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MOOC s
" **for the world of business**

BizMOOC Result 4.3

Lessons Learnt, Recommendations and Good Practice from Pilot MOOCs

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Lessons Learnt, Recommendations and Good Practice from Pilot MOOCs

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Lessons Learnt, Recommendations and Good Practice from Pilot MOOCs

Summary

One of the key deliverables of the BizMOOC project was the production, implementation and evaluation of three pilot MOOCs.

These were:

- MOOC 1: Learning with MOOCs for Professional Development (iteration 1) & Digital Skills, Digital Learning (iteration 2)
- MOOC 2: How to Generate Innovative Ideas and How to Make Them Work (two iterations)
- MOOC 3: Intrapreneurship - Make your Business great again

We used very differing approaches with the Pilot MOOCs in terms of budget, design and didactical approach (self-paced, moderated), platform, course length, expertise on topics and on MOOCs, originality, etc. The full evaluation of all three MOOCs is available under mooc-book.eu and summarized in the following reports: 4.2 "Joint Evaluation Report on Three Pilot MOOCs", 4.2a "Evaluation Report on Pilot MOOC1 – Learning to Learn", 4.2b "Evaluation Report on Pilot MOOC2 – Innovation, creativity & problem-solving" and 4.2c "Evaluation Report on Pilot MOOC 3 – Intrapreneurship: Make Your Business Great Again".

In this section, the following insights – based on extensive empirical research carried out between September 2017 and July 2018 in the BizMOOC project – are presented

- **50 key lessons learnt in 4 categories** (promotion; course design; participation and completion; MOOCs for the world of business) drawn from the experiences and extensive evaluation of the production and implementation of three Pilot MOOCs in the BizMOOC project;
- **25 key recommendations in the same four domains** drawn by qualitative and quantitative analysis of the MOOC evaluation and a meta-reflection carried out by the BizMOOC team upon the three individual MOOC reports (R4.1a, R4.1b, R4.1c);
- **20 good practices** from the Pilot MOOCs that support the recommendations.

Lessons Learnt

Based on the individual analysis of each Pilot MOOC and a meta-reflection carried out by the BizMOOC consortium, the following **Top 50 Lessons Learnt** can be summarized **in 4 categories**:

PROMOTION
✓ Course promotion depends on **timing, experience** and existing **networks**. Promotion may require building new networks to reach target groups more effectively.
✓ Trusted sources and **personal recommendation** (ideally from **multipliers** – such as other interested parties, stakeholders, key bloggers, key newsletters, professional networks, employment services, HR managers, MOOC aggregators etc.) –, who can increase outreach to the target groups via their networks) are key to increase sign-ups and participation.
✓ **Choice of platform** may play a critical role in promotion, particularly when working in conjuction with a MOOC platform which will help you promote to existing learners on the platform.
✓ There is a huge **difference in promoting** to learners and to institutions (not only that you need more lead in time, you need different strategies, language, arguments etc.).
✓ It is critical to introduce the **key selling points** (main outcomes of the course in relevant and engaging terminology) to the target audience(s).
✓ A somewhat **limited** (not too broad) **target group** might increase the success of both the promotion and the effectiveness of your course (i.e., it is good to know the main characteristics and motivations of your intended audience(s))
✓ An **engaging course trailer** is important. It should be professional, concise and include the key benefits of participating in the course.
✓ **A catchy course title** is important. E.g., MOOC1 removed "MOOC" itself based on feedback, MOOC3 experimented with a very provocative subtitle ("Make your business great again"), resulting in increased attention, but also a few complaints.

COURSE DESIGN
✓ **Platform choice and functionality** are important considerations when developing a MOOC. Ensure that you assess the platform and that it meets your needs and has the functionality you need for the course.
✓ **Not every course platform is applicable** for each type of MOOC.
✓ **Sign-up procedures** should not be too complicated and long (e.g. only a few mandatory requirements such as name, e-mail and password plus some optional such as birth date, language, location etc.).
✓ Note that MOOCs are about massive numbers of learners participating in a course. Aligning with **regional, national or even global platforms** helps to cater to the needs and quality expectations of a (critical) business audience and potentially attract a lot of learners. This is an important consideration alongside the required functionalities of the platform.
✓ **Accessibility** of content and assets (such as videos) **on different devices** is important.
✓ **Transcripts can be essential** as many learners are not native English speakers, may not have good/reliable connectivity or prefer this format over video/audio. Build in time and resource to subtitle videos and ensure that text is in a screen reader compatible format.
✓ **Design tools and well-approved didactical approaches** (in our case Learning Design by the Open University UK and the e-Learning concepts by Gilly Salmon) facilitated the course production process well. See good practice for examples.
✓ **Choice of topic and relevance for target group**: A needs analysis with desk research about existing offers (MOOCs and other formats), with the targeted learners and qualified experts about the intended course topic, their expectations and how they would like to learn is critical.

