submit own intrapreneurial ideas, which could be evaluated and rated by the other learners. 48 ideas have been submitted. 438 learners viewed the discussion, 307 learners contributed.

### **E-tivity 5: Building Coalitions around ideas in the past**

E-tivity 5 aimed at reflecting the lessons learned from pushing ideas through the company in the past by discussing how organizational settings could encourage or discourage new ideas and by sharing own experiences of building coalitions in the past. Examples show that employees often build coalitions, at least if they really do, by gathering like-minded people who work with the same pace or sometimes even a better pace to keep one on track and motivated. Not many participants had the experience of working with others in terms of building coalitions, but those who did enjoy the power of the team.

To facilitate intrapreneurship, the following is (according to the discussion): communication, transparency, accessibility, processes. Barriers: lack of communication, stealing ideas, not existing acceptance of failure or the fear of being rejected. There were interesting ways suggested to award employees: naming the final product after the employee who had the idea of creating it or giving them free exotic holidays

246 learners followed the discussion (views), 107 learners contributed.

### **E-tivity 6: Register for the pitch**

This was the registration for the teamwork task, for the pitch, which started after finalization of the fast track. Learners were invited to select one of the ten most popular ideas submitted in e-tivity 4 (Outdoor Hotel Rooms, 7 Seconds Innovation Community, Homepreneurship, Blockchain certificates, BLISS Spa and Salon, REST-aurant, Digital assistant for physicians, Value Consult - Compensation for Success, Insulin Buddy and Vegan wine). Teams were created based on the criteria such as time-zone, time-budget and of course the topic they want to work on. Registration included a commitment to provide time and in addition to working on the pitch, also to peer-review other pitches, their own team and one self.

150 participants registered for the pitch and the full track of the course.

### **E-tivity 7: Applying the Business Model Canvas**

The last e-tivity was about applying the Business Model Canvas by Osterwalder et al. on the learners' own ideas with the help of a virtual version provided by Canvanizer.com. 37 Canvases have been elaborated and presented, 202 learners viewed them, 91 provided feedback and reviews and 43 up- or downvotes.

On balance, it can be observed that the e-tivities significantly contribute to the activity level of participants. Contrasting the activity level of the individual e-tivities, the level of activity decreased with the complexity of the tasks. On the other hand, discussion depth and length of posts increased with the complexity of the task. The easy and entertaining ice-breaking activities 1 and 2 had the largest number of contribution by different learners. This is also in line with the numbers of active users per week. Nonwithstanding, we have been surprised by the large number of ideas which have been presented by the learners, especially as we expected more concerns regarding ownership of ideas, company secrets etc. The company secrets issues have been avoided by instructing the participants from the beginning to use artificial names and also introduce a fictitious intrapreneur.

## Reflection from a moderator's point of view and a learner's point of view

The job of a moderator or convener according to Gilly Salmon (2013) is to support a group of learners in their development as individuals and as group. In a MOOC nobody can precisely meet this demand as the model was developed for groups of about 15 persons. Nevertheless, if there is a person who cares about the learners in a MOOC and support their learning in some way it motivates the learners and maybe lower dropout rates as it was the case in this MOOC.

In her reflection the moderator/convener in the *Intrapreneurship MOOC* describes her actions, how she dealt with the technical environment and what she has learned.

In her reflection a learner in the *Intrapreneurship MOOC* describes her approach, what was astonishing and how she developed her expertise as MOOC learner further.

(see annex 6)

## Lessons learnt

1. **Time restrictions** of the target audience are a major barrier, especially when targeting a business audience. Connected to this, **timing of the whole course** is key (we had Easter holidays in the middle of the team work assignment, which was appreciated by some learners, but a no-go for others) and **when to published new content** impacts participation. We published new content already on the weekend, although the new module officially started each Monday. This was appreciated by the learners.
2. **Deadlines & instructions:** Especially when offering different course track and options, it gets easily confusing with deadlines and instructions for different course tracks. This is also true in terms of which activities need to be done for which course track (if you offer different tracks and options).
3. **Flexibility with deadlines:** Some learners prefer strict deadlines and complain that it is unfair to grant extension to late-comers, other learners complain that deadlines are too strict.
4. **Ice-breaking activities in the beginning are key** for active participation and learner engagement.
5. **Online learning in teams/teamwork is still a challenge:** in our MOOC, we experimented with different forms of moderation (from dedicated moderation to automatic moderation similar to a chatbot), without significant differences in terms of active engagement.
6. **Introduction videos and weekly summaries to each module are appreciated**, but only if they stick to the point, provide new elements (no repetition) and don't include too long welcome and farewell procedures.
7. **Multiple choice questions** are sometimes the only way of measurement in MOOCs with many participants. They basically work and learners are used to it, but they are tricky to design, especially in soft topics.
8. Our **MOOC Farewell session** was appreciated, but maybe took place a bit late after the full track was finished (and many learners already completed the MOOC) and it was announced on a short notice. It is a good opportunity for an informal reflection with the learners as well.
9. **Outtakes from the production ("best of production") videos** were appreciated by the learners and are fun for the development team as well.
10. **Additional On-Site Exam options** were only taken by a few learners. It did not mean a lot of work to offer this, but the response rate was very low, at least in our MOOC. Maybe this option becomes more relevant when complementing MOOCs with offline training and institutionalizing the use of a MOOC within a company.
11. **Design tools and well-approved didactical approaches** (in our case Learning Design by the Open University UK and the e-moderation concept by Gilly Salmon) facilitated our production process well.
12. **Diversity of activities appreciated:** MOOC learners appreciated that the course was diversified in terms of types of activities: reading, watching (even the video materials were diverse; one person

short explanation, interviews with people, managers' experiences etc.), self-tests, taking part in discussions. This diversification helps to understand the topic deeper so it introduces deep learning processes and a self-reinforcing learning loop.

### 13. MOOC as a company training tool:

- The MOOC was **very positively perceived** by the participating companies ("very competitive, very fresh").
- **Hybrid model/complementing/supplemental offer:** The potential to use MOOCs as complementing offer was confirmed by our pilot run. Experts suggested to combine virtual teams & face2face.
- A potential is seen especially for **SMEs** without HR departments & little resources
- **Bottom-up beats top-down.** We had more than 15 companies which recommended the MOOCs to their employees, but the majority of learners came by themselves, or at least did not register with a company email address. This indicates that companies are opening up to MOOCs, but many employees prefer to stay private and self-determined when it comes to learning. Next, hierarchical companies could fear loss of control/power.
- **Mandatory participation:** connected to the previous point, if you „force“ someone to complete the MOOC (e.g. employees as part of their mandatory company training obligation or students as part of their study programme), be aware that it adds a different taste to the course experience.
- **Solving the unsolved.** The "bottom-up participation" opens up further opportunities and trends. Most of the administrative key barriers for companies identified in literature and also the BizMOOC needs and gaps study (legal limitation, confidentiality issues, technical issues) could be resolved by being moved away from the company itself. Further, wrong perception/expectations were not an issue, as the MOOCs were not an official company HR offer and the learners could choose by themselves whether to participate/complete the course or not.
- **Choice of topic and relevance for target group:** The needs analysis by asking learners in the BizMOOC survey at the beginning of the project about their preferences and by doing research about other existing entrepreneurship MOOCs clearly paid off. In addition, it was very beneficial to gather expert's and learners' feedback before starting the course, which allowed us to fine-tune some activities.

### 14. Promotion:

- An engaging course trailer is important (not too long).
- To go with well-established channels of the MOOC platform in combination with activating our networks worked really good to reach our target group.
- For a broader uptake of MOOC by companies, it needs to be pitched to talent development managers. It needs a strategy to convince the key people in HR departments which are older and NOT digital natives. In addition, large companies do not tend to experiment. The MOOC



needs to be adaptable to a company learning program/catalogue and aligned/adapted with company competence framework.

15. **Completion rates are just one indicator for the success of a course.** Even though we reached a high completion rate with our MOOC (in comparison to other MOOCs), we think that the quality of a MOOC can be better measured by other indicators such as the learners' activeness, the quality of their contributions, their feedback, expert feedback and review, level of participation over the weeks, etc.
16. **The learners' and experts' pre-course expectations have been met.** Both groups highlighted the importance of learning new things in combination with many practical advices. This was catered by the course, and especially the Intrapreneurship Toolbox was highly appreciated by both groups.
17. **The real strength and benefit of a MOOC is the cloud,** the aggregation of a massive number of learners and experts with different cultural backgrounds. Learner's contribution was overwhelming. We had learners sharing own examples, reviewing other, reviewing our content (finding mistakes and correcting them) and one learner even voluntarily provided transcripts to the the videos on the platform for all learners (!). We ended up with an unbeatable collection of knowledge around a specific topic, peer-reviewed by learners and experts from all around the world.

## Recommendations

### 1. Time restrictions and flexibility:

- Try to **offer more flexibility** to your learners. E.g., design flexible course paths with different options (e.g. define minimum participation requirements and offer a "fast track" which comes with a minimum certificate).
- Try to **strike a balance between being strict vs. flexible** with deadlines for a business audience. We would recommend to stick with one deadline for all learners, but provide more time for larger assignments (such as a final exam) in combination with constant reminders.
- If you offer e.g. a course fast track and another option on top, **be clear with learners** which are going for the full track, that they need to do the fast track first to qualify for the full track. Maybe declare the full track assignments as bonus assignments to motivate the learners to go the extra mile.
- Consider **when to start your MOOC** (timing of the whole MOOC) and **when to publish new content** in accordance to your target group. E.g., many MOOCs publish content every Monday, but if you have business learners which are taking the MOOC in their free time, they will most likely not become active before weekend. Therefore, we suggest to offer new content/access to the new module already on the weekend before, even if the new

week officially starts on Monday. We would not recommend to open the whole course from the beginning in a moderated (not a self-paced) MOOC – it may overwhelm learners and it is harder to aggregate them around certain topics each weeks to stimulate discussions (synchronicity).

- Scan your MOOC and **mark “must-have” content and “nice-to-have” content** to help your fast-track learners with limited time to “survive” your course.
- Consider maximum **time lengths of the videos** in the course. If one video takes too long, split it into two or more “digestable” parts. It makes a huge difference for your learners. Shorten videos to the **absolute necessary content**.
- Finally, **consider previous knowledge** of your learners, as this influences the required time for the MOOC as well. Provide **estimated workloads** for the modules and activities.

## 2. Deadlines and Instructions:

- Be **concise and easy-to-follow** with instructions and descriptions, especially when it comes to deadlines and group work requirements.
- Combine them with **constant reminders** on a **regular** (e.g. weekly) basis.  
If you start with regular reminders, **stick to your communication policy** until the end of the MOOC. Your learners will get used to it, rely on it and appreciated this.

## 3. Carefully design your ice-breaking activities (e-tivities) following an approved approach (e.g. like the one by Gilly Salmon):

- This is **especially important in the first week** of the MOOC.
- Carefully consider what could **fit to your target group**: They should be **easy to do and follow** (low entry barriers, maybe integrate some “fun” element if it fits to your target group), incorporate an **interactive element** and **stimulate a discussion** with this. Once your learners became visible, it is much more likely that they stay active in your MOOC.

## 4. Online teamwork and active contribution by all learners: We have no clear recommendation here, but received inputs from learners and experts which could be considered:

- **Carefully design group selection process and criteria**: maybe let the participants choose/suggest co-learners for their group which they already know from discussions according to preferences/sympathies/similar thinking developed over first weeks (e.g. through discussions). Consider the following **counter-argument**: this takes a lot of time and self-responsibility, only very few, highly-engaged learners will do this.
- Complement online groups with **Social Media interactions**, e.g. by providing a personal message tool (or profile link to LinkedIn account)

- Complement online groups with **offline meeting options**: for this, geographical proximity must be a criteria for building the teams.
- Create the teams **already at the beginning** of the MOOC. **Counter-argument**: If you build the groups at a later stage in your MOOC, a lot of inactive learners have already dropped out and the ones which stayed so far are more likely to stay active in the group work as well (self-selection).
- **Strengthen the discussion part**, make it as user-friendly as possible (with moderation, overviews, etc.)
- **Strengthen the role of moderators / mentors**

#### 5. Provide introduction videos and weekly summaries to each week, but

- **stick to the point**
- Be **as short as possible** with videos (in general)
- **no long welcome and farewell** procedures in the videos
- **no repetition** what is already written/communicated
- Shorten the overview to the week videos to the **absolute necessary content**: focus on the outcomes of the discussion, what was new/the learnings/conclusion, do not summarize the task descriptions and bore your learners, focus on the new content and aspects
- For videos added while the MOOC is running, the learners do not expect high quality of the video recording (but good quality of content).

#### 6. Strike a good balance between different forms of activities and resources. MOOC learners appreciate different types of activities (such as reading, watching diverse video materials, doing self-tests, taking part in discussions etc.). This diversification helps to understand the topic deeper so it introduces deep learning processes and a self-reinforcing learning loop.

#### 7. Multiple Choice Questions: If you use them,

- Run **several pre-tests** with people not familiar and people familiar with the topic and incorporate their feedback
- **Avoid vague wording**, potentially correct (incorrect) answers, unless you do not want to have lively learners' discussions
- **Provide self-training options** with similar questions
- **Avoid double negation question/answer options**

8. **MOOC Farewell session:** we observed in other courses that it is a pity that there is no “official” closing event, no “options to say goodbye”, especially when offering MOOCs over a period of six weeks or more with active user participation. When offering such an event, we recommend
  - to consider well the **form of the closing event** (different ways of participation for learners, e.g. in an online hang-out, YouTube livestream, in a chat forum etc.)
  - to communicate the **date and purpose from the beginning** of the MOOC
  - to prepare **own inputs** (e.g. share outtakes of the video recording, some background stories (what happened behind the scenes), etc.) and **leave room for your learners** to feedback
  - maybe offer a Social Media follow-up exchange place, e.g. a LinkedIn Group or other networks.
  
9. **Mandatory, optional and voluntary participation:** We would not recommend to do any mandatory participation (e.g. employees as part of their mandatory company training obligation or students as part of their study programme). If you would like to have your students/employees in the MOOC, **offer optional participation**. E.g. a student/employee could take the MOOC instead of another mandatory option (course at university, training by company).
  
10. **Educational design tools and well-approved didactical approaches definitely help you**
  - Familiarize yourself with different tools
  - Adapt them if necessary
  - Use them from the beginning
  
11. **Platform choice and promotion:**
  - **Go with established channels.** We collected the experience that it is much easier to design the course, provide the quality requested (professionalism a must – business learners are even more critical than students) and reach a critical mass of learners when going with an established platform. This does not necessarily need to be one of the major (and expensive) platforms as our pilot run showed.
  - If promoting to companies, prepare a **strategy** to convince the key people in HR departments, aligned/adapted your **competence framework**, sell **no experiment** and allow be **adoption by company learning programs/catalogues**.
  - Produce an **engaging course trailer** (not too long).
  
12. **Do your homework regarding choice of topic and your target group:** by carrying out market analysis in different domains, such as:
  - Existing MOOCs to your envisaged MOOC topic. You could start with the MOOC aggregator Class Central, but be aware that not all MOOCs are listed there.
  - Existing other training / (e-)learning offers to your topic.

- Speak to your target group, the potential learners: What do they think? What would they need? How would they like to learn that topic?
- Speak to decision-makers and multipliers: What do they think? What would they need? (e.g. look at the competence framework of companies)
- If it is simply not possible to the extent you would like to have this, apply market/customer analysis tools, such as the Empathy Map.

## Good Practice

1. **Flexible course options (fast track and full track):** It was basically working and appreciated by the learners. Learners got motivated after completing the fast track to go for the full course experience. The label "fast track" was appreciated, the label "full track" might be more encouraging under the label "bonus track".
2. **Overviews to deadlines** (visualization of course timelines, see Fig. 2), **certification options** (Fig. 1), **instructions** and a dashboard to **monitor the own progress** (Fig. 3).