- ✓ **Familiarity with MOOCs varies** among learners and should be considered both in terms of design and presentation of course content. Moreover, not all are self-directed learners.
- ✓ **A diversity of activities is appreciated by learners** (reading, watching videos, quizzes, forum discussions, etc.) and potentially deepens the learning process.
- ✓ **Multimedia** is appreciated by the learners (but only if high-quality in terms of content and technical features).
- ✓ **Summaries of each module are appreciated**, but only if they stick to the point and provide a good recap with minor new elements. This could be done at the end of each section.
- ✓ **Completion rates are just one indicator for the success of a course**, consider also other indicators such as the learners´ engagement with content, the quality of their contributions, their feedback, expert feedback and review, level of participation over the weeks, etc.
- ✓ In addition, become aware of your **learner´s intention beforehand** (e.g., by a pre-course survey) and contrast your success measurement with this (e.g. with learning analytics, with a corresponding post-course survey, with follow-up interviews)
- ✓ **Multiple choice questions** are not easy to design, especially for soft topics. Important to allow plenty of time to design meaningful quiz questions, run pre-tests and ensure you are developing your assessment in conjunction with your course content
- ✓ **Re-use of materials** with open licenses works to some extent, but only when relevant and useful materials are carefully selected.
- ✓ **MOOC closing events** are a good opportunity for an informal reflection, but need to be planned and announced in advance (e.g. at the start of the course) with a description of what to expect, how the event will work etc.
- ✓ **Outtakes from video production** are not essential, but they add a more informal and personal touch to the online experience for the learners and the development team.
- ✓ Additional **On-Site Exams** are only taken by very few learners, but can be useful when the MOOC is part of University course/program and enables students to gain additional ECTS points.

PARTICIPATION AND COMPLETION (Participants often have many restrictions on their time. To help learners study effectively:**)**

- ✓ Consider your target audience(s) when setting the **launch/start date of your course**.
- ✓ **Required time** for MOOCs and specific activities is hard to estimate upfront, but important for your learners.
- ✓ **Different course tracks/pathways** to reach different levels of knowledge are appreciated, but may lead to confusion as well. Different tracks/pathways must be clearly structured for learners.
- ✓ It is also difficult to reach an adequate level of **"strictness" with deadlines** (soft vs. hard deadlines) to not scare off learners. Do you want to grant soft deadline to make it easier for learners with busy schedules, or do you go for strict deadlines to award those which take the deadlines serious?
- ✓ It is important to **not only promote enrolment**, but also participation/completion from the beginning, presenting learners with benefits/take-aways of completing the whole course.
- ✓ However, some learners do not come with the intention to **complete the MOOC**, for example, they might just be interested in a particular section/week of the course, or in "lurking" (e.g. to see how the MOOC is done)
- ✓ It is important for learners to be able to **track their progress** in a course. It also provides the course creators with information about how the course was being used (note, this is only possible if learners have to sign-in for the course and consent to be tracked).
- ✓ Well-designed, "ice-breaking" **activities are key for active participation** and learner engagement. Learners can get to know each other and connect more quickly (in a set timed MOOC, not applicable for a self-paced MOOC).

- ✓ Learning in teams/**teamwork can be a challenge** (online and f2f), because of differing levels of activity, knowledge and engagement (e.g. free-rider problem). Moderation helps for less active learners, but hardly turns inactive users into active ones. It is critical how the assignment and assessment is designed (e.g. peer-review within and between teams). Next, teamwork is also difficult for self-paced MOOCs – does one monitor forums for month after month, or just offer active forum contributions from moderators during a set time?
- ✓ **Languages**: Sometimes (in some regions) this can be a challenge. It can be a trade-off between facilitating access for more people (by providing several languages), but at the same time decreasing the cross-cultural exchange within the MOOC (by having separate language communities).
- ✓ **Multi-lingual courses** require a lot of additional resources (not only translation of content, also multi-lingual moderation, platform and course design, technical support etc.). Publishing content with an open license offers the opportunity for translation into other languages.
- ✓ Localising a MOOC by offering opportunities to **reflect on the local context** of the learners, for example, by designing activities where participants share local examples, makes content more relevant and potentially more engaging.
- ✓ **Certificates** are motivating for some learners, for others not (approximately 50:50 over all MOOCs). If the certificate is officially recognized by a company or university, this number significantly increases.
- ✓ Be careful with **mandatory participation** (e.g. if you force students or employees to take a MOOC). If you did want all employees to participate in a MOOC, provide them real incentives to do so (e.g. provide them time).

MOOCS FOR THE WORLD OF BUSINESS

- ✓ In our experience MOOCs for companies are successful, especially when offered in a **hybrid** training model format**, complementing** the corporate training program or **supplementing** corporate offerings.
- ✓ MOOCs can compete with other proprietary business training, not only because they are for free, but also because they enable learners to potentially **connect** with many working professionals around the world and produced by quality providers like Higher Education Institutions.
- ✓ The **majority** of our learners **came with career-related motives**, especially to improve skills & to learn new things (more than 70% in all MOOCs).
- ✓ Some of the MOOC's **enrolment procedures** elicited negative learner feedback regarding the number of steps and provision of personal data needed to enrol. This which might put off some registrations from business learners.
- ✓ We observed that MOOCs can be a great way to introduce a **massive audience to a new topic/idea**, and then **follow up** with a complementing, tailored offline or blended format.
- ✓ Many identified **key barriers** in our research at the beginning of the project (legal limitation, confidentiality issues, technical issues) were not observed during our facilitation of the Pilot MOOCs. This is perceived to be due to the fact our MOOC were not "official" company offerings.
- ✓ According to our research, still many companies don´t trust MOOCs yet.
- ✓ It is important for learners, to keep the possibility/option to **stay anonymous when taking MOOCs**.
- ✓ Finally, the real **added value of a MOOC compared to other learning formats, could be the power of the cloud**, the aggregation of knowledge around a topic by a massive amount of learners and experts with different cultural backgrounds. We aggregated many unbeatable knowledge hubs around specific topics, created by the learners in our MOOCs (see e.g. BiZMOOC result R4.2c Evaluation-Report-MOOC3-Intrapreneurship, Reflection on Reflection on and summaries of e-tivities, p. 25-26).

Recommendations

Based on all lessons learnt from designing, promoting and implementing three business MOOCs, the BizMOOC consortium offers the **following 25 key recommendations**, again in the four identified key areas.

PROMOTION

1. Design and apply a **two stage promotion campaign**: to organizations and partners (first) and learners (second).
   - **Start early, but not too early**. You need to contact target groups well in advance, but not so far in advance that they might lose interest. The same with end-user promotion. We would advise to start two months in advance with intensified promotion, but not earlier, as you will have too many "no-shows" in your MOOC.

2. **Carefully choose the platform**:
   - MOOC platforms are **not based on standards** which would allow to offer MOOCs on different platforms at the same time. Also creating a MOOC on one platform means that the content is lost if the platform goes offline.
   - It is important to **understand and evaluate the features of a MOOC platform first**, before you start to develop the course.
   - An important criterion for choosing the platform is whether its **functionality fits with your MOOC's design and with your target group´s expectations/learning style**.

3. **Use of channels and networks:**
   - **Go with well-established channels** at a regional, national and global level (e.g., a MOOC platform with a critical mass of learners, portals and aggregators); do not start from scratch and try to do everything by yourself. There are well-working medium-sized, affordable or even free-of-charge MOOC platforms available, if you do not have the means/opportunity to go with the larger, well-known ones.
   - **Activate and make use of your own networks, use multipliers** (such as HR managers, key bloggers, key newsletters, professional networks, employment services, Social Media groups, MOOC aggregators etc.), who can stretch your outreach. Try to get personal recommendations.

4. Ensure that **promotion of the MOOC is targeted**.
   - The **promotion material** should refer to a specific target group and should not consist of too many separate sub-target groups. Promotion material that is too broad can lead to smaller participant numbers.
   - Know the **main characteristics and motivations** of your (not too broad) target group(s).
   - Introduce the respective **key selling points** to your target group(s).
   - Use an attractive and catchy **course title**.
   - Indicate clearly the benefits, learning objectives and requirements of the MOOC.