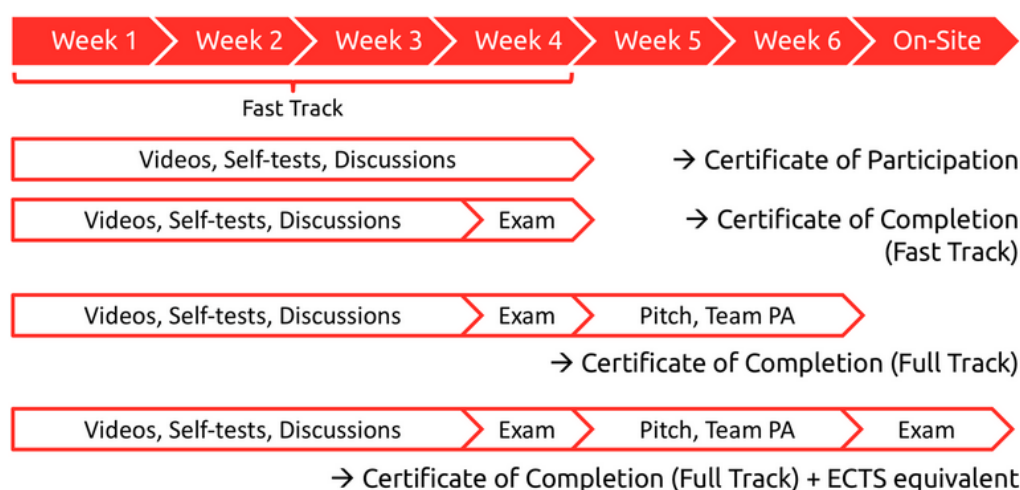


Figure 1: Overview to course tracks and certification options



Figure 2: Overview to current position in the MOOC

	Self-tests	Assignments	Bonus	Visited
Introduction	—	—	—	100% 3 of 3 visited
Week 1	4/46 7.0/15.0 Points 4 of 5 taken	0% 0.0/15.0 Points 1 of 1 taken	—	100% 14 of 14 visited
Week 2	12% 3.0/24.0 Points 2 of 3 taken	0% 0.0/15.0 Points 1 of 1 taken	—	93% 15 of 16 visited
Idea Collection	—	—	—	100% 1 of 1 visited
Week 3	14% 1.7/12.0 Points 1 of 4 taken	74% 11.2/15.0 Points 1 of 1 taken	—	92% 12 of 13 visited
Week 4	85% 6.0/7.0 Points 2 of 3 taken	100% 15.0/15.0 Points 1 of 1 taken	—	91% 11 of 12 visited
End of the Fast Track	—	97% 88.0/90.0 Points 1 of 1 taken	—	100% 3 of 3 visited
The Pitch	—	—	0% 0.0/36.0 Points 0 of 1 taken	75% 9 of 12 visited
Intrapreneurial Toolbox	—	—	—	92% 24 of 26 visited
I like, I wish	—	—	—	100% 1 of 1 visited
Outtakes	—	—	—	50% 1 of 2 visited
Total	30% 17.7/58.0 Points 9 of 15 taken	76% 114.2/150.0 Points 5 of 5 taken	0% 0.0/36.0 Points 0 of 1 taken	91% 94 of 103 visited

Figure 3: Overview to individual progress made in the MOOC

**3. E-tivities as good practice examples for ice-breaking activities:** Following the e-tivity model of Gilly Salmon (2013), both e-tivities have a clear encouraging title, a purpose (objective), a brief and straight-forward summary of the task, a spark (direct link with the topic of the week, interesting title etc.), an individual contribution (share), a dialogue encouragement (interact) and e-moderator interventions throughout the discussion (e.g. stimulate certain discussion by asking counter- or follow-up questions, providing short wrap-ups of discussion points etc.).

a) **E-tivity 1: Self-test Intrapreneur or Entrepreneur?** This E-tivity took place in the first week of the MOOC and stimulated the learners to become visible and help them to learn more about themselves and other participants. The task was about finding out whether they are more of an entrepreneur or intrapreneur with the help of an external self-test. Subsequently, learners had to share the results in the discussion forum and also describe themselves to the others including why we are participating this MOOC and if we agreed to the result of the self-test.



**Objective:** Find out more about yourself and the other learners

**Task:**

1. Take the following self-test to find out whether you are more of an entrepreneur or intrapreneur: <https://www.virgin.com/entrepreneur/quiz-are-you-intrapreneur-or-entrepreneur>
2. Share your result in the [discussion forum](#) and introduce yourself to the other learners. Why are you taking this MOOC? Do you agree to the result of the self-test?
3. **Interact:** Reply to interesting introductions of other learners, discuss your results of the self-test

*Figure 4: E-tivity 1 of the Intrapreneurship MOOC: Entrepreneur or Intrapreneur?*

As the test was based on only six general short yes/no questions, it was less about learning more about oneself, but more about making the learners curious, discuss the test and its result and thereby stimulating a discussion among the learners.

- b) **E-tivity 2: Intrapreneurship example:** In this e-tivity, the learners were asked to find an example of intrapreneurship and share a link to a text, photo, audio or video file. They should explain why this example is somehow special to them – it might be an extremely successful business, or one that almost failed, or one you did not know it was an intrapreneurship outcome, or actually anything extraordinary. The interaction aspect was to look at the examples provided by others and identify examples which surprised them and to share their thoughts by putting a comment. This resulted in the maybe most comprehensive collection of intrapreneurship examples available with 255 entries and 507 views.

To finalize the first week, we would like to invite you to jointly find out more how different intrapreneurs and employees have realized their ideas. So let's take the following journey:

**Objective:** Inspire yourself from intrapreneurship examples

**Task:** Try to find an example of intrapreneurship and share a link to a text, photo, audio or video file [in this thread in the discussion forum](#). Explain why this example is somehow special to you – it might be an extremely successful business, or one that almost failed, or one you did not know it was an intrapreneurship outcome, or actually anything extraordinary.

**Interaction:** Look at the examples provided by others and try to find an example which surprises you or you just like. Share your thoughts by putting a comment. Maybe you had no idea this product was an intrapreneurial effort, maybe you have a special experience with this brand, maybe the way this product/service was invented inspired you in one or the other way?

**Completion check:** Did you participate in 1.7. E-tivity: Inspire yourself from intrapreneurship examples?

*Figure 5: e-tivity 2 of the Intrapreneurship MOOC: Inspire Yourself From Intrapreneurship Examples*

4. **Self-training options:** To provide the learners an opportunity to prepare themselves, deepen the learning, prepare them for the way of assessments etc., the course developers offered multiple options (see Figure 6) after theoretic course inputs (videos, readings) to self-assess the learning outcomes of each activity.

### 1.3 Intrapreneurship - Let's Set the Stage

Edit item

#### Question 1

0.67 / 1.0

The average life-span of companies in the Fortune500 list...

- ☐ ...is increasing.
- ☐ ...tells us that many well-known large companies are falling behind, are replaced, or even disappearing.
- ☒ ...is decreasing.
- ☒ ...is currently between 40-50 years.

Correct Answer

Correct!

Correct!

#### Question 2

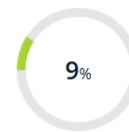
0.0 / 2.0

"Creative destruction" coined by Joseph Schumpeter...

- ☐ ...explains that too much innovation potentially threatens economic development
- ☒ ...refers to a process of harmful creativity, which can destroy the success of a company.
- ☐ ...is an old concept which became irrelevant in today's start-up economy.
- ☐ ...refers to a process of destructing existing market order by new products or solutions.

Your Answer

Correct Answer



Total: 0.67 of 7.0 points achieved

Add additional points: 0.0

This quiz can be repeated indefinitely!

Your submissions: 4



Choose submission:

Monday, Feb 05, 14:14:02

Figure 6: Self-training option for the weekly and final exam in a MOOC

5. **MOOC Farewell party as example for a MOOC closing event:** At the end of the MOOC, all learners have been invited to an official online closing event. It was announced as "Farewell party" without too much details as outlined in Figure 7.

#### MOOC farewell party

We will celebrate a digital MOOC farewell party and hope that many of you will join us. We have created a collab space called "MOOC farewell party" and will start a Hangout session on **Friday, 4th of May, 12 noon (UTC) / 2 pm (CEST)**. During this hangout session, we'd like to share with you some interesting facts and findings of this MOOC, special situations we went through during the course, and, of course, we are keen to hear your feedback and to answer your questions. But we don't want to spoil too much.

Last but not least, we invite all of you to give us feedback on the course in the "I like, I wish" section. Your feedback is very important for us and will be considered when designing the next course. Thank you!

Best regards,  
the BizMOOC Team

Figure 7: Invitation to the MOOC Farewell party

A separate course collaboration room was opened with the option to join a Google Hang-Out or to just watch a livestream of the event on YouTube. Learners either participated or contributed by providing comments, feedback or questions in the forum. The developers kept the agenda informal – some content (stories from behind the scenes, video outtakes etc.) was prepared, but there was also room for the learners to contribute.

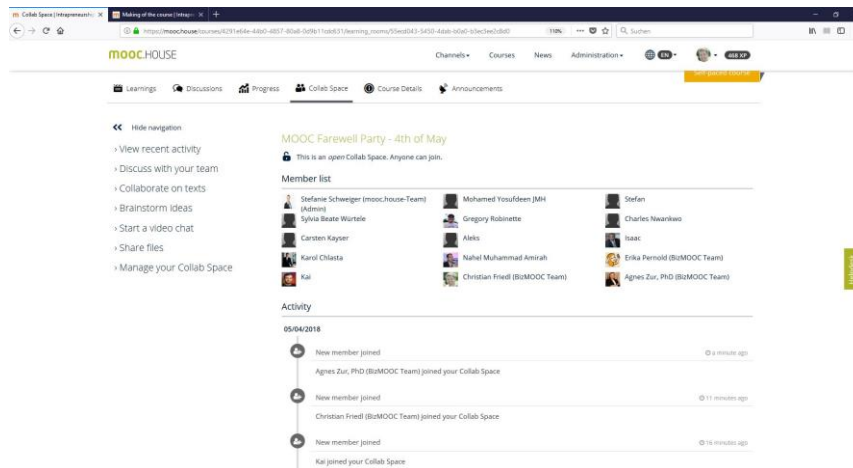


Figure 8: Screenshot of the Collab Space to the MOOC Farewell Party

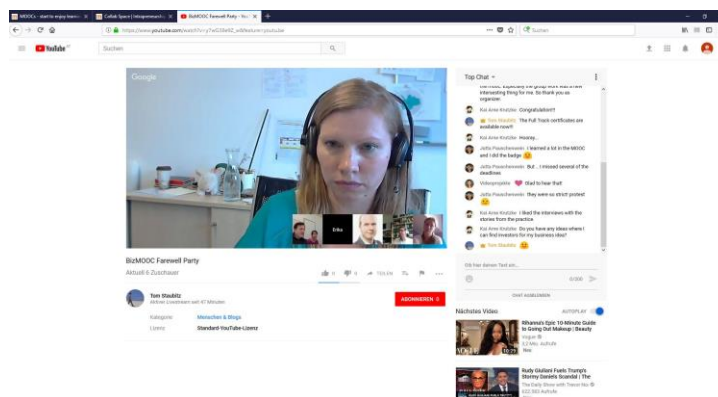


Figure 9: Screenshot of the YouTube-stream of the MOOC Farewell Party

6. **Learners become co-creators:** seven course e-tivities and e-modertation (applying the concept by Gilly Salmon) strived to turn passive participants into active learners. Very soon, learners started their own discussion threads in the forum (e.g. “How can I encourage my colleagues to be more “innovative”?” with 8 replies and 46 views, or “Intrapreneurship needs change of company culture?” with 19 replies and 62 learners visiting). The highlight was one learner reacting to a forum posts supported by several learners that it would be nice to have transcripts to the video for learners with lower English speaking skills. She just started to provide transcriptions by herself and uploaded them below the videos for the use by all the learners (see Figure 10). The course developers sometimes did not even have the time to read new questions in the course forum, before the community helped themselves. Sometimes, the course developers also waited with replies on purpose to stimulate the “cloud”, sometimes the developers answered right away or also raised questions to stimulate further interaction. In total, the community created approximately 2.200 entries to almost 300 topics in the Discussion Boards and Collaboration Space.

## Transcript: 3.5 Challenges and Risks of Intrapreneurship

Transcript: 3.5 Challenges and Risks of Intrapreneurship... Week 3 3.5 Challenges and Risks of Intrapreneursh...

☆ Follow

^  
2

Agnes:

Hi, in this short video I intend to highlight some of the obvious and maybe not so obvious challenges and risks that intrapreneurs can encounter along the way.

It's part of human nature to be afraid of things that are new, unknown and that bring change with them. So - there's been many books written about it - and you have to be ready for the fact that people do not welcome novelty and change with open arms. If you don't take care of the various audiences in your company on time and keep them well informed about your idea and project you're bound to experience premature and uninformed judgments, and they can be very negative.

When you come up to someone with a new idea and say "I know how to do this better", this might imply that the way we do things so far is not good enough. So please be prepared to experience even human embarrassment in this regard.

Next thing: people tend to play safe. They're usually cautious so don't be surprised if people don't want to join you right at the very beginning, and don't be surprised if they do want to join you when your project is basically a bound success. So the attitude "me, too, but I'm going to wait and see" is a very popular attitude.

Your project might bring disruption and potential chaos to the way we do things, and people like order, so this is another resentment that you might experience.

And remember in today's corporations people work a lot, so when you're gathering your team of supporters and your potential coalition's people who you hope will work with you on this project because they hold the right knowledge, expertise and skill sets, don't be surprised when they will reject this, because simply they are overworked.

And then last but not least "Game of Interest" always take place wherever we are in any group and your ideas might pose a real threat to managers who will do everything to maintain their current position of power.

Figure 10: Learner becomes co-creator and produces transcripts to videos.



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

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## Conclusion

It can be concluded, that the Pilot MOOC run was a huge success on all levels and resulted in valuable lessons learnt, recommendations and good practice.

First, the choice of topic was beneficial (switching from entrepreneurship to the not-yet-offered niche topic of intrapreneurship) and the interest by the intended target was even higher than expected. Almost 3,000 people from 98 countries subscribed to the MOOC and the topic/content was appreciated in the pre-course evaluation by experts and learners.

The design process within a partnership of four diverse partners from university and industry was beneficial. Didactical tools have been applied and successfully translated into the e-learning business audience concept. Challenges such as diverse target group needs flexible course tracks, limited time and language have been identified before implementation and tackled with measures such as flexible course tracks, video descriptions/subtitles and encouraging e-tivities. Extensive and effective promotion was carried out, which is reflected in the high number of enrolments, especially when considering that a niche topic was touched and no major MOOC platform such as Coursera or Futurelearn used.

The whole implementation of the course was extensively evaluated by a mixed-methods approach. The learners of the course and 21 experts took part in a pre- and post-course evaluation with qualitative and quantitative aspects (surveys with open and closed questions, interviews and focus groups). The 21 interviewees were company experts with HR or innovation background, some with significant online training experience and/or being learners of the MOOC.

In addition, the course design was peer-reviewed by six other European MOOC developers (P3-University of Alicante, P7-IT Valley Kosice, P2-Open University UK, P8-DIDA Network Italy, P10-European Students Union and P4-Burgas Free University) and two external evaluators, one stemming from academia and one from business. The whole evaluation methodology was designed and carried out by the European Association of Distance Teaching Universities (P11-EADTU) under the supervision of one of the European key MOOC experts, Darco Jansen.

681 learners completed the pre-course survey and 308 learners the post-course survey. The evaluation is highly positive. Most of the participants stated that they could use the learned competencies at work (59% rated 8 or more out of 10 with 10 = "This will help me extraordinarily"), and that especially the toolbox was extremely useful for their work. The expectations for the course were fulfilled (239 out of 306 stated 4 or 5 with 5 = "completely fulfilled"). The majority (74%) rated the quality of the course minimum 4 out of 5 points, with 27% rating the quality as excellent (5 out of 5). Furthermore, the difficulty of the course was rated as envisaged – not "easy" neither "difficult". 93% would recommend this course to others and 90% would participate in another course offered by the developers.

The completion rate is far above MOOC average completion rates. To date, 3.087 people enrolled for the course and 70% became active users. 26% achieved the certificate for participation, 20% the fast track certificate and out of the 150 users which enrolled for the full track, 60% achieved the respective certificate. The discussion groups were extremely active, overflowing with comments, questions, suggestions and stories, resulting in 17 streams, almost 300 topics and over 2.200 entries. The exchange about own ideas was a key activity for participants, as they not only shared their ideas and efforts, but provided each other with feedback and advice. The learners were able to connect quickly, as they shared a common mindset, alertness for opportunities and similar experiences. The chosen mix between xMOOC and cMOOC and the additional e-moderation worked well. With this huge success in turning so many learners into co-creators, the real potential of MOOCs was unleashed – to create a massive aggregation of experience around a specific topic for the benefit of the whole learning community.

Contrasting the intended learning outcomes with our mixed measurement approach (combination of exams, activity and quality of forum discussions and in e-tivities, plus personal learner diaries), it can be stated that the outcomes could be reached, although on differing levels between active users (depending which course track they completed).

The experts' and evaluators' feedback is highly positive as well. All experts rated the course as beneficial to their target groups and that it is competitive with company training offerings (or even better). Most of them see the potential to offer the MOOC at even larger scale, especially when complemented it with on-site trainings.

Based on this extensive evaluation and analysis, 17 lessons learnt, 12 recommendations and 6 good practices have been identified and presented in the report, circling around topics such as MOOC barriers (esp. time restrictions), improving flexibility, active participation and teamwork, as well as promoting the uptake of MOOCs in general.

Finally, the course developers would like to hand over the floor to the learners:

*For myself it was amazing to learn about intrapreneurship. I really wasn't aware of this topic. It was super interesting to combine so many methods with this topic and read about the experiences from the other participants.*

*I talked about the MOOC a lot because I learned so much. And I always took my scribbled notes with me and tried to use some methods in my work.*

*I loved it! And I loved my badges and percentages of what I've already achieved. I loved the people who made it till the full track. They were present in all communication and collaboration channels and it was fun to „talk“ to them.*

## Outlook

There are several plans to further develop the initiative.

Beside the huge interest, positive feedback and encouragement by experts, learners actively asked for a second (moderated) run of the course. The developers are therefore discussing a potential follow-up in 2019. In the meanwhile, the self-paced version of the course stays available and already approx. 100 additional self-paced learners took advantage of this opportunity. The developers also designed a project application to offer a MOOC on the broader concept of corporate entrepreneurship.

Next, it could be of interest to follow the suggestion by the experts to offer specific, tailored and complementing on-site trainings, where employees (and students) are brought together to further grow their intrapreneurship ideas. It would be a innovative way of opening up mutually beneficial opportunities for creative and ambitious students to engage with experienced and dedicated employees.

One of the greatest benefits of the MOOC was the comprehensive and unbeatable collection of intrapreneurship examples and aggregated experiences co-created by all the learners – from this, not only the learners, but also the developers can profit and use these inputs to upgrade their own teaching and learning. Participating external companies and universities already got in contact with the developers to use selected parts of the course for their own educational offerings or to discuss potential follow-up projects.

Finally, the developers plan further analysis of the evaluation and share the results and findings in different publications and conferences. The full evaluation report of the course will be made available with an open license on the platform mooc-book.eu and the course developers have been invited to present their findings to an EU-high level expert group on online training for SMEs in Berlin in December 2018.

**Acknowledgment:** This research is conducted as part of the European Union-funded project BizMOOC – Knowledge Alliance to enable a European-wide exploitation of the potential of MOOCs for the world of business (Ref. 562286-EPP-1-2015-1-AT-EPPKA2-KA). We would like to thank all partners in BizMOOC for their contributions. However, sole responsibility for this article lies with the authors, and the Commission and BizMOOC partners are not responsible for any use that may be made of the information contained therein.



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## Annexes

### Annex 1: Evaluation Form and Report to the Design of the MOOC

#### Evaluation form for Design of MOOC#3

- To be completed by team MOOC#1, team MOOC#2 and the two external evaluators
- One Form per MOOC team completed to be sent to [Darco Jansen](#) by **16 January 2018 (strict, otherwise no time for changes)**

#### 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 on the platform if you do not have one already. After registering, please send your email to [Thomas.staubitz@hpi.de](mailto:Thomas.staubitz@hpi.de) who grants to access to all course parts before official start for the review. This access is restricted to those who have those special rights. Please use another browser than Internet Explorer or Edge!
- Marketing
  - o Description on paper (1-2 A4): <http://bizmooc.eu/wp-content/uploads/2017/11/BizMOOC-MOOC3-Intrapreneurship-infosheet.pdf>
  - o Description on BizMOOC website: <http://bizmooc.eu/intrapreneurship-make-your-business-great-again/>
  - o [Teaser video](#) (long version)
  - o [Teaser video](#) (short version)

#### 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open	All people can enrol without limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	At least the course content is always accessible once enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Course can be accessed anywhere (location, browser, device, etc.) as long as they have an internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No qualifications / diplomas needed to participate in the online course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Full course experience without any costs for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	All aspects of course are <u>delivered</u> online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course – study unit	The total study time of a MOOC is minimal 1 ECTS (typically between 1 and 4 ECTS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full course	The course offers a full course experience including				
	educational content may include Video – Audio - Text – Games (incl. simulation) – Social Media – Animation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	study guide / syllabus includes instructions as to how you may learn from the presented materials and interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:

## Check on quality of the design of MOOC

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
<b>Target group</b>	For each target group the needs, challenges, prerequisites and prior knowledge are described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Workload</b>	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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC is realistic in its pacing for the participant, accommodating to the individuals personal rhythm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall goal</b>	The overall objective of the course is described in a few sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning objectives / outcomes</b>	The course presents a limited number of learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A clear statement of learning outcomes for both knowledge and skills is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning outcomes align with LLL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The prior knowledge of each learning objective is described and related to characteristics of target groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning activities</b>	Activities aid participants to construct their own learning and to communicate it to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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, Google +)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC contain differing levels of difficulty, with different learning pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The course contains sufficient interactivity (learner-to-content, learner-to-learner or learner-to-teacher) to encourage active engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content / assets</b>	A range of assets are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	An Asset Log is used to track the licensing, source and creator of any educational / proprietary resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Visual Identity to BizMOOC in videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MOOC BOOK	Activities are included which redirects the learners to the MOOC BOOK and where they have to comment and feedback some content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The introduction videos are subtitled / transcribed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EC	Course (and resources like video) contains the standard EC disclaimer for EC-funded projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Eramus+ logo is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Accessibility

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
<a href="#">Web-accessibility</a>	Compliant to <a href="#">W3C accessibility</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Compliant to <a href="#">WCAG 2.0 according to EC</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible Information	Implemented the <a href="#">Guidelines for Accessible Information</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The introduction videos are subtitled / transcribed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible learning	Participants are able to download, store, and use resources without an internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement the Guidelines from <a href="#">Universal Design for Learning</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:

## Version 23-1-2018: Feedback of MOOC production team as of 5<sup>th</sup> February.

- Based on feedback by two teams and two external evaluators based on standard review template.
- Please try to improve the MOOC#3 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 on the platform if you do not have one already. After registering, please send your email to [Thomas.staubitz@hpi.de](mailto:Thomas.staubitz@hpi.de) who grants to access to all course parts before official start for the review. This access is restricted to those who have those special rights. Please use another browser than Internet Explorer or Edge!
- Marketing
  - o Description on paper (1-2 A4): <http://bizmooc.eu/wp-content/uploads/2017/11/BizMOOC-MOOC3-Intrapreneurship-infosheet.pdf>
  - o Description on BizMOOC website: <http://bizmooc.eu/intrapreneurship-make-your-business-great-again/>
  - o [Teaser video](#) (long version)
  - o [Teaser video](#) (short version)

## Review marketing material

- Marketing materials seem quite appropriate.
- They use all elements to inform various target group
- The website should provide a hyperlink to the PDF file, because the PDF file allows a better printable version of the full course description and additional information.
- Overall the marketing material gives plenty of information about the MOOC.
- The teaser video has been very professionally produced and incorporates BizMOOC branding in an innovative way. I couldn't access the paper description so unfortunately wasn't able to comment on this.
- On a separate note the introductory video is good but it would help to have written description/instruction included on the same page as the Introduction video (currently you have to go to the tab 'course details' to see this – I didn't see this until later on!)
- The video works well when it's embedded with all the other information about the course. If on its own, it would be good to include a link to the MOOC in the video itself.
- The information in the BizMOOC site is clear, however the graph explaining the different completion certificates should be bigger, as it is very hard to read now. For people interested in the subject it should be tempting to enrol, especially with the different possible paths.
- The promotion videos should definitely have subtitles!

## Your reaction as MOOC team related to marketing material

- ❖ We don't agree with the following statement/suggestion .... because.....
  - Teaser video is already integrated in the course description page(?)  
<https://mooc.house/courses/bizmooc2018>
- ❖ We (partially) agree with statement/suggestion ..... and improved that before launch of the MOOC
  - PDF course description added
  - Certificate picture is already pretty big and additionally it can be scaled bigger than our screens without producing artefacts. It definitely should be solved now as the instructions are available for download as well now.
  - Subtitles in promo video are available on Youtube and Facebook. Only the video on the course page itself does not have subtitles yet > we are solving this issue currently/before start.
- ❖ 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)
- ❖ We (partially) agree with statement/suggestion ..... but cannot improve this because....
  - Link to MOOC in the video: According to Youtube new policy, this is not possible anymore without opening a professional business profile, which goes too far for just having the promo video there. However, we will check the option on the Facebook video channel.

## Check if online course meets the MOOC criteria

One score is seen as inadequate by one reviewer

- *At least the course content is always accessible once enrolled* as it is unclear if content is available afterwards

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

- *Course can be accessed anywhere (location, browser, device, etc.) as long as they have an internet connection*
- *offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers*

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

## Comments / suggestions for improvements



The course is accessible for 6 weeks. It is unclear if the content is accessible after this time.

See below for comment on heavy reliance on videos over other asset types.

Is the MOOC not being accessible via IE a barrier to participation as could be the need for high bandwidth (see accessibility section)?

In my honest opinion, the title is an instant put-off -you should stay clear of anything that reminds people of D. Trump.

### Your reaction as MOOC team related to MOOC criteria in general

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

Clearly stated in our faqs, that all course contents will stay available when the course has ended.

*"course content is always accessible once enrolled as it is unclear if content is available afterwards"*

> it will stay available, see here in the course FAQs:" What happens to the mooc.house course material after the course is over?" After the end of a course, the course contents remain available on the network. It's only the record of achievement that can no longer be earned.

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

*"In my honest opinion, the title is an instant put-off -you should stay clear of anything that reminds people of D. Trump."*

Thanks also for the feedback to the title. Please note that the title is related to the ironic "America first, but Netherlands (Austria, Iran, whatever) second" campaigns making fun of Trump and shall in no way be positively related to him. We thought that besides the connotation, it also describes the topic of the course quite nice in a nutshell – we also received a lot of positive feedback so far to it. At this stage it is unfortunately too late to change the whole title (as it is in several announcements/videos etc.), but we understand the necessity to be careful with such sensitive issues. What we changed for now: We added a smiley to the title and we will also renamed the intro article and assignment to week 1.

We will prepare a pre-formulated statement if this issues arises in one of the course forum discussions. We even discussed in using this as part of our ice-breaking exercise to get learners engaged – but it could be tricky..

- ❖ 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)

*"Is the MOOC not being accessible via IE a barrier to participation as could be the need for high bandwidth (see accessibility section)?"*

Precisely, we support Internet Explorer 11, which is the only IE release that is still actively maintained by Microsoft. Users with IE 10 or older are strongly recommended to upgrade their browser (and probably their operating system).

- ❖ We (partially) agree with statement/suggestion ..... but cannot improve this because....

*“Course can be accessed anywhere (location, browser, device, etc.) as long as they have an internet connection offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers”*

> Without more detailed information what the reviewers think, it is hard to do something about this. Also, many interactive elements are not visible yet so that users cannot access them before the course starts

*“See below for comment on heavy reliance on videos over other asset type. ”*

> For our platform, the course actually has a rather low rate of videos and a lot of text.

To my experience, close to nobody reads text on the web. We have successfully run quite a couple of courses throughout the recent 5 years. Most of them relied way more on video than this one and the participants like them. Also, given that the course mainly targets managers, it is not to be expected that they suffer from bandwidth problems.

## Check on quality of the design of MOOC

The following scores are seen as inadequate (not achieved) by one reviewer

- *Various activities are proposed with different formats.*
- *An Asset Log is used to track the licensing, source and creator of any educational / proprietary resources*
- *A range of examples is used in the text and any assets (e.g. videos). These should be diverse and not reinforce stereotypes.*
- *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*

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

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

Two reviewers conclude that the following criteria are only partly achieved

- Some live-events (Hangout, Tweetchat) are scheduled
- In each weekly session, the pedagogical team makes a synthesis of artefacts from the previous week's session

In addition one reviewer conclude that the following criteria are only partly achieved

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

- *The MOOC is realistic in its pacing for the participant, accommodating to the individuals personal rhythm*
- *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*
- *Activities aid participants to construct their own learning and to communicate it to others.*
- *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.*
- *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*
- *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

The descriptions of prior knowledge necessary for the different learning path missing.

The course could have more interaction via social media etc.

The major issue is the lack of transcript or short summary for the week 1 and 2, partially 3 videos. As speakers use a German-accent English sometimes is difficult to understand or to follow. Both students skipped the videos and said they couldn't understand well what was said. As this is an issues for the week 1 it might result in a big drop-out. For example Toolbox videos - Tool 5 P1. are much better designed, produced and integrated.

A "description" to a target group is specified in the introduction video and the marketing materials. There are no "pathways" for each knowledge level of the target group but each week allows the learner to get on the same level concerning the MOOC topic by answering the quizzes.

The video files are downloadable, which makes the course easier to access offline. The settings of the video player allow to change the quality for low bandwidth internet connections which is perfect for mobile device users. Even the text-only content is downloadable as PDF.

The MOOC includes a lot of interactivities, but some are not accessible at the time of this evaluation. A lot of the interactivities allow cooperation between the participants.

The course has few external videos or reused materials. Some of them have no licensing information.

Some activities are in a "quiz" format when they are a different kind of assignment (eg. 1.5. E-tivity 1 is a do an external self-test and share your results), as they may have two possible correct answers, if you check only one you have a 50% score for the activity.

There is no visual indication of which activities are already accomplished in the course/week overview. Is it maybe because the test status of the course?

Besides, although there is a progress page, it seems to be disabled. Same as above?

There are many bibliographical references in some individual contents (e.g. 1.3.1 article with 19 references). As an academic article, it is fine, but for training purposes could be too many.

Although the toolkit assets have a CC BY license on them and the music is attributed as being openly licensed, it is not clear that the rest of the course material is openly licensed (the bottom of the page has a Copyright notice on it, for example). In addition, the format of the toolkit assets need to be in multiple formats – PDF are not great for reuse/remix.

There is a heavy dependency on videos in the course – other asset use is limited and in particular the more in-depth readings would benefit from images and diagrams to break the text up (3.3 does this well and also the link between toolkit materials and the course content is clear). It might also help the learner to have the references and sources on a separate page to explore – if you don't want to look at these in section 1.6.1 (for example) you need to scroll down the page before moving to the next section.

Some videos have very little - no description underneath them (e.g. 4.2) whilst others have quite a lot (e.g. 3.5). It would be helpful to the learner to have a consistent length of text for these, if possible.

When reviewing week 1 it wasn't clear to me what the relation between the E-tivity and the weekly assignment was when moving from one to the other. Add more linking text to this type of section?

4.6 RE: E-tivity 7, perhaps provide hints on what to include

4.8 This probably applies to all example videos but it would be useful to hyperlink company names.

MOOC3 relies too heavily on videos, sometimes too long. You could offset this by providing transcriptions.

You need a native speaker to go through the content; some language errors, see for instance "We are more than existed to start our joint learning experience on the 26th of February 2018!", "This week will absorb you for 3-5 hours".

All your examples of enter/intrapeneurs are men - have you considered gender equality?

Are you forcing people to complete the pre-survey? I don't think I agree with this.

No feedback on quizzes: why am I wrong/right?

Good idea to include slides in videos.

E-tivity 1: relying on an external link means that you don't have control over them deciding to pull the content off. I'd change this if possible.

Why a self 'completion check'? What happens if I don't tell the truth, any consequences?

How do I go back to the course from E-tivity 1? Not clear. Got stuck. Had to go back to Week 1 and navigate through all pages again. Navigation is awkward in general, I can only go one step back or forward at the time. It would be good to incorporate all sections to the side menu. Sometimes the Next button doesn't work - I don't know whether this is the end of the week or whether it doesn't work because I haven't completed something.

Weekly assignment 1: This type of assessment does not assess anything - I can have the course open in another tab and simply look for the answer as I go along.

E-tivity 4: what happens if nobody wants to share their ideas? This is a very competitive world!

Are the forums moderated? I don't know.

3.8 E-tivity 6: How does the fact that you award points to individuals encourage group participation? It doesn't make sense.

Intrapreneurial ToolBox - Please add a description of the tool before asking people to click on the link.

## Your reaction as MOOC team related to design of MOOC

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

- "The course could have more interaction via social media ec.t" >Why should we ask the users to leave the course and use social media where there data is exploited by American Megacorps such as Facebook, Twitter, Microsoft or Google?
- "The major issue is the lack of transcript or short summary for the week 1 and 2, partially 3 videos. As speakers use a German-accent English sometimes is difficult to understand or to follow. Both students skipped the videos and said they couldn't understand well what was said. As this is an issues for the week 1 it might result in a big drop-out. For example Toolbox videos - Tool 5 P1. are much better designed, produced and integrated. "
 

It's a European project. Not everyone is a native English speaker. All of the accents that we've heard are absolutely understandable (HPI have heard way worse and the participants did not drop out either)
- "Are you forcing people to complete the pre-survey? I don't think I agree with this." No, it is not mandatory. There must be a misunderstanding.
- "How do I go back to the course from E-tivity 1? Not clear. Got stuck. Had to go back to Week 1 and navigate through all pages again. Navigation is awkward in general, I can only go one step back or forward at the time. It would be good to incorporate all sections to the side menu. Sometimes the Next button doesn't work - I don't know whether this is the end of the week or whether it doesn't work because I haven't completed something."
 

There is a navigation at the top of the course content that allows you to go wherever you want within the section with one click.

There is no concept such as blocking users from the next item because they haven't completed something.

- “Weekly assignment 1: This type of assessment does not assess anything - I can have the course open in another tab and simply look for the answer as I go along”  
We are not forcing the participants to learn stuff like that by heart, but to understand the topic. No problem to look up material, this is the very idea of asking the question that the participants have to review/read/understand the material again.

- 3.8 E-tivity 6: How does the fact that you award points to individuals encourage group participation? It doesn't make sense.
  - Don't know what that statement supposed to mean(?)

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

- “Clear references to any re-used / open licenced resources & Open license information for course and each course element is provided”

We added a CC badge to the course detail page and state clearly that this is valid for all the content that is not marked otherwise explicitly.

- “Some activities are in a “quiz” format when they are a different kind of assignment ( eg. 1.5. E-tivity 1 is a do an external self-test and share your results ), as they may have two possible correct answers, if you check only one you have a 50% score for the activity.”  
Thanks, that was a misconfiguration. Fixed it.

- “There is no visual indication of which activities are already accomplished in the course/week overview. Is it maybe because the test status of the course?”  
There is a separate page for this

- “Besides, although there is a progress page, it seems to be disabled. Same as above?”: yes
- “There are many bibliographical references in some individual contents (e.g. 1.3.1 article with 19 references). As an academic article, it is fine, but for training purposes could be too many.” > slightly reduced that

- “There is a heavy dependency on videos in the course – other asset use is limited and in particular the more in-depth readings would benefit from images and diagrams to break the text up (3.3 does this well and also the link between toolkit materials and the course content is clear). It might also help the learner to have the references and sources on a separate page to explore – if you don't want to look at these in section 1.6.1 (for example) you need to scroll down the page before moving to the next section”.

- Integrated visuals in Article of week 1. Week 2 and 3 already have visuals.
- Separate link page will be analysed.
- Navigation: No, you don't. You might also use the navigation items.