- o **An engaging course trailer helps**, but only if it is convincing, attractive and professional (not too long, comes to the point quickly, lists the benefits for the target audience(s)).
- o To attract companies to actively support use of a MOOC, an **adaptable strategy to convince key people** in HR departments is required. This could involve ensuring the MOOC is easily adaptable (e.g. by openly licensing it), aligning the content to a company learning program/catalogue and/or aligning/adapting the course to company competence frameworks.
- o It is important that a MOOC reaches a large number of participants simultaneously. This will enable for better communication and exchange between the participants and consequently projects in teams.

COURSE DESIGN

1. **Do your homework regarding the choice of topic(s) and your target group(s):** by carrying out market analysis in different areas, such as:
   - o Existing MOOCs on your envisaged MOOC topic. You could start with MOOC aggregators like Class Central or MOOClist and then scan the major MOOC platforms, but be aware that not all MOOCs are listed there.
   - o Existing other training / (e-)learning offers to your topic.
   - o Speak to your target group, the potential learners: What do they think? What would they need? How would they like to learn that topic?
   - o Speak to decision-makers and multipliers: What do they think? What do they need? (e.g. look at the competence framework of companies)
   - o If it is not possible to engage directly with learners or companies, apply market/customer analysis tools, such as Personas or the Empathy Map.

2. **Carefully select the platform** which fits to your type of MOOC as well as to your audience:
   - o For example, when going for a collaborative/community-based MOOC, does the platform offer the required level of interactivity?
   - o Is the sign-up procedure simple enough for your target audience?
   - o Is the platform professional enough for your target audience?
   - o What about accessibility of content on different (mobile) devices and for different types of users (age, profession, sector, experience, education, confidentiality, security, legal and technical issues, specific needs etc.)?
   - o Who owns the uploaded content? Consider openly licensed content and keeping track of assets via an asset log etc. (e.g. process for course design), acknowledgements etc. -> for more information to this topic, check out our guidelines for business and higher education.

3. Design your MOOC to engage appropriately **with as many learners in your target audience(s)** as possible.
   - o Consider that **familiarity with MOOCs varies** among learners.
   - o Be clear about **who your target audience(s) is (are)** and their learning outcomes.
   - o Consider providing MOOC content in **multiple languages** (be aware of additional costs and effort).
   - o Include examples or activities which reflect specific target audience(s) **localities/circumstances**.

- o Try to offer **additional community building activities**, which differentiate your MOOC from others (e.g. closing event, outtakes from videos etc.)

4. Use **educational design tools and well-approved didactical approaches**
    - o Familiarize yourself with **different tools**. We used for example Learning Design Principles, e-Moderation tools (Gilly Salmon), but there are others.
    - o Choose an appropriate learning design framework (and adapt it to your needs if appropriate). This will help you structure the development process and ensure your MOOC delivers on the intended learning outcomes.

5. Get **early feedback** by running **pre-tests with your target group**:
    - o Estimate the required time to complete the MOOC and specific activities upfront and test it with your target group.
    - o If possible, let representatives of your target group try out an early prototype of your MOOC in front of you and observe them.
    - o Collect your observations and improve your MOOC design accordingly.

6. Especially **focus on the first week and "ice-breaking activities"**
    - o Provide **inviting and engaging first activities**: easy to accomplish and clearly related to the subject area.
    - o The entry barrier should usually be low (except maybe for some highly specialized MOOCs), maybe integrate some "fun" element if it fits to your target group.
    - o Incorporate an **interactive** element and try to **stimulate a discussion** (applicable to facilitated, time-bound MOOCs, less to self-paced MOOCs)
    - o You can easily raise the level of difficulty in activities later on in the course.
    - o Carefully consider what fits to your target group and topic.

7. Strike a good **balance between different forms of activities and resources.**
    - o MOOC learners **appreciate a mix** of reading, watching diverse video materials, doing self-tests, quizzes, taking part in discussions etc.
    - o This diversification helps to cater different learning types/styles, it potentially introduces deeper learning processes and a self-reinforcing learning loop.
    - o Multimedia is important, but only if the content is good.
    - o Include **links to a wide range of resources** (including non-English websites and other materials learners might find useful) so that the learners can deepen their knowledge by themselves.