- Some videos have very little - no description underneath them (e.g. 4.2) whilst others have quite a lot (e.g. 3.5). It would be helpful to the learner to have a consistent length of text for these, if possible.
  - We do not see the helpfulness to have same length (as topics, complexity etc. of videos differ), but we will go through all video description again and ensure a

minimum level of consistency (what is the video about, who are the speaker, purpose of video and additional links if helpful)

- “When reviewing week 1 it wasn’t clear to me what the relation between the E-tivity and the weekly assignment was when moving from one to the other. Add more linking text to this type of section? ”
  - There is no relation, but we will add a sentence to explain that.
- “4.6 RE: E-tivity 7, perhaps provide hints on what to include”
  - We guess that is what you should have learned so far? We replaced the text item with a quiz item to make it more consistent with the other E-tivities and started a thread in the forum to collect the answers
- “You need a native speaker to go through the content; some language errors, see for instance “We are more than existed to start our joint learning experience on the 26th of February 2018!”, “This week will absorb you for 3-5 hours”.”
  - Done, a native speaker checked the content now.
- “No feedback on quizzes: why am I wrong/right?”
  - There is direct feedback on self-tests and feedback on graded assignments once the deadline has passed. Explanations to the answers are provided where necessary. We will run through the quiz questions again with a beta tester to identify where additional explanation could be helpful.
- “Intrapreneurial ToolBox - Please add a description of the tool before asking people to click on the link.” ok, done
- “The video files are downloadable, which makes the course easier to access offline. The settings of the video player allow to change the quality for low bandwidth internet connections which is perfect for mobile device users. Even the text-only content is downloadable as PDF.”  
Additionally, there is also a native app for Android and iOS
- ❖ 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)
  - “All your examples of enter/intrapreneurs are men - have you considered gender equality?”  
Yes, we have a balanced mix of male and female speakers and use gender-neutral language in the course. We have searched really long for good example to share in the course and could not find a good female example which is backed-up with a good, english-language story to share so far. We have added the Story Of IBM's "Next Gen Intrapreneur" Samantha Klein in Week 1. We will continue to search.
  - An Asset Log is used to track the licensing, source and creator of any educational / proprietary resources  
 Yes, we probably should do that. As the only possibly proprietary content that we use is in the tool box, we could use the toolbox overview for that.  
 Everything else is selfproduced and CC anyway. On second thought, many items of the toolbox just link somewhere else. No need to provide credits there. This leaves the embedded youtube videos. However, whom do we credit here? The person who uploaded

the video to youtube? The person who recorded the video? The person who invented the concept?

- ❖ We (partially) agree with statement/suggestion ..... but cannot improve this because...
  - MOOC3 relies too heavily on videos, sometimes too long. You could offset this by providing transcriptions.  
Yes, but that is a budgetary question, as about 1000 Euros would be needed. We could also generate automated transcripts for the videos. These will not always be helpful without manual QA. Maybe we find a student who can fix the glitches- then we can do that as well.

#### Answers to questions:

"Why a self 'completion check'? What happens if I don't tell the truth, any consequences?"

No. There is no point in not telling the truth. The points are not counted towards anything, so the only one you're lying to is yourself. For some people, however, it works to trick them into writing something in the forum.

"E-tivity 4: what happens if nobody wants to share their ideas? This is a very competitive world!

Are the forums moderated? I don't know."

Yes, the forums are moderated and if nooen shares an idea, we will post an example to start the process.

#### *Additional comments to recommendations:*

*"Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification. " > not seen as fully met by 1 reviewer*

We do not see that. We have a pretty good mix of triggered discussions (sort of a formative assessment), quizzes (summative) and for those who take it to the max even a project based team assignment, which is graded both formative and summative. - Admittedly, most of the formative assessments are not accessible on the platform yet.

*"Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism." > not seen as fully met by 1 reviewer*

*We do not think so. The level of certification is as low as the measures to counter impersonation and plagiarism. Those who strive for a higher level of certification have to take in-person exams either in Graz or in Cracow.*

*If that isn't sufficient, every existing university course would fail the test.*

*"Participants can earn a badge/badges for completion of learning activities" > not seen as fully met by 1 reviewer*



*There's a big badge after four weeks of the course and an even bigger one at the end of the course for those who go through all the weeks. Furthermore, badges are earned by participating and contributing high quality content in the forum. Badges are also provided if a learner completes a self-test with 100 % for the first time. One opinion: Badges are a relic of behaviouristic pedagogy and should be avoided for activities that are sufficiently intrinsic or extrinsic motivated anyways.*

*"Some live-events (Hangout, Tweepchat) are scheduled": There is a full-fledged instructor reviewed course forum 24/7n available throughout all course weeks. This concept has been proven successful throughout many of our courses.*

*"In each weekly session, the pedagogical team makes a synthesis of artefacts from the previous week's session" > yes - there will be a summary of each week by our moderator/ e-facilitator*

*"Activities aid participants to construct their own learning and to communicate it to others."& The course contains sufficient interactivity (learner-to-content, learner-to-learner or learner-to-teacher) to encourage active engagement.*

*Lots of discussion activities, team based project, ever available discussion forum, possibility to organize in small groups. I think that should be sufficient and definitely by far exceeds what I've seen in the other two MOOCs.*

## EC / BizMOOC visibility

Two reviewers state that the following score is not or only partly achieved

- *The introduction videos are subtitled / transcribed*

In addition one reviewer states that the following visibility criteria are only partly achieved.

- *Clear connection to the project visible (logo, EU funding disclaimer, link to BizMOOC website etc.)*
- *Course (and resources like video) contains the standard EC disclaimer for EC-funded projects*
- *Erasmus+ logo is used*

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

- ❖ We don't agree with the following statement/suggestion .... because.....
- ❖ We (partially) agree with statement/suggestion ..... and improved that before launch of the MOOC  
*The introduction videos are subtitled / transcribed: see above. They are fully subtitled, but not on the course details page yet - will do that*

Clear connection to the project visible (logo, EU funding disclaimer, link to BizMOOC website etc.) & Course (and resources like video) contains the standard EC disclaimer for EC-funded projects & Erasmus+ logo is used  
Logo, link to BizMOOC website etc is there, but the funding disclaimer is missing and will be put online.

- ❖ 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)
- ❖ We (partially) agree with statement/suggestion ..... but cannot improve this because....

## Accessibility

Regarding accessibility the following score is seen as not achieved or only partly achieved by reviewers

- The introduction videos are subtitled / transcribed.....

The rest of the criteria on are seen as largely achieved or fully achieved.

### Comments / suggestions for improvements

The videos do not have subtitles nor are replacable with transcriptions and therefore are not accessible for vision- or hearing-impaired learners.

Transcriptions and/or subtitles are needed for the videos. As above, it would be useful to have a written description overview for each video as some are stand alone and it is not clear what the learner should focus on when watching the video.

Low bandwidth users will find it difficult to access (or download) videos and the heavy use of videos might impact on whether people are able to use it on their mobile devices.

It would help learners navigate the course easier if you could see each section under the relevant week in the left-hand menu bar. Navigation through the course is pretty intuitive but in part two I found it more difficult to seamlessly move between the discussion and content.

Transcriptions seem to be missing or not visible in the course videos.

EC-funding text and E+ logo are present in the teasers but they seem to be missing in the other course videos (eg. welcome to week videos).

We were not able to check accessibility in much detail (W3C and WCAG 2.0). But the course displays fine in mobile devices and it even has an app for the platform.

## Your reaction as MOOC team related to accessibility

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

"Low bandwidth users will find it difficult to access (or download) videos and the heavy use of videos might impact on whether people are able to use it on their mobile devices. "

- You can select the video quality and scale down to low bandwidth. By this, the file size is super-small for videos.

- ❖ We (partially) agree with statement/suggestion ..... and improved that before launch of the MOOC "It would help learners navigate the course easier if you could see each section under the relevant week in the left-hand menu bar. Navigation through the course is pretty intuitive but in part two I found it more difficult to seamlessly move between the discussion and content."

- Good catch. I added backlinks to the quiz in the discussion thread

EC-funding text and E+ logo have been added also on the course page.

- ❖ 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)

- ❖ We (partially) agree with statement/suggestion ..... but cannot improve this because....

"The videos do not have subtitles nor are replacable with transcriptions and therefore are not accessible for vision- or hearing-impaired learners." True, but unfortunately we do not have the time and resources to provide subtitles, transcripts for all the course videos... still, we will try an automatic tool and see if this provides acceptable results and will look if we have a student checking the transcriptions."

#

## Annex 2: Experts Pre-Course Questions and Feedback

### Questions:

#### INTRAPRENEURSHIP: Make your business great again, hosted by the BizMOOC project

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 third one "INTRAPRENEURSHIP: Make your business great again" will start 26 February 2018. A description of that MOOC is available on: <https://mooc.house/courses/bizmooc2018> and can be downloaded here: <http://bit.ly/2hZAvBT>

For evaluation and further improvement, we would appreciate your valuable feedback on the following six questions.

\* Erforderlich



Name \*

Meine Antwort

Organisation \*

Meine Antwort

1. Which topics of the MOOC would be the most relevant for your peers/target group (your employees/colleagues /students..)? \*

Meine Antwort

2. What benefits do you see for your peers/target group (short-term ; long-term)? \*

Meine Antwort

3. What could be potential barriers for your peers/target group for not enrolling or completing the course? \*

Meine Antwort

4. Did you offer any trainings enhancing entrepreneurial skills or behavior to your employees so far? \*

Meine Antwort

5. Did you ever recommend a MOOCs to your employees/peers so far? \*

Meine Antwort

6. Upon completion, participants will receive a Completion Certificate: How do you think this will motivate them to finish the course? \*

Meine Antwort

### Summary of feedback (anonymized)

Expert No	1. Which topics of the MOOC would be the most relevant for your peers/target group (your employees/colleagues/students..)?	2. What benefits do you see for your peers/target group (short-term ; long-term)?	3. What could be potential barriers for your peers/target group for not enrolling or completing the course?	4. Did you offer any trainings enhancing entrepreneurial skills or behavior to your employees so far?	5. Did you ever recommend a MOOCs to your employees/peers so far?	6. Upon completion, participants will receive a Completion Certificate: How do you think this will motivate them to finish the course?
1	Tools and best practices, Motivating culture, agile organisation	efficient and modern system of learning, state of the art of intrapreneurship methods and tools	personal time and resources, motivation	yes	no	it is a big motivation
2	The hint about great innovations developed by "common" workers at their working place, the innovators toolbox, the hint to reserve time and space for innovation.	Short-Term: Receiving tools to think about innovation and to start innovation activities. Long-term: The input might lead to a better understanding and acceptance of innovation and might even build the bridge between the "traditional workforce" and the innovation hubs. In lots of companies, they both need each other, but are more in a competition than in a	Reasons for not enrolling: a) The perception that there isn't a culture of innovation and/or collaboration within the company, b) to know they just haven't got the time during the day and/or don't have the acceptance of boss and peers to learn during working time, and need some rest in their spare time.	No	Yes	In the German context, I think unfortunately MOOC certificates today aren't highly accepted, as lots of HR departments even don't know about MOOCs. But I guess, as lifelong learning and #learningagility will need to find it's way into the heads, the importance of

		collaboration modus today.	Reasons for not completing: a) Same as a+b above plus b) they've got an idea, but fear for interlectual property, c) are assigned to a team they don't get well along with (others are not contributing)/time zone issues/language issues), d) not enough time to work on the final assignment.			online certificates will increase.
3	+ familiarized with numerous examples of entrepreneurial organizations and intrapreneurship Projects (halte ich für wichtig, Beispiele zu bringen) + convert problems or challenges into opportunities (Transferleistung ist entscheidend)	Ausserhalb des laufenden Projekts die Möglichkeit zu haben, sich in eine "Start up" Situation hineinzudenken	zu wenig Praxisbezug, zu viel Vorlesung und zu wenig echte Lessons learned	Ja, keine externen, aber unsere eigenen Erfahrungen aus der minnosphere, deren GF ich bin	Ja, seid unserem gemeinsamen mooc haben verschiedene Mitarbeiter mooc genossen.	30% sind über ein Zertifikat motivierbar

4	Going through the topics while having our students from the D-School in mind, I believe that all the topics could be relevant. Even for those who are not working at any organization yet, and have their ideas about starting their own business, this MOOC is very handy for them because it covers both sides, the intrapreneur herself as well as the employer side. When exposed to both sides, a better understanding of the whole situation might evolve which they can benefit from.	The majority of our students have more confidence in their creative and leadership abilities when they finish our programs. Therefore, I can see that this MOOC could potentially give them a structured framework to follow. The topics covered in the MOOC can support them in developing more skills especially in the areas where they lack some experience in. It will push them to take a further step and make them brave enough to express their ideas and find innovative solutions on how to make them tangible.	Probably time constrains or just being not interested in the topic.	Although I didn't offer any training that is addressing "entrepreneurial skills or behavior" in particular, I believe that what we we try to do for our students at the D-School is actually pretty much enhancing or encouraging such skills, such as becoming familiar with innovation process, creative thinking, taking risks, working in teams and dealing with team conflict, and so on.	Yes	For those who believe that the certificate would add extra value to their CV or help them getting a better job or getting promoted in their current job then it would definitely encourage them to complete the course. I have also known some people who care about the certificate for the sake of fulfilling a personal goal as this would make them feel better about themselves.
5	"learn about the concept, the benefits for employees and companies"	Increasing intrinsic Motivation; finding new Business models	lack of time	lecture about effectuation	Not yet	if it's connected with ECTS, there will be motivation.

6	Opportunity Recognition, How to develop a convincing value proposition, .. = i.e. all topics for a successful entrepreneurial endeavour AND then the according communication, change, and implementation processes and instruments to get that entrepreneurial initiative implemented in an established organization	How to think strategically and politically, how to think entrepreneurial (in and beyond an established organization), how to develop yourself	don't see the direct benefit, don't have a direct case at hand	yes	yes	That will only partially motivate them. Either they do it because they see immediate benefit i.e. experience a challenging and rewarding learning experience or they don't do it at all. Certificates are worth (almost) nothing.
7	Mostly statutory requirements; first aid; Office Programms in different Levels	Staying up-to-date when time allows it (sometimes its hard to organise qualification trainings because of time differences, different countrys or workload)	Finding the time when they are not forced to it; most of them aren't digital natives – change processes are needed	yes	No, not to the employees but me and my colleges from the e-learning Team are thinking about it	If they can use it instead of visiting a face-to-face training, they will rather finish the course; If they can't use it for anything, they have to be really interested in the topic
8	opportunity identification and coalition building	short: inspiration from intrapreneurship projects; long: internal opportunity detection & development	lack of inspiration family and other personal commitments (few time after work & family) - can be overcome by allowing	no	yes	it is "nice to have" certificates are always good - you have made it and ended it - people feel good if this is stated on "paper"



			them to do it as a training during work time			
9	Getting stakeholders' involvement and support.	Improved co-operation with stakeholders, openness for doing things differently.	Lack of understanding and meaning of the topic, language of the course, poor time management.	No, I did not, except this one.	No, I did not, except this one.	In some extent, however, the certificate is not the target.
10	Week 2 on how one can present their own idea	Getting ideas out to others and encouraging others to do the same, adding value to the company in the long term.	not understanding the concepts and not being able to open their mind to other ideas and being stuck in their way	Not that I'm aware of	Yes	Yes - if the certificate had some credits or accreditation attached to it it would be more likely.
11	For me, I expect learning about the challenges of intrapreneurship and how to gather support for an idea will be of greatest value. It will be interesting to see examples of how one or a few individuals made a significant impact on in a larger organization and how they were successful in doing so.	-Hopefully the course will encourage confidence/motivation in those that have an idea but are reluctant to pursue it.  -Make the participant more aware of potential	- It's important to be as precise as possible about the how the course will be delivered and the end goal. When enrolling the course I am sure everyone has a different idea on the	No	No	I could see how it would be less important for a participant who is already employed but as a student I consider it motivating both for initially enrolling

	Also, I think delivering an presentation of a vision that you have, and making others share that vision can sometimes be a huge challenge and therefore i consider "The Pitch" to be a valuable experience to have for when you have an idea you want to pursue in your career. Knowing how to deliver an effective presentation of a vision and receiving feedback on it would be helpful for the future.	<p>improvements in their working environment.</p> <p>-Spark an intrapreneurial mindset.</p> <p>-Gain recognition within an organization as a driven employee that strives for improvements.</p> <p>- Improved soft-skills.</p>	<p>materials and how the course will be conducted. If the course do not meet the expectations the chances of not completing the course could potentially increase.</p> <p>- Lack of information about the course existence.</p>			and as an incentive to complete the course. It will be something tangible to add my CV for future job applications and hopefully make an impression on potential employers.
12	Business Decision Management (BDM), Modeling Business Processes with BPMN	developing skills and raising knowledge about business models, and analysis of maps and graphic models	lack of time, and basic level of English knowledge	no	yes	the motivation will be satisfaction from passing the exam and receiving the certificate
13	Modeling Business Processes with BPMN, Software Design for Non-Designers	knowledge development and improvement of qualifications	time limit	no	yes	possession of a certificate and willingness to deepen knowledge

14	How to simplify process execution with Signavio Workflow Accelerator	improved knowledge of English, more knowledge about business	no time	no	yes	satisfaction from the obtained certificate
15	How to simplify process execution with Signavio Workflow Accelerator	raising the knowledge of English	low level of English	no	yes	satisfaction from the completed course and obtaining a certificate
16	Introduction to Business Decision Modeling with DMN	development of knowledge about the business structure, obtaining a higher level of English	time constraints and language difficulties	no	yes	certificate and satisfaction from the completed course
17	Introduction to BPMN and Signavio Collaboration Hub	raising qualifications	lack of time due to official duties	no	yes	obtaining a certificate and satisfaction from the completed course

18	Learn more about "intrapreneurship": the possibilities, the possible positive effects it can create and the benefits for employees and the companies. Any company, from corporations to start-ups must stay aware of the all painting and open-minded, this MOOC is relevant in these points.	In a short-term, it would generate impact in the minds of the people who would follow this MOOC. Create an opening which could motivate and empower people. That way, it will certainly have a long-term issue with a higher participation, a global vision and let the good ideas to be kept and not lost.	Unfortunately, time is an important factor. It would be positive to have a (even) more precise timing. Also, before enrollment, it would be positive to have an idea of who created this MOOC and what are their stories - it would completely cut those who are not sure about the relevance of the course.	Actually, we work in a base of brainstormings very often. All the ideas are collected, discussed and if one looks to have a big potential, then everything is organized to implement it or, at least, to try.	I never had the opportunity to do that.	I would say it is really not the main point to attract people. If they are interested and arrived on the enrollment page, it means they already have an idea of the course proposed. The content, the relevance and an interesting and flexible agenda are way more important. Nevertheless, the certificate gives a plus at the end.
19	identifying and presenting ideas to the target groups and sponsors of intrapreneurial projects	ability to feel useful, wanted; increased efficiency	belief that their ideas will be actually heard and or utilized in the company	no	no	Definitely helpful, its always nice to have something somewhat tangible as a result

20	all modules	self-directed learning, actual topic	keep on going with the course	no	yes	points, community
21	The Toolbox	A solid and easy to digest introduction to the topic including a toolbox to directly start practice	I don't see any barriers other than time. Regarding this everyone has to decide: to learn or not to learn :)	Yes	Yes	A lot.

## Annex 3: Learner's Pre-Course Survey

### SURVEY

Dear Learners, Welcome to our Intrapreneurship Course! We are more than excited to start our joint learning experience on the 26th of February 2018!

In the meanwhile, we would like to kindly ask you to take a minute and answer a couple of questions about your expectations and learning needs. This course is part of a non-profit EU-funded research project and we will be sharing all the outcomes (collected anonymously) in an open and interactive online resource: the [MOOC BOOK](#).

Thank you very much and see you soon!  
Your BizMOOC Team

#### Question 1

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

- ☐ Yes  
☐ No

#### Question 2

What are your 3-4 main reasons for taking the course?

- ☐ To try online education  
☐ To see what MOOCs are  
☐ To learn new things  
☐ To improve my career options, maybe even get a (new) job  
☐ To meet new people  
☐ To improve my skills  
☐ Other

#### Question 3

If you chose "Other" in the previous question you can provide more details here:

#### Question 4

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)  
☐ Unemployed and looking for work.  
☐ Unemployed and not looking for work  
☐ Homemaker, taking care of a family member, or on maternity / paternity leave.  
☐ Retired  
☐ Student  
☐ Other

#### Question 5

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

#### Question 6

How old are you?

- ☐ younger than 20 years  
☐ 20-29 years  
☐ 30-39 years  
☐ 40-49 years  
☐ 50-59 years  
☐ 60-69 years  
☐ older than 70 years

#### Question 7

What is your gender?

- ☐ Female  
☐ Male  
☐ Other

#### Question 8

Where did you learn about the course?

- ☐ Search engines  
☐ MOOC aggregator (e.g. MOOClist, ClassCentral)  
☐ Social media  
☐ Print media  
☐ Friends or colleagues  
☐ Previous courses on the platform  
☐ MOOC BOOK  
☐ BizMOOC Website  
☐ Newsletter / Email  
☐ University (website)  
☐ Other

#### Question 9

If you chose "Other" in the previous question you can provide more details here:

#### Question 10

Which country do you live in?

Albania 

#### Question 11

How many years experience do you have in business?

- ☐ Up to 5 years
- ☐ Up to 10 years
- ☐ More than 10 years
- ☐ None

#### Question 12

Are you familiar with the concept of intrapreneurship?

- ☐ Yes, I have read about it
- ☐ Yes, I attended a workshop on the topic
- ☐ Yes, my company offers intrapreneurship programs
- ☐ Yes, I already successfully "intrapreneured"
- ☐ No, the topic is new for me

#### Question 13

If you are currently employed, what is your area?

- ☐ Administration
- ☐ Engineering
- ☐ Research
- ☐ IT
- ☐ Education
- ☐ HR
- ☐ Marketing / Sales
- ☐ Other

#### Question 14

If you chose "Other" in the previous question you can provide more details here:

#### Question 15

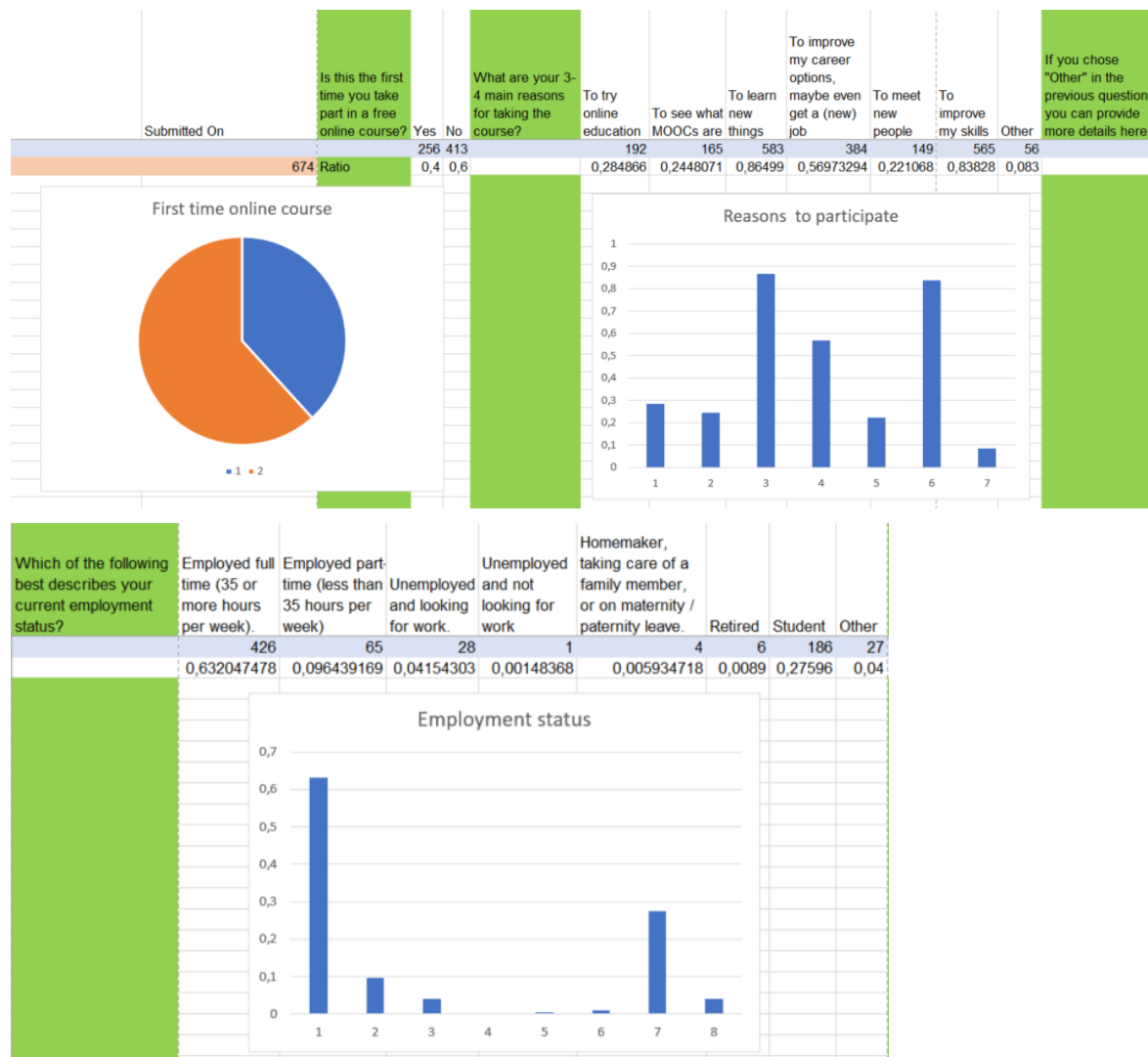
If if you are currently employed, what is your position?

- ☐ Trainee
- ☐ Analyst
- ☐ Supervisor
- ☐ Manager (lower lever)
- ☐ Manager (mid-level)
- ☐ Manager (top-level)
- ☐ Other

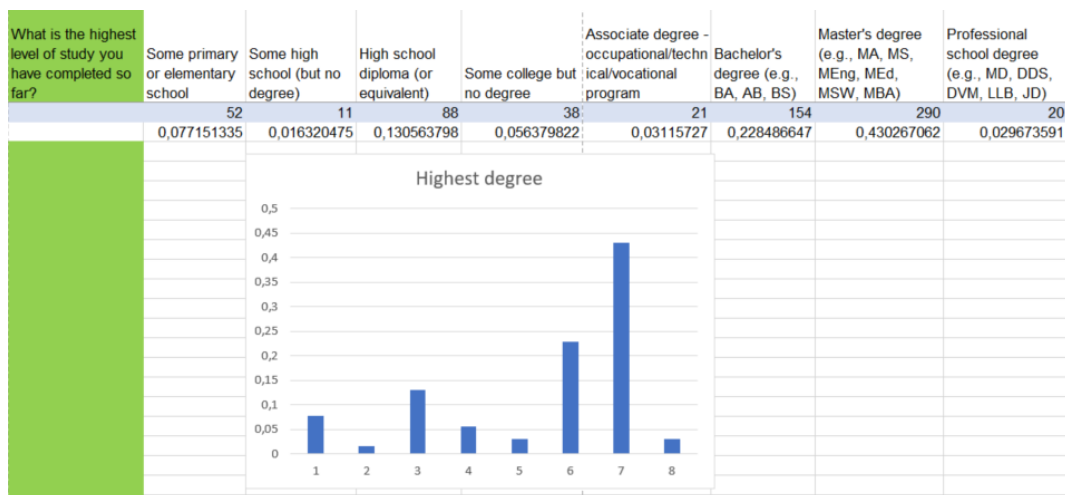
#### Question 16

If you chose "Other" in the previous question you can provide more details here:

## RESULTS



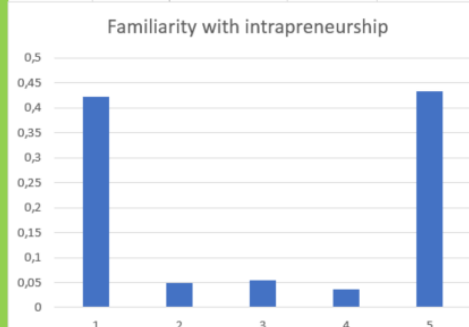
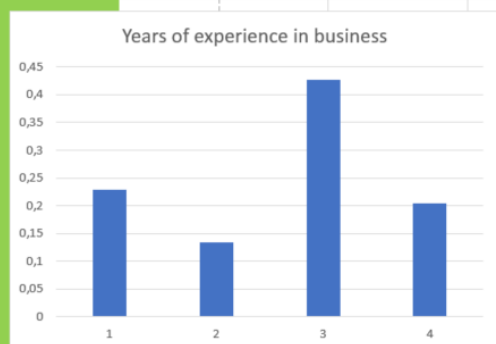


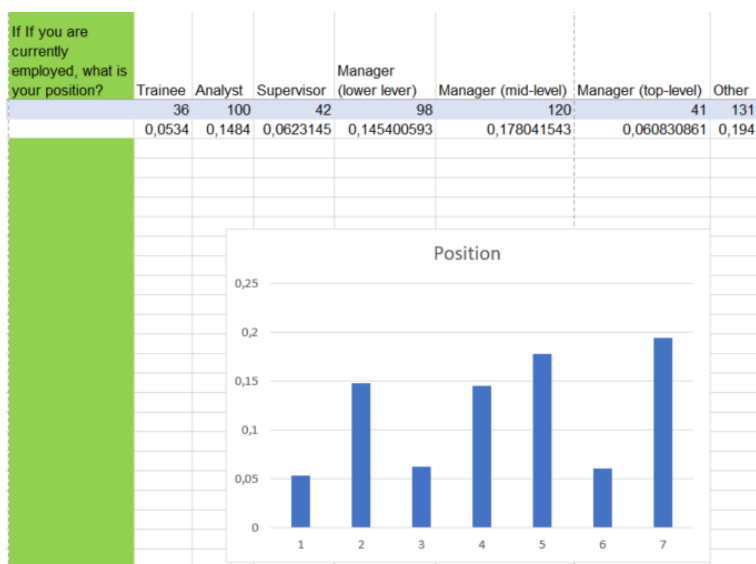


Where did you learn about the course?	Search engines	MOOC aggregator (e.g. MOOClist, ClassCentral)	Social media	Print media	Friends or colleagues	Previous courses on the platform	MOOC BOOK	BizMOOC Website	Newsletter / Email	University (website)	Other
	45	51	37	3	112	81	6	21	148	137	142
	0,07	0,0757	0,0548961	0,00445	0,1661721	0,12018	0,009	0,031	0,22	0,203264	0,211



How many years experience do you have in business?	Up to 5 years	Up to 10 years	More than 10 years	None	Are you familiar with the concept of intrapreneurship?	Yes, I have read about it	Yes, I attended a workshop on the topic	Yes, my company offers intrapreneurship programs	Yes, I already successfully "intrapreneured"	No, the topic is new for me
	154	90	288	138		285	33	37	24	292
	0,228486647	0,133531157	0,427299703	0,2		0,4228487	0,048961	0,054896142	0,03560831	0,433234421





## Annex 4: Expert's Post-Course Focus Groups

### FOCUS GROUP QUESTIONS:

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

### SUMMARIES OF FOCUS GROUPS:

#### UEK FOCUS GROUP

Date: 24.04.2018, 13:00-15:00

Interviewer & analysis done by: Agnieszka Zur

Medium: Face to face on UEK campus

Participants:

1. Manager of a Swiss start-up and student
2. Small business owner
3. Manager from aviation industry
4. Low level manager of international company
5. Graduate student

#### Summary/Overview

1.Which topics of the MOOC did you find most relevant?	<ul style="list-style-type: none"> <li>● Intrapreneurial toolbox (x2)</li> <li>● Identifying stakeholders and building coalitions</li> <li>● Communication channels.</li> <li>● Practical examples</li> <li>● Learning about the potential of intrapreneurship</li> <li>● Gaining a vision</li> </ul>
2. Beneficial for peers/target group?	Yes, short- and long-term (x5) <ul style="list-style-type: none"> <li>● A new perspective for employees; provides motivation for them to put their ideas forward</li> <li>● Keeping an eye out for new ideas as a manager, realize that good ideas can come from employees and should use people more</li> <li>● Staying up to date with business trends</li> <li>● A new perspective on business routines and processes</li> </ul>
3. Main barriers	<ul style="list-style-type: none"> <li>● Time</li> <li>● Interest (the course does not look as interesting as it really is)</li> <li>● Self-motivation needed</li> </ul>
4. MOOC competitive to similar offerings	<ul style="list-style-type: none"> <li>● Very competitive, very fresh</li> <li>● Nothing like this on the web</li> <li>● Much better than training at company</li> <li>● High quality, good balanced approach</li> </ul>

5. Possibilities to offer this MOOC (and other MOOCs) at a large scale	<ul style="list-style-type: none"> <li>• Yes, but it needs to be pitched to talent development managers</li> <li>• Yes, but needs to be integrated in a company learning program</li> <li>• Yes, if aligned with company competence framework</li> <li>• A broad mixed audience might not work; better to connect people from same company or industry</li> <li>• Companies still tend to rely on face to face training</li> </ul>
6. What are the main issues to facilitate the wide-scale uptake of this MOOC (and other MOOCs) in business training?	<ul style="list-style-type: none"> <li>• Company people are very busy, so it needs to be sold well</li> <li>• Convincing people that they need to stay up to date with business trends</li> <li>• Large companies do not tend to experiment; they must be somehow convinced</li> <li>• Strongly recommended for SMEs for competence development and bringing new ideas into the organization</li> </ul>

### Minutes:

#### 1. Which topics of the MOOC did you find most relevant for

- **yourself**
- **your peers/target group (your employees/colleagues/students..)?**
- **(optional) Why were they relevant?**

- Yourself: identifying stakeholders and building coalitions, Intrapreneurial toolkit, communication channels
- Peers: benefits of intrapreneurship and intrapreneurial skills, so that you actually know what to do with your idea, gives a good vision of what is possible in a company, most of week 4

*"For me, recognizing a good idea didn't seem as much of a challenge as convincing management to make a change. Also, having in mind the benefits in general of entrepreneurship for a company can allow people to start developing an environment where it could work as well as help with presenting the idea".*

*"It completely opens the mindset and it could help be aware of the "inside" possibilities to improve the company".*

*"I think it tackles the main question that make most intrapreneurs not fulfill their ideas – the question: Where do I start? And who do I include?"*

#### 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?**

- Yes, very much
- Mainly long term, to change the mind, keeping an eye out for good ideas
- Short term: it might spark motivation for employees to pursue their own ideas
- For employees: open up the mindset: *"a benefit for employees to put a new perspective on what may be daily mundane processes"*
- Nothing comparable available (a lot of courses on entrepreneurship, but not on intrapreneurship)
- High applicability is essential → this can even be more emphasized in the introduction
- *"it is becoming clear that employers today have more appreciation for employees who can find creative and innovative approaches to doing business".*
- *"Staying ahead of the trend and being educated in what it entails early on may serve to be beneficial for the target groups' employment".*

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

- Time availability
- Interest in the topic (not many people know about it, so easy to overlook)

- Enrollment is simple and the instructions all clear
- *"I think the biggest barrier to overcome is identifying the intrapreneurial spirits and making them aware that there are MOOC's available".*
- *"Generating recommendations from other users might generate some interest. Maybe some sort of integration from the course to social media for a user to post their certificate to facebook or linkedin as well as a request for satisfied students to add a comment or recommendation".*

#### 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.

- Yes, very new, fresh
- Nothing similar so far
- *"this mooc format was definitely better than what I have encountered in the past"*
- *"there are more individual programs, but they are expensive. If MOOC-house programs are still free, that's the best "plus-value". Moreover, it is a digitalized way to learn – nowadays that's a necessity for companies".*

#### 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....)

- Depends on company training program and competence framework
- *"it would take an intrapreneurship pitch in order to introduce intrapreneurship training"*
- Often there is no awareness that MOOCs are a good quality training tool; many still fully rely on face to face training
- *"it could be possible to spread the idea via social medias, personal social profiles (LinkedIn, Facebook) or internal ways inside companies".*
- *"One of the main "issues" I found with the course was the broad audience. Although it is interesting to participate in a forum where everyone is from different parts of the world, and intrapreneurial ideas are being created concerning all parts of the economy, it also creates a feel of distance. My opinion is that the course would certainly work best at a large scale but with participants that either work in the same organization or at least the same sector".*
- *"I think if the MOOC is deployed in an organization it might be interesting to have participants use pseudonyms until coalitions are formed. This would be to avoid nepotism".*

#### 6. What are the main issues to facilitate the wide-scale uptake of this MOOC in business training?

- *"business students may really enjoy seeking out further training, but a working company with a busy schedule may not see the time investment as beneficial"*
- *"Good presentations and arguments regarding the value of keeping up to date with current business trends may convince more working people"*
- Barriers: recognition
- Gap between professional platform vs. learning platform
- *"Larger organizations are in my opinion less inclined to give employees innovative and less tested forms of training. Perhaps the solution might be to start in a smaller scale and give the course a track-record before attempting to pitch the MOOC to larger organizations"*

#### Additional comments and suggestions:

- *The time given for each weekly test was too generous. The difficulty was at an appropriate level but if you had saved the articles beforehand, it gave you more than enough time to check for the correct answer while the test was ongoing.*
- *Great intro videos to each week*
- *Great content, each week different, but complementary, there is a flow*
- *Some articles could use more graphics and colours*

- 6 videos in week 2 and all of them long – too much
- During the first week you can find a presentation of all the lecturers that were going to carry out the course. Structure wise, it would be nice to have each lecturer introduced in the beginning of the week they appear.
- too much going on in the discussion forums – very hard to follow, overwhelming
- I found that in the discussion forums, who ever posted in the beginning of the week often received the most up-votes and therefore stayed on top of the page resulting in even more up-votes (because naturally people read from the top and down giving up-votes as they read.) If it would be possible to only show a list of all the heading of the ideas as hyperlinks in chronological order and excluding number of up-votes, it would give a more fair spread. Alternatively, limiting the up-votes one user is able to make.
- Good level of challenge in quizzes and exams, not too easy, not too hard

### FHJ FOCUS GROUP

Date: 27.04.2018, 09:00-10.00

Interviewer & analysis done by: Christian Friedl & Christoph Resei supported in the analysis

Medium: Skype for Business

Participants (all learners in the MOOC with professional background):

1. Entrepreneurship and elearning expert in an Austrian association, coordinates transnational educational projects, worked in HR before
2. Business consultant for Digitalization, was responsible in SMC for IT and organisation departments.
3. CEO of a training, coaching & consulting company
4. Manager of Global Learning & Development and Change in a German corporate
5. Project coordinator in a corporate, industrial engineer, passionate MOOC learner

### Summary/Overview:

1. Which topics of the MOOC did you find most relevant for?	<ul style="list-style-type: none"> <li>• intrapreneurial toolbox (x3)</li> <li>• approaches to intrapreneurship, basics and theory (x3)</li> <li>• discussion parts (x2)</li> <li>• best practices &amp; examples (x2)</li> <li>• strengthen mindset ("everyone can be an intrapreneur")</li> <li>• culture &amp; leadership in large companies</li> <li>• organizational transformation of today's companies</li> </ul>
2. Beneficial for peers/target group?	<ul style="list-style-type: none"> <li>• yes (x5)</li> </ul> <p>→ big advantage of openness and external inputs and discussions</p>
3. Main barriers	<ul style="list-style-type: none"> <li>• time</li> <li>• high level of unawareness</li> <li>• individual learning preferences</li> <li>• low discipline, motivation, bad time management</li> <li>• company culture acceptance</li> <li>• company framework conditions</li> <li>• daily work more important</li> <li>• lack of group dynamics/collaboration in virtual teams</li> <li>• hard to estimate required time before enrolling</li> <li>• concentration problem in open-plan offices</li> </ul> <p><u>Potential improvements:</u></p>

	<ul style="list-style-type: none"> <li>• personal message tool (or profile link to LinkedIn account)</li> <li>• hybrid model: combine virtual teams &amp; face2face</li> <li>• more reminders</li> <li>• better overview about deadlines/progress/open assignments etc.</li> <li>• exam questions</li> <li>• strengthen role of moderators / mentors</li> <li>• create teams at the beginning of the MOOC</li> <li>• possibility to choose teams according to preferences/sympathies/similar thinking developed over first weeks (e.g. through discussions)</li> <li>• make toolbox available offline</li> <li>• strengthen discussion part</li> </ul>
4. MOOC competitive to similar offerings	<ul style="list-style-type: none"> <li>• yes (x5), but rather supplemental than competitive <ul style="list-style-type: none"> <li>○ for younger people after vocational schools, deepen/enhance knowledge</li> <li>○ HR required to adapt MOOC for company uses</li> <li>○ big advantage over classical e-learning → discussions</li> <li>○ previous knowledge/experience by HR required</li> </ul> </li> </ul>
5. Possibilities to offer this MOOC (and other MOOCs) at a large scale	<ul style="list-style-type: none"> <li>• yes (x4): <ul style="list-style-type: none"> <li>○ adaptation/tailoring to company needs required (x2)</li> <li>○ both for theory and idea development</li> <li>○ for companies in transformation</li> <li>○ on voluntary basis → right people involved</li> <li>○ exchange for collection/sharing of ideas</li> <li>○ previous MOOC experience required by HR</li> <li>○ strategic management involvement/support required</li> </ul> </li> <li>• yes (x1), but to a specific, pre-selected target group → no broad dissemination</li> </ul>
6. Main issues to facilitate the wide-scale uptake of this MOOC	<ul style="list-style-type: none"> <li>• raise awareness by HR and employees (x2)</li> <li>• change company culture (x2)</li> <li>• provide time to employees for MOOCs</li> <li>• open communication and share of ideas</li> <li>• improve framework conditions for implementation of MOOCs</li> <li>• face2face in addition to virtual teams</li> <li>• open vs. closed MOOCs for company use → ideally: company-oriented MOOC + open + additional physical presence</li> </ul>
Additional discussion	<ul style="list-style-type: none"> <li>• potential of MOOCs for SMEs without HR departments &amp; little resources</li> <li>• hybrid model: employee contingent for combining MOOCs &amp; other specific company training</li> <li>• HR no time to compare MOOCs or create their own</li> <li>• very hierarchical companies fear loss of control/power</li> <li>• MOOC structure good to follow, great media-mix</li> <li>• lost track after week 4 (pitch phase)</li> <li>• previous knowledge influences required time</li> <li>• some groups were “dead”, no dynamic → frustration</li> <li>• known from other cMOOCs: 1% super-engaged, 9% rarely discussing, 90% “lurker”</li> </ul>



#### Minutes:

#### 1. Which topics of the MOOC did you find most relevant for

- *yourself*
- *your peers/target group (your employees/colleagues/students..)?*
- *(optional) Why were they relevant?*

- intrapreneurship MOOC discussing rapid organizational transformation of companies today;
- target group of young people starting careers after education system → basics of intrapreneurship;
- target group of students;
- target group of both intrapreneurs & entrepreneur, not management;
- best practices, theory part about basics of intrapreneurship, culture and leadership in big companies, toolbox (x3);
- strengthening mindset important → “everyone can be an intrapreneur”, not only for creative people, there are tools/possibilities/helps
- awareness and acceptance of MOOCs
- triangle of mindset, skillset, toolset

#### 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?**
- yes, challenges: individual learning preferences, own time management, flexibility, discipline, motivation, time management; company culture to implement MOOCs
- yes, more open and external input; challenges: provide knowledge without advertising company and use it as a marketing tool; pitch & virtual collaboration → hybrid model: virtual for first 4 weeks and pitch regional groups face2face → for creative work and deepening of theory knowledge
- yes, but time aspect (holidays); make tools available offline to implement and test in real life
- yes, challenge: acceptance/awareness of MOOCs; complete MOOCs in work time but still meetings/daily workload in company; concentration problem in big plan-offices; use weekends/free time for MOOCs not recommended/reasonable

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

- current MOOC hype but has both advantages/disadvantages; require specific methods and digital strategy by company and HR departments;
- companies already focusing on intrapreneurship → no problem, “old”/conservative companies often skeptical & unwilling to offer work time for doing MOOCs + fear of losing control and power
- virtual teams → collaboration; offline access to toolbox important
- time for MOOC, daily work also important; suggestion: use of crowdsourcing / digital tool for collecting and sharing ideas within companies; often requires special occasion/campaign to start and foster learning process through MOOCs

#### 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.

- yes, for young people after vocational schools (HAK, HTL): supplemental use of this MOOC as it is structured, to deepen/enhance experience and learnings from school; HR development perspective: adapt MOOC to company preferences/targets/guidelines;

- yes, but rather supplement for other company training programs; advantage over classical e-learning (video only e.g.) = dialogue/discussion to deepen knowledge and create/develop new ideas collectively; only small percentage used discussion in this MOOC → try to increase this share;
- yes, but as a supplement for training on the job, HR requires previous MOOC knowledge/experience for implementation
- yes, but supplemental not competitive; bring together willing companies, form groups and check which parts of the MOOC are useful for company purposes

#### **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....)**

- yes, works in big companies: 1) theory input and knowledge transfer through MOOC, 2) meet each other in groups within the company and work on ideas face2face
- yes, especially for companies in transformation + employee tool for developing intrapreneurial involvement; must be voluntary → makes sure right people are involved; drop-out rates normal; collect created ideas and present in front of internal jury for example; 1% super engaged, 9% discussing sometimes, 90% lurker → normal and known from cMOOC context
- yes, usually very broad dissemination within company; but for this MOOC more specific → general information about contents and MOOC itself yes, but very specific recommendation/invitation process, careful evaluation of mindset/usefulness of possible target groups before sharing the MOOC and invitation to participate
- yes, intrapreneurship/entrepreneurship knowledge important for daily challenges and increase awareness and possibility of employees to contribute and share/develop great ideas within the company, good content of this MOOC but no 1:1 adoption of it by companies → specific problems require different methods; e.g. employee participating in this MOOC and creating great ideas and having high motivation but no/bad framework conditions to successfully apply or implement them in the company
- yes, tailoring/adapting MOOC for specific company requirements; previous MOOC knowledge/experience required by HR on how to use MOOCs and implement them successfully; strategic company decision and involvement/support required;

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

- time: next to daily work, also later to think about developing new solutions
- company culture: overcome and fight opposing behavior and thinking, alternative way of sharing ideas → internal "idea exchange platform"
- framework conditions for implementing MOOCs (announcement/role model of top management)
- awareness by HR departments, top management and by possible participants; requires first "MOOC trial" to get experience and generate ideas on how to apply MOOCs in the company context
- HR development perspective: information + qualification → use of exercises, discussions; real face2face meetings in addition to MOOCs/virtual teams required to increase personal development
- question of open vs. closed MOOCs for internal use within companies, primary relevant for large organizations with many different locations → erase virtual aspect of MOOCs and justify big efforts of MOOC creation, adoption and implementation → but risk of information echo and lose big advantage of open MOOCs and discussion/sharing ideas with external, non-company people → ideally: company oriented but still open + additional physical presence

#### **7. Additional discussion:**

- MOOCs for SMEs without HR departments and little resources → especially MOOC contents about innovation/intrapreneurship important and suitable;
- lifelong-learning, hybrid model: contingent for employees to do both MOOCs and other required company training; use of idea generation through open knowledge; no time to compare and develop own MOOCs by HR;
- MOOC in context of current transformation process (digitalization), bottom-up share increasing; role of culture and mindset; class hierarchies often not suitable → fear of loss of control/power, requires top-down goals and change of company culture
- increase of HR, management and employee awareness of MOOCs required
- lack of group dynamics for the pitch, hard to develop group dynamic between unknown people; suggestion: create teams at the beginning of the MOOC or choose your team according to preferences/sympathies/similar thinking developed over first weeks through discussions on the forum.; provide tool for personal messages between participants (e.g. profile link to LinkedIn account)
- lost track after week 4 (pitch phase);
- examples of intrapreneurship were great;
- discussion factor crucial part of MOOCs;
- reminder for peer assessments;
- structure good to follow, great media-mix; great content;
- summary and easy overview about deadlines/expectations/tasks/current progress/open assignments;
- exam questions sometimes unclear and could be improved;
- required time for MOOC hard to estimate beforehand, depends also on previous knowledge about the topic;
- some groups were dead, no dynamic, frustration → role of moderators/mentors;
- voluntary participation required to decrease drop-out rates;

## AVL FOCUS GROUP

Date: 7.5.2018, 15.00-15.45

Interviewer & analysis done by: Thomas Neumann & Christian Friedl

Medium: Clickmeeting

Participants (all learners in the MOOC with professional background):

1. Project coordinator and HR manager in Austrian corporate, MOOC learner
2. University Entrepreneurship Educator, Associate Editor of an International Journal to the topic of Innovation, MOOC learner
3. Chief Executive Officer of a UK company, MOOC learner
4. Technology Entrepreneurship Educator in an educational institution in India, MOOC learner
5. Project managers in a German company, MOOC learner

## Summary/Overview

1. Which topics of the MOOC did you find most relevant for	<ul style="list-style-type: none"> <li>• Intrapreneurial toolbox (x2)</li> <li>• delivering the pitch (x2)</li> <li>• building cooperations and coalitions</li> <li>• approaches to intrapreneurship</li> <li>• combine methods</li> <li>• read about examples</li> </ul> <p>Why? To update own business model</p>
2. Beneficial for peers/target group?	<p>Yes, short- and long-term (x5). Certificate was an incentive.</p> <p>Potential improvements:</p> <ul style="list-style-type: none"> <li>• even more practical approach</li> <li>• participants from the same region grouped together</li> <li>• more rigorous pitch event in the form of a second round</li> </ul>

3. Main barriers	<ul style="list-style-type: none"> <li>• Time</li> <li>• not relevant for everyone</li> <li>• high level of unawareness (x2)</li> <li>• difference in culture</li> <li>• internet connection</li> <li>• workload</li> <li>• company secrets</li> <li>• confidentiality issues</li> <li>• not recommended by boss</li> </ul>
4. MOOC competitive to similar offerings	Yes (x5). <ul style="list-style-type: none"> <li>• MOOC was even better than company trainings (x3)</li> <li>• apart from inability to interact face-to-face (x2)</li> </ul>
5. Possibilities to offer this MOOC (and other MOOCs) at a large scale	<ul style="list-style-type: none"> <li>• Yes (x2)</li> <li>• Yes, but (x2) more intense (longer e.g.), more specific to target groups</li> <li>• Not realistic (x1)</li> </ul>
6. Main issues to facilitate the wide-scale uptake of this MOOC	<ul style="list-style-type: none"> <li>• Need a strategy to convince the key people in HR departments which are older and NOT digital natives (x2)</li> <li>• many are still not aware of MOOCs (x2)</li> <li>• huge potential with the on-going digital transformation</li> <li>• A self paced version</li> </ul>

#### Minutes:

##### 1. Which topics of the MOOC did you find most relevant for

- **yourself**
- **your peers/target group (your employees/colleagues/students..)?**
- **(optional) Why were they relevant?**

- The ***Intrapreneurial toolbox***; Why? ***To update own business model.***
- Though every aspect of the MOOC are relevant, but for myself, ***cooperation and coalition*** in developing intrapreneurial ideas is the ***most relevant***. Why? ***Because of the resistance and oppositions I have faced in the course of implementing new ideas in workplace.***
- For my colleagues and students, there are ***2 topics, which are (1) Approaches to intrapreneurship and (2) Delivering an intrapreneurial idea pitch.*** The relevance is on how to understand the view of the organisation about introduction of new ideas and how one can successfully present the idea in a convincing way. Stakeholder, coalition and sponsors and company perspective.
- The ***Intrapreneurial toolbox*** is a very interesting collection of methods/tools which can be used for later projects; the ***pitch event as a team based activity*** brought in learnings from fellow participants.
- For myself it was ***amazing to learn about intrapreneurship.*** I really wasn't aware of this topic. It was super interesting to ***combine so many methods*** with this topic and ***read about the experiences from the other participants.***
- For my colleagues: I talked about the MOOC a lot because I learned so much. And I always took my scribbled notes with me and tried to use some methods in my work.

##### 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?**

- Yes, again with the intrapreneurial toolbox & library. Even more with a **more practical approach**, not just the theory. **Connect with practical examples**, even if we don't have existing BM. Can be done by working out fictitious examples. The discussion forum was very helpful to connect and can be the first step for more interchange.
- MOOC is **beneficial to my peers both in the short-term and long-term**. This is because it **helps us to see the importance of cooperation in improving the value** that is being delivered to our customers. MOOC can be made **more beneficial, if participants from the same region are grouped together**.
- **The certificate was an incentive**. That was nicely done. Give this **more emphasis when marketing the course**. But certificates could be a question of age too > maybe they are more important for younger employees entering a company than for managers in higher positions.
- **Yes it has both short-term and long-term benefit** like any **knowledge**. There could be a **more rigorous pitch event in the form of a second round** of filtered teams. Such teams can be administered an even more challenging pitch creation/other activities as relevant.
- It's very beneficial **for anyone who wants to work with new ideas** and try to push oneself out of a comfort zone. But you really need to want to work with this topic, otherwise the people will back out in the second week (as they do naturally in voluntary training scenarios)

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

- **Time**
- The topic was **not relevant for everyone**, not so close to the core competencies of some peers. Ideas had no industrial context.
- **MOOCs are not so common** in industrial environments as educational tools. There is a **high level of unawareness**; they are not familiar with the format.
- This is because of **difference in culture and development**. Participants from the same region might likely have the similar problems that required similar solutions.
- The main barrier are (i) **internet connection**, especially for those in rural areas where connection is poor; (ii) **workload**, those in the city have a lot of workload that might make it difficult to cope with the demands of the MOOC.
- Students shared more information than business people in the fora, maybe because of **company secrets, confidentiality issues**.
- **Lack of information about the course**. I accidentally found it. The course needs to be publicized better.
- Knowing what a MOOC is and being thrilled to learn about stuff that is **not recommended by your boss**.

### 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.

- **Yes, apart from inability to interact face-to-face**, the contents and presentations are of high quality.
- We (the company is) are currently developing e-trainings for employees. The **didactics of the MOOC compared to the ones in the e-trainings are better** – would be helpful to use MOOCs in the company
- **MOOCs was better than the company-internal trainings**.
- **Maybe build additional offers**: group works **with f2f meetings** and maybe also online; design algorithm or systematic approach to ensure interesting interchanges.
- As a **generic** course, it is a **good offering**. If the rigour is increased then the course may go some notches higher.
- It is **super competitive!** I loved it! And I **loved my badges and percentages** of what I've already achieved. **I loved the people who made it till the full track**. They were present in all communication/collaboration channels and it was **fun to „talk“ to them**.

### 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....)

- **Potential yes, but more intense** concerning the knowledge which is transferred, improved concerning the group work, maybe even longer to give people time to engage in this MOOC.
- **Yes, but more specific to target groups.** Content not relevant for everybody > e.g. R&D people not interested in marketing aspects, more in technical background. Could be open to other organization. Interesting, but challenging (confidential contents).
- **Yes**, one of the objectives of my university's entrepreneurship education is to raise more intrapreneurs both for private and public organisations, hence I will be willing to offer this MOOC to my students, as well as recommend it to them whenever it is repeated.
- Yes, it could be administered as a **basic course of intrapreneurship at organizations**.
- It would be nice but I **don't think that this is a realistic** approach.

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

- First contact with this kind of educational tool. Decision-makers in our company are "older" and this does not seem to be their technology. **It would need a strategy to convince the key people in HR departments which are older and NOT digital natives.**
- My observation is that **many are not aware of MOOCs**. This is reflected by the number of participants from Nigeria and Africa in general. I came to know about it through open SAP. Hence, there is need for more publicity. If MOOC.house is affiliated with open SAP, you might want to network with open SAP representative in Nigeria to help get information about MOOC to the company's customers in Nigeria.
- Also, entrepreneurship education is still at infancy stage in Nigeria, hence there might also be the need to introduce the MOOC to the Vice Chancellors and Director of Entrepreneurship Centres in Nigerian universities.
- There is **huge potential with the on-going digital transformation**, how to design new business models in this area. There is **huge need in the industrial industries to receive education** here. Also to **connect to universities, other companies**. There is huge potential for SMEs too without HR departments.
- Unless the course is time bound (not **self paced**) in organizations, the team based pitch activity could be a challenge. Also, the **enforcing of the employees** to take it up by showing value of the course is **not that easy**.
- I liked the educational design, liked the tools; I assume that **management level still don't know what MOOC** are and why they might be a great learning format to inform people and start a communication with and among them.

### HPI FOCUS GROUP1

Date: 3.5.2018, 18-19 Uhr

Interviewer & analysis done by: Thomas Staubitz, Stefanie Schweiger

Medium: Skype

Participants:

1. System architect, portfolio manager, freelancer, living in Switzerland, MOOC learner
2. for 10 years working for a Germany software company, consultant, Indian origin, living in the US, MOOC learner
3. Senior expert, systems librarian at Novartis; MOOC learner

### Summary/Overview

1.Which topics of the MOOC did you find most relevant for	<ul style="list-style-type: none"> <li>• Toolbox</li> <li>• Second part of the course (pitch) was most useful</li> </ul>
2. Beneficial for peers/target group?	<ul style="list-style-type: none"> <li>• Yes, absolutely</li> <li>• Complete introduction to the topic</li> </ul>



	<ul style="list-style-type: none"> <li>No similar offer on other platforms</li> </ul>
3. Main barriers	<ul style="list-style-type: none"> <li>Time &amp; structure of the course (need to commit oneself for 6 weeks)</li> </ul>
4. MOOC competitive to similar offerings	<ul style="list-style-type: none"> <li>Yes</li> <li>Far better than many offerings</li> </ul>
5. Possibilities to offer this MOOC (and other MOOCs) at a large scale	<ul style="list-style-type: none"> <li>Yes, only problem: hierarchical structures in many companies</li> <li>Should be offered on a large scale, but not only to businesses, but to the common people</li> </ul>
6. How can technology support training	<ul style="list-style-type: none"> <li>Online courses are already replacing f2f trainings more and more</li> <li>Important to ask: how do learners learn best (by watching videos, solving collaborative tasks, etc.)</li> </ul>
7. Message to policymakers	<ul style="list-style-type: none"> <li>Life long learning is more important than ever</li> <li>MOOCs can overcome national borders</li> </ul>

#### Minutes:

#### 1. Which topics of the MOOC did you find most relevant for

- yourself
- your peers/target group (your employees/colleagues/students..)?
- (optional) Why were they relevant?
- Toolbox→ very good and complete collection (+2)
- "I am intrapreneur myself and for me it was interesting to see how you can sell ideas internally also as an external"
- "In this MOOC the pitch was extremely useful because I brought in an own idea and received feedback on it from my peers. They told me for example how they consider the idea, where they see pitfalls, etc."
- Week 3 was very valuable: how to group stakeholders; framework how one can tackle an intrapreneurial idea

#### 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?
- Yes, absolutely
- Especially the second part (the pitch)
- the step from theory to practice was well elaborated
- "Regarding the content, I didn't miss anything in the course"
- Good and complete introduction to the topic
- In general, would prefer more flexibility in the course or in all MOOCs (no weekly structure, but possibility to take the whole course and access the whole course material at once)
- Badges which can be shared on LinkedIn, etc. would make the course even more valuable
- No similar offering known

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

- Collaboration didn't work out 100%; interaction difficult in real time because participants are in different regions
- Time
- Structure of the course → more flexibility
- Commitment for 6 weeks!!!

#### 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.

- Yes, more than competitive regarding the quality, the certificates you could receive in the course, and the price (for free!)
- Far better than other offerings, really good course
- Can imagine to recommend the course to customers
- "For me it was a first choice"
- "I got more than what I expected"

#### 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....)

- Problem might be that big companies are not very flexible and structured hierarchically
- They might work only with few partners and rely fully on the trainings they deliver → not easy to be accepted as course provider
- Time effort for online training cannot be controlled as it can with f2f trainings
- Companies might fear that employees ask for more money once they have finished the online training → maybe it is not even in the interest of a company executive board that all employees are super qualified
- We should offer this course not only in the business context, but also to common people, colleges, schools → there are many target groups who are interested in this topic

#### 6. How can technology support training?

- It is sometimes an issue to do a training in a real environment
- If something would be provided for free, this might be helpful
- High cost pressure on f2f training → companies everywhere are looking to replace on-site trainings with online courses
- Weak point: how to use technology in education? Can you learn something from watching a video?

#### 7. What would you like to tell policymakers in the EU?

- Continue with this MOOC and invest much more money in this MOOC!
- Offering a MOOC opens learning and puts you in direct competition with all organizations around the world. MOOCs don't know national borders, but you reach the whole world as we recognized in this Intrapreneurship course.
- Your reach is just limited by the language. If you offer something in English you reach out to the whole world.
- Lifelong learning is a major trend which belongs to business education → big opportunity for these platforms
- If you want to be competitive in the future you need to train the people and make them fit for digitization;

#### HPI FOCUS GROUP2

Date: 7.5.2018, 15-16 Uhr

Interviewer & analysis done by: Thomas Staubitz, Stefanie Schweiger

Medium: Skype

Participants:

1. Business Development Germany Car company, MOOC learner
2. Responsible persons for internal and external education at a German software multinational, MOOC learner

#### Summary/Overview



1. Which topics of the MOOC did you find most relevant for	<ul style="list-style-type: none"> <li>• Intrapreneurial toolbox (x2)</li> <li>• Articles at the beginning of each week</li> <li>• Practical examples</li> </ul>
2. Beneficial for peers/target group?	<p>Yes, short- and long-term (x5). Certificate was an incentive.</p> <p>Potential improvements:</p> <ul style="list-style-type: none"> <li>• Nothing comparable available on intrapreneurship</li> <li>• Improvement: focus on the applicability of the course--&gt;essential and most useful</li> </ul>
3. Main barriers	<ul style="list-style-type: none"> <li>• Time</li> <li>• High level of self-motivation needed</li> </ul>
4. MOOC competitive to similar offerings	<p>Yes (x2).</p> <ul style="list-style-type: none"> <li>• High quality, good didactic approach</li> <li>• One element on a learning journey</li> </ul>
5. Possibilities to offer this MOOC (and other MOOCs) at a large scale	<ul style="list-style-type: none"> <li>• Yes (x2)</li> <li>• Yes, but needs to be integrated in a learning catalogue</li> <li>• Businesses need a competence framework</li> </ul>
6. How can technology support training	<ul style="list-style-type: none"> <li>• Yes, but interaction essential for the learning progress</li> <li>• Good idea to integrate peer assessment</li> </ul>
7. Message to policymakers	<ul style="list-style-type: none"> <li>• These projects support international understanding</li> <li>• Money goes in a good thing</li> </ul>

#### Minutes:

##### 1. Which topics of the MOOC did you find most relevant for

- **yourself**
- **your peers/target group (your employees/colleagues/students..)?**
- **(optional) Why were they relevant?**
- Toolbox, especially in combination with the given examples was very helpful
- Article at the beginning of each week
- Interviews from the different business experts → interesting to see how other companies deal with intrapreneurship and what programs and ideas they have so far
- Variety and interaction was inspiring

##### 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?**
- *Yes, absolutely*
- *Nothing comparable available (a lot of courses on entrepreneurship, but not on intrapreneurship)*
- *In the beginning not sure if they would go until the end of the course, but the atmosphere was so inspiring and motivating and the course was quite "lightweight" (good to manage also for busy people)*
- *Will definitely recommend this course to people who want to learn more about the topic*
- *"Really an excellent, well-made course to refresh one's method knowledge"*
- *To make the course even more beneficial, you could integrate some common theme which is built up through the whole course and on which participants work together step by step from the beginning to the end (start pitch maybe earlier)*
- *High applicability is essential → this can even be more emphasized*

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

- **Time**
- For enrolling to a MOOC you need high self-motivation
- From BizMOOC side nothing which could be made better (course description was clear and complete)
- Not a fan of the title of the course but no reason not to take the course
- We could have made clearer in the course description the 3 main benefits a user has when taking the course
- Maybe frame the target group more precisely

### 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.

- **Yes, nearly nothing comparable except the SAP intrapreneurship program**
- **No intrapreneurship MOOC so far**
- *MOOC is one element on a learning journey and cannot replace all the other offerings, but add additional value to the training program of a company*
- *Depends on the topic if a MOOC or another format is the best way to teach*
- *Very high quality and good didactic processing*

### 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....)

- *Depends on our aspiration*
- *Potential yes, but in many sectors MOOCs and e-learning offers are not common at all and it is difficult to establish them;*
- *Other interviewee doesn't agree: MOOCs are totally accepted and have already reached the state of productivity (Gardner Hype Cycle)*
- *Often there is no awareness that MOOCs are an adequate training format; many still fully rely on face to face training*
- *This was a good introductory course, but businesses need a training catalogue and a competence framework, i.e. consecutive courses*

### 6. How can technology support training?

- Always depends on the technology you use; videos alone won't help, but e.g. a professional AI can make trainings more effective than f2f trainings may be
- In general, technology can support a lot and should be used for training
- You should make sure that there is a high level of interaction (peer 2 peer is well established and supports the learning progress)

### 7. What would you like to tell policymakers in the EU?

- It is good that the EU funds projects like that; money is invested in something useful
- Great project which brings together people from all over the world (not only Europe)--> supports international understanding

## Annex 5: Learner's Post-Course Survey

### SURVEY

#### Post-Course Survey

[Edit item](#)

Please help us to improve the course and the platform by answering a few questions in this survey.

##### Question 1

To what extent will you be able to use what you learned in this course at work?

0 - not at all

##### Question 2

The course provided an intrapreneurial toolbox. How useful do you consider the tools?

0 - not at all

##### Question 3

Were your expectations for the course fulfilled?

- ☐ 1 (not fulfilled)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (completely fulfilled)

##### Question 4

If not, what was missing?

##### Question 5

Did you complete the course?

I've finished the complete course

##### Question 6

If you chose "Other" in the previous question you can provide more details here:

##### Question 7

Did the opportunity to earn a certificate encourage you to complete the course?

- ☐ Yes
- ☐ No

##### Question 8

How would you rate the quality of the course materials?

- ☐ 1 (very poor)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (excellent)

##### Question 9

How would you rate the quality of the course activities?

- ☐ 1 (very poor)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (excellent)

##### Question 10

How would you rate the length of the course?

- ☐ 1 (appropriate)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (not appropriate)

#### Question 11

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

- ☐ 2 (very easy)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 6 (very difficult)

#### Question 12

How would you rate the understandability of the course?

- ☐ 1 (very poor)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (excellent)

#### Question 13

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

- ☐ Less than 3 hours
- ☐ 3-6 hours
- ☐ 6-9 hours
- ☐ 9-12 hours
- ☐ More than 12 hours

#### Question 14

Would you recommend the course to others?

- ☐ Yes
- ☐ No

#### Question 15

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

- ☐ Yes
- ☐ No

#### Question 16

Would you participate in another course from BizMOOC?

- ☐ Yes
- ☐ No

#### Question 17

Would you recommend courses from BizMOOC to others?

- ☐ Yes
- ☐ No

#### Question 18

Did the opportunity to earn a [certificate/badge/statement of participation/achievement] encourage you to complete the course?

- ☐ Yes
- ☐ No

#### Question 19

If you have any other comments, please feel free to add them here (or use the [I like](#), [I wish](#) section in the forum).

## RESULTS

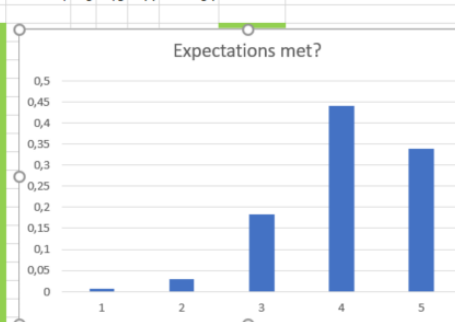
To what extent will you be able to use what you learned in this course at work?	0 - not at all	1	2	3	4	5	6	7	8	9	10 - this will help me extraordinarily
	9	0	8	10	12	44	46	73	55	14	36
	0,02931596	0	0	0	0	0,1	0,1	0	0	0,05	0,117263844
	3	0	3	3	4	14	15	24	18	5	12



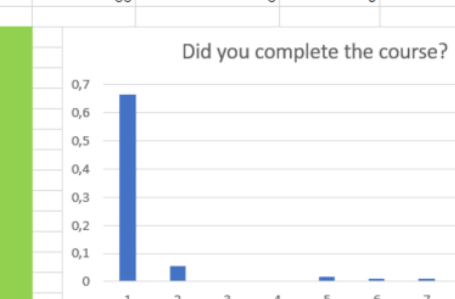
The course provided an intrapreneurial toolbox. How useful do you consider the tools?	0 - not at all	1	2	3	4	5	6	7	8	9	10 - this will help me extraordinarily
	5	2	3	5	11	23	32	53	75	38	60
	0,01628664	0	0	0	0	0,1	0	0	0	0,12	0,19544
	2	1	1	2	4	7	10	17	24	12	20



Were your expectations for the course fulfilled?	1 (not fulfilled)	2	3	4	5 (completely fulfilled)	If not, what was missing? Dummy
	2	9	56	135	104	
	0,00651	0	0,2	0,4	0,3388	
	1	3	18	44	34	



Did you complete the course?	I've finished the complete course	I thought I would have time, but I did not	It was boring	The contents weren't interesting	It required too much effort	It required prior knowledge that I did not have	The use of the platform was difficult for me	I've finished the parts I wanted to follow	Other
	204	17	1	1	5	3	3	56	17
	0,664495114	0,055374593	0,00325733	0,00325733	0,01629	0,00977199	0,009772	0,182410423	0,055
	66	6	0	0	2	1	1	18	6

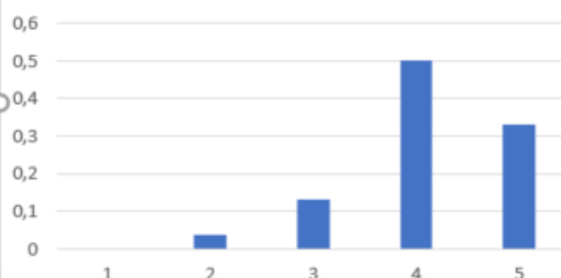


Did the opportunity to earn a certificate encourage you to complete the course?	Yes	No	How would you rate the quality of the course materials?	1 (very poor)	2	3	4	5 (excellent)
	240	66		0	11	40	154	101
	0,8	0		0	0	0	0,5	0,32899023
	78	21		0	4	13	50	33

Did the certificate motivate you?

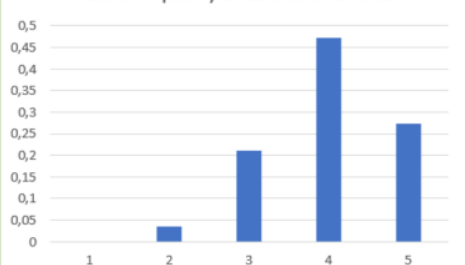


Rate the quality of the course materials

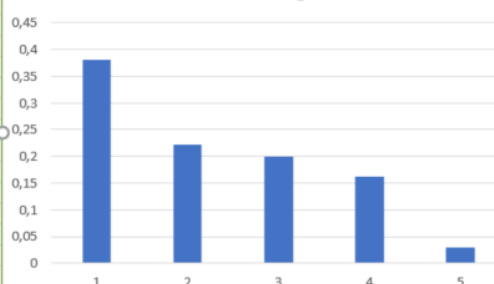


How would you rate the quality of the course activities?	1 (very poor)	2	3	4	5 (excellent)	How would you rate the length of the course?	1 (appropriate)	2	3	4	5 (not appropriate)
	0	11	65	145	84		117	68	61	50	9
	0	0	0,21	0,47	0,27361564		0,381107492	0	0,2	0,2	0,029315961
	0	4	21	47	27		38	22	20	16	3

Rate the quality of course activities

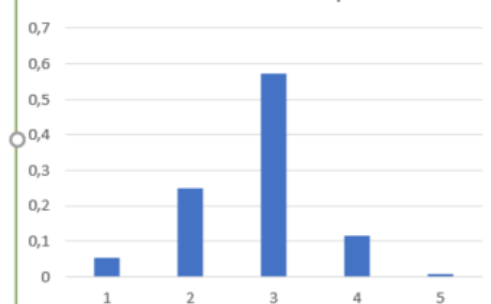


Course length

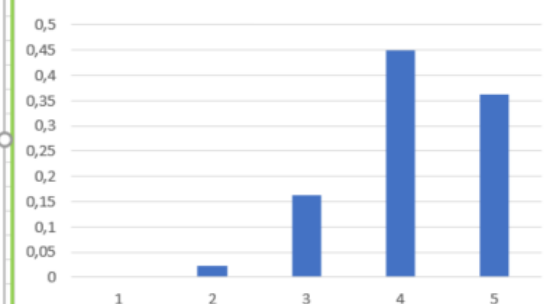


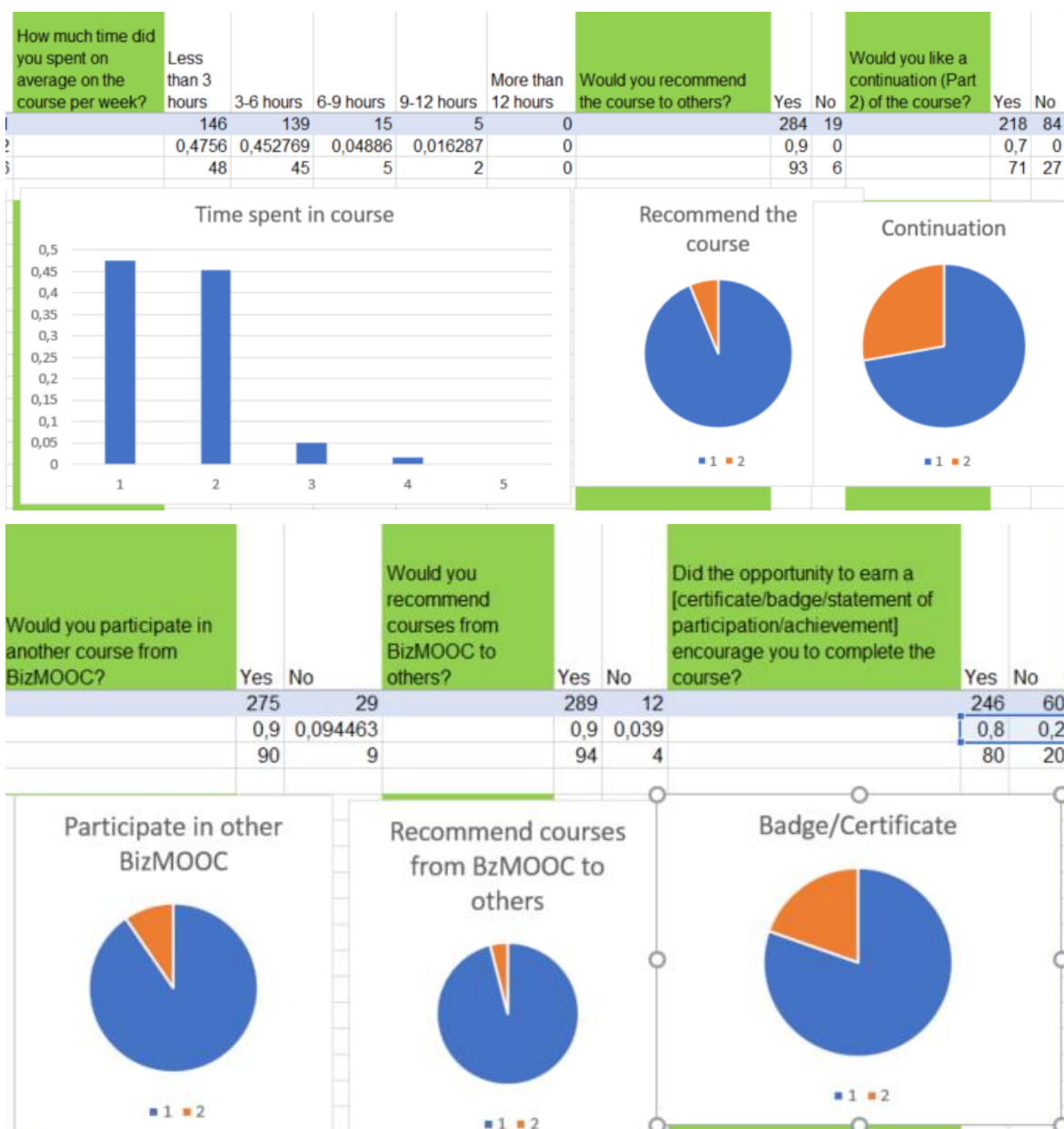
How would you rate the degree of difficulty of the course?	1 (very easy)	2	3	4	6 (very difficult)	How would you rate the understandability of the course?	1 (very poor)	2	3	4	5 (excellent)
	16	76	176	35	2		0	7	50	138	111
	0,052117264	0,2	0,6	0	0,0065		0	0	0	0,4	0,36156352
	5	25	57	11	1		0	2	16	45	36

Course difficulty



Course understandability





## Annex 6: Reflection from the moderator and a learner

### Personal reflection from a moderator's point of view

The following reflection is written from a moderator's point of view. I already supported learners in other MOOCs in my role as moderator/convener but there were never that many. The activities of a moderator/convener are in a certain respect affected by the technical environment. I'm used to the shortcomings of WordPress as open platform for MOOCs and already found a way to work around it. I had to learn it again in this MOOC created and run in the platform Mooc.house by openHPI.

### Challenges of moderating

As moderator/convener I checked the weekly forums three or four times a day and helped the learners especially in the first week to get used to the platform. I cooperated with the BizMOOC team on announcements and in supporting the learners.

#### (1) Monitoring learners' activities

The participation of learners was generated automatically as the MOOC was conducted on a MOOC platform (<https://mooc.house/>). Therefore, it wasn't necessary to count postings per user or to check the assignments manually – which I did in some MOOCs which were built on wordpress.


#### (2) Roles in the MOOC: learners, facilitators, moderators/convener

At the beginning I struggled because all user accounts were looking the same. A distinction among the learner accounts, facilitator accounts or moderators accounts was not possible on first sight. Postings of facilitators or moderators weren't highlighted in any form, so advice from them could be missed by the learners. To identify if the author of the post is a moderator/convener, a facilitator or a "normal" user the learners had to check the name, where tags as "BizMOOC team" or "mooc.house team" was added.

↑

0


↓


hello and welcome 


We just prolonged the due date of the first week assignment to the 12th of March, so I see no problem for you to catch up. Go for it!





At the moment there are no webcasts - so you didn't miss any.

I would recommend that you take a brief look around and focus on the given materials - if you have then still time - check out some discussions.

 You can do it!



Erika  (BizMOOC Team)  
23 Minuten her

 Ändern
  Löschen
  Sperren
  Sichten


 Neuer Kommentar



Figure 1: The moderator/convener support a learner

I tried my best to be visible for the learners in my role as moderator, however for stated reasons it was all in all challenging.

## (2) Flat discussion forum

From a technical perspective the communication in the MOOC was very simple, one comment was added behind the other. Therefore, replies to a specific learner were difficult to give.

The missing “Answer this comment”-button made it sometimes hard to follow a discussion in a thread, because you didn’t know who responded to which comment.

Nevertheless, the team behind the MOOC tried to make up for it by being very active and it was nice to see and read that everybody was taking care of the learners the best way they could. Also the learners used the technology as it was and wrote a lot of comments.

## (3) Pinned discussion

Selected discussion threads were pinned every week. Usually the pinned topics were the assignments and notifications from facilitators and/or moderators. The MOOC team had no pre-defined strategy about what to pin. In the international team with different perceptions of the importance of discussions it was a complex process to decide on what topics should be pinned. In addition, the pinned posts themselves caused sometimes confusion among the learners because they were sometimes just looking for the E-tivity descriptions and got lost by other pinned threads.

★ Join our LinkedIn Network	3 Votes	vor 2 Monaten	5 Aufrufe	0 Antworten
★ E-tivity 2: Inspire yourself from Intrapreneurship examples	13 Votes	vor 2 Monaten	Week 1 Exercise E-tivity	507 Aufrufe 255 Antworten
★ Jesus Murphy, 6h for a peer review. You must be kidding me!	2 Votes	vor 3 Monaten	The Pitch	27 Aufrufe 0 Antworten
★ 4.6. E-tivity 7: Applying the Business Model Canvas	1 Votes	vor 3 Monaten	Week 4 Exercise E-tivity	202 Aufrufe 91 Antworten
★ E-tivity1: Are you an Entrepreneur or Intrapreneur?	20 Votes	vor 3 Monaten	Week 1 Exercise E-tivity	552 Aufrufe 367 Antworten

Figure 2: Overview on all discussions over time.

## (4) Videos of the week

During the first four weeks I produced a weekly video to summarize the main points of what’s happening in the week and to motivate the learners for the next week. As these videos were created and added during the execution of the MOOC they were placed as a text symbol in the line of icons (see fig. 3). In this way it was easy for the learners to miss the video.



## 1.1 Learning Objectives and Content

### Learning objectives:

The first week in this course will help you to:

- gain first information and insight into the concept of intrapreneurship,
- get to know other learners,
- and start your own engagement with the content.

*Figure 3: Videos of the moderator hidden behind a text symbol*

## Discussion

The learners where no matter what highly motivated. A great amount of high quality comments was posted over the first two weeks. As the design of the MOOC moved on to more group activities the communication from discussions visible to all learners were drawn especially after the go for the work on the Pitch. However, discussions in a more private atmosphere within a group made it possible to reach a higher quality on working together.

### (1) Week 1 - 4

As week 1 was used to get to know the platform and find a smooth start into the functionalities of the MOOC, week 2 hit the learners with a high amount on complexity as there were different deadlines to remember and more and more e-tivities to carry out. We lost some learners along the road due to the fact of this complexity, but many appreciated the possibilities and the variety of learning materials. Learners asked for personal reminders – by e-mail or when they log in – to avoid missing deadlines for submissions. The discussions during the first weeks were full of understanding and interest for the learners' professional background

Already in week 3 the learners should submit ideas for the Pitch which was going to take place on week 5 and 6. Learners weren't sure if they want or could participate in the Pitch session. They had to decide how to continue in the MOOC without knowing in detail about the amount of work or time they have to invest into Pitch. In meditating on their decision some of them oversaw the deadline to hand in their interest for the Pitch. Probably it was not optimal to schedule the deadline for the pitch in week three when the collaboration on the pitch started in week 5.

Learners were working on the weekly's assignments and at this stage didn't think of the Pitch. I tried to focus on the Pitch in my weekly video however I realized that a deadline set so early for an activity starting two weeks' time was hard to be implemented in peoples' minds. I felt sad for

the learners who missed the deadline and couldn't participate in the Pitch however the team agreed on this as a hard deadline and it was ok to follow it through.

In week 4 the fast track finished. I did a summarizing video about the four weeks of content and pointed out some important deadlines for final assignments and reflection tasks.

#### Week 5 and 6 – The Pitch

There was no clear defined role for the moderator / convener in the Pitch. It seemed that working on the “collab spaces” for the Pitch was more in the responsibility of the facilitators therefore I wasn't that much involved here.

### Conclusio

The platform had some technical issues and wasn't always logical from my point of view. The policy about posting announcements wasn't clear for me and I fear some of my posts in the weekly forums went down unnoticed. I wasn't able to put my weekly videos as resource on the platform and had to wait for a technician from the mooc.house team to do this for me. As the videos went online during Saturdays I felt bad for the guys who had to work for me and at the same time I felt somehow helpless, because I wasn't in charge of this matter.

The MOOCs I moderated in the past were held on small platforms, where both the facilitators and the moderators were responsible for technical issues and data contents. So a lot of time was used to check functionalities and later on look for posts and counting posts per user. It was nice to have a functioning MOOC platform which did many things automatically.

Working together with an international team was both enriching and challenging. As I was on maternity leave while the MOOC contents were built and a common understanding was created on how the roles in the team were carried out I felt sometimes left out and it was hard for me to communicate with the team members. I learned for the future it would have been better to be on board the whole time. It was my responsibility to ask for the communication culture and team roles, something I would look on more accurate in the future.

It was my first time working together with people from so many different fields and moderating a group that large. I didn't do weekly videos in a MOOC before so that was a challenging new field for me as well. I wasn't sure of the impact of such videos, but I learned that they were a source of motivation and I felt that they were appreciated by the learners.

Looking back on four very intense weeks I'm happy to say that I took a lot of experience with me, which I think will help me to develop my role as a moderator in future MOOCs or other online scenarios. (Erika Pernold)

### Personal reflection from a learner's point of view

I was involved in the design of the *Intrapreneurship MOOC* at the beginning when we discussed the whole picture. Afterwards I did not have an active part in the creation and implementation but I followed the development of this MOOC and the whole BizMOOC project with personal and professional interest and as part of the Quality Assurance Board as well.

I was curious about the results of all the discussions and all the work done by the BizMOOC team and decided to become a learner in the MOOC. From my personal background I'm not very interested into economics. Therefore, I did not choose the *Intrapreneurship MOOC* for the content but I wanted to see how the content was implemented, how the platform works and if the learners get in interaction with each other.

#### (1) Interaction in the MOOC platform

In MOOCs I love to learn from others, read and see their reflection about the content, their results of the tasks, their ideas how to use what they have learned in their personal contexts. In a MOOC I try to create a network of learners because in exchange with others I learn best. This was not possible in the mooc.house platform as it doesn't focus on interaction between the learners. So – it would have been possible that I became a dropout at an early stage of the MOOC.

#### (2) Content

I didn't drop out because there was a lot of interesting and useful content in the platform. I loved the Intrapreneurial Toolbox – the abundance of materials and methods neatly collected and presented by the BizMOOC team.

Learning in the *Intrapreneurship MOOC* helped me to overcome some of my beliefs.

I realized that there are topics in economy which can be useful for me as an innovator and as team leader in my university. On some stage in the MOOC I thought that I'm maybe a kind of intrapreneur in my organisation.

#### (3) Assessment

Normally I hate quizzes and don't believe that they really help me to learn deeply. But the quizzes in the MOOC were special. They were a mix of questions based on the material in the MOOC and on questions about the mindset of an intrapreneur. There were easy questions and difficult questions. On the one hand I had to learn about the topics of the week, on the other hand I was

challenged to reflect upon the “soft” questions. I didn’t plan to get a certificate in the MOOC but as I enjoyed the contents and partly the quizzes I decided to give it a try.

#### (4) Deadlines

I hate them. In other MOOCs I’m used that deadlines are soft and that I have time to finish the work I intend to do. I’m not sure where it was my responsibility of being stupid and not knowing how to use the options in the platform in a perfect way and where it was the system which didn’t remind me of deadlines, didn’t make the hard deadlines as visible as I would have needed them.

So I missed one of the quizzes, I missed the deadline for the pitch and I missed the deadline for the post-survey.

After four weeks I got the “Certificate of completion with a fast track record of achievement” but I was really sorry that I couldn’t participate in the pitch and collaborate with a team in the full track of the MOOC.

To summarize I’m happy that I learned in this MOOC. I collected methods which can help me in my daily work. I found the BizMOOC experience challenging and fun – and I’m proud that I succeeded to finish fast track. (Jutta Pauschenwein)