8. **Creating videos**
    - o **Stick to the point.**
    - o Shorten videos **to cover essential content only.**
    - o Make sure your videos feature diverse resources and examples.
    - o Consider the maximum **time length of videos**. If a topic cannot be explained in a 3-5 min video, split it into two or more "digestible" parts. It makes a huge difference for your learners.
    - o No long welcome and farewell procedures in the videos.
    - o **No repetition** of what is already written/communicated.
    - o For videos added while the MOOC is running (such as weekly summaries), the learners do not expect the same high quality of the video recording (but do expect the content of these videos to be of good quality).

9. **Multiple Choice Questions**: if you use them:
    o   run **pre-tests** with people (not) familiar with the topic and incorporate their feedback,
    o   make the questions meaningful and directly aligned with the course's content,
    o   **avoid vague wording**, potentially correct/incorrect answers (unless you do not want to stimulate lively learner discussions about the question and it´s right or wrong answers, sometimes this can even be a strategy to active learners),
    o   **provide self-training options** with similar questions that learner can train and get familiar with your style of multiple choice questions,
    o   **avoid double negation** question/answer options.

10. **Re-use of materials** with an open licenses is fine, but do it right.
    o   Many, many openly licensed useful materials are available and can be reused in a new MOOC. Ensure that you take time to review existing content and assess whether it can be integrated successfully into your new MOOC.
    o   While a MOOC with a lot of external content potentially allows for faster implementation, this will potentially require higher levels of maintenance in the long-term. The possibility of "link rot" and external resources being removed or links not working anymore means that solutions or alternatives may need to be found.
    o   However, in the instance of openly licensed resources re-use also enables the original material to be tailored to the context and specific goals and target group of your MOOC. i.e., reused materials (videos, educational material, assignments and quizzes) can be adjusted to the course, made available on the MOOC platform and include a reference to the original resource.
    o   When existing videos cannot be re-edited, it is advisable to only let the video play relevant sections instead of the whole video (although this creates interdependencies with external sites and needs regular checking/permanent maintenance).

PARTICIPATION AND COMPLETION

1. **Increase the flexibility and convenience** of your MOOC.
    o   Apply an **easy and convenient sign-up procedure**. This might be another criteria for choosing your platform.
    o   If the MOOC is facilitated and run in set time, **respect your target audience´s schedule.** It is especially important to provide clear advice on the:
        •   length of the MOOC, each section and the estimated time activities shall take,
        •   when you should start and finish your MOOC (timing of the whole MOOC),
        •   when you will publish new content. When scheduling this consider business schedules, working/free time, weekends, holidays etc.
    o   **Run a pre-course survey and consider expectations and prior knowledge** of your learners, as this also influences the success rate and the estimated required time to participate in the MOOC. For example, if the knowledge gap is to too large to start the course effectively, offer some additional material and refer to other courses to help scaffold leaners effectively.

- If supported by the platform, **offer flexibility to your learners** with different course paths:
  - Define minimum participation requirements;
  - Scan your MOOC and mark "must-have" content and "nice-to-have" content to help your learners with limited time to complete the essential components of the course;
  - Consider offering a "fast track" which comes with a minimum certificate;
  - Provide different opportunities for deepening one's understanding of complexity of the subject;
  - Offer a range of next steps aimed at different levels or contexts.
- Provide (realistic) **estimated workloads** for the modules and activities so that learners can plan their contributions.
- **Try to strike a balance between being strict vs. flexible**, for example with exam deadlines for a business audience. Moreover, we would not suggest to grant too much time for an assignment or task (e.g. 5 hours for a peer-review which takes only 30 min.), as this can be misunderstood and scare off your learners. Keep expectations realistic!

2. A well-planned **communication policy is key to maintaining learner motivation.**
   - Promote course enrolment, but do not forget to also **promote course participation and completion.**
   - Be clear about how you will communicate with participants at the start of course.
   - Send **reminders to learners** on a **regular** (e.g. weekly) basis.
   - If you start with regular reminders, ensure that you **stick to your communication policy** until the end of the MOOC. Your learners will get used to it, rely on it and appreciate this.
   - **Be concise and easy-to-follow with instructions** and descriptions, especially when it comes to deadlines and group work requirements.
   - **Stimulate your learners with easy and fun "ice-breaking" activities**. Once your learners became visible, it is much more likely that they will stay active in your MOOC.
   - **Provide overviews/summaries** for each module/week, but focus on the outcomes of the discussion, what was new/new content/interesting points from forum discussions/areas of the course people found difficult and/or activities/conclusions. Do not summarize the task descriptions or regurgitate content already available in the MOOC.
   - Depending on platform functionality, enable learners to **track their progress** and motivate themselves appropriately. This gives a better overview, motivates and also provides the course creator with information about how the course was being used.
   - **Ongoing feedback** at the end of learning milestones or sections/weeks help to keep learners motivated and engaged.
   - There should be a clear **indicator of progress** in the MOOC for the learner after each module/course section.
   - **Consider an official closing event** (if not self-paced): especially when offering MOOCs over a longer period with active user participation. When offering such an event, we recommend:

- considering the **form of the closing event** (for example a [hot seat](#), but always include different ways of participation for learners, e.g. in an online hang-out, YouTube livestream, in a chat forum, etc.)
- communicating the **date and purpose at the beginning** of the MOOC;
- preparing your **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;
- offering a Social Media follow-up exchange place, e.g. a LinkedIn Group or other networks, if appropriate.

○ **Encourage your learners to become co-creators** of your MOOC and potentially create a 'community' around your course, by:
- inviting learners to design specific activities/assignments (see good practice) or use material/resources developed by learners during the MOOC in future iterations (you will need make it clear in the introduction to the MOOC that this will happen, how these will be licensed and enable people to opt out, etc.);
- initiate stimulating discussions;
- acknowledging their level of expertise and experience;s
- asking for their feedback and opinions;
- and by <u>not</u> answering every discussion/question in the forum. In some cases, fellow learners responded to questions and subsequently became "co-mentors" of the course. Be more reflective and engaging instead of assuming that you as the course creator are the only expert on the topic.

3. **Teamwork in MOOCs**
   ○ **Carefully design group selection process and criteria**:
   - Bottom-Up vs. Top-Down: let the participants choose/suggest co-learners for their group who they already know from discussions according to preferences/sympathies/similar thinking vs. an automatic group building via fixed criteria (e.g. time-zone, languages, topic, time budget etc.).
   - Be aware that bottom-up instigated teams could be time intensive and require a high level of responsibility from your learners; typically, only very few, highly-engaged learners will do this.
   ○ Create the teams **as early as possible** in 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 (self-selection) and the ones which have stayed the course are more likely to stay active in the group work.
   ○ **Design the collaborative activities** for a team of MOOC participants carefully; they should be **engaging and output related**. Also counteract for possible fee-riding (e.g. with a peer-reviewing scheme) and facilitate possible f2f meetings (e.g. by using same location as one criteria for grouping teams)
   ○ **Strengthen the discussion part**, and make it as user-friendly as possible (with moderation, overviews, etc.)
   ○ **Strengthen** the role of **moderators / mentors** (e.g. by official introduction at the beginning of the teamwork, establishing common rules, etc.)

- 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 criterion for building the teams.

4. **Certificates**
- **Badges and/or a certificate of participation could motivate** approximately 50% of your learners. Yet different participants have different needs and preferences. A student could be interested in a certificate she/he can use at her/his university, while an employee might be interested in a certificate for career-related motives.
- **Various kinds of certificates coupled to various course-tracks** might help motivation, but might also complicate the delivery of the MOOC. Find the right balance between motivation, flexibility, the needs of your target group and simplicity.
- A **formal course recognition** with ECTS (European Credit Transfer System) or similar motivates and increases learner engagement/interest with the course.
  - For recognition etc., you can also explore our discussion paper on recognition and certification of MOOCs.
- Can your MOOC potentially become an **element of a certified larger programme** (e.g. a regular ECTS-based university offer, an official company training programme or even part of a Micro-Credential)?

MOOCS FOR THE WORLD OF BUSINESS

1. Carefully select your **course topic:**
   - Is it appropriate to be learnt via the MOOC format?
   - Does it make sense to be taught to a critical mass of business learners (is there a need)?
   - Does it facilitate key business competences and career-related motives?

2. Identify your target group´s expectations towards **professional appearance** of the platform, videos, usability, design, etc.) and **quality standards**

3. Ensure an **easy sign-up procedure**

4. Provide the option for learners/employees to **stay anonymous** in the MOOCs, and create trust from the beginning. Sharing can still happen without giving away names of people and organizations.

5. **Monitoring** participants' activity, inputs and comments can offer **useful** data/analytics to inform further improvements to the MOOC, focused moderation and upcoming MOOCs for target business participants.

6. **Convince the key decision-makers** in companies through:
   - Preparing a **strategy** to introduce your MOOC to decision-makers (aligned to company strategy and work on the key selling points and benefits for the company);

> - Be aware they **might not be familiar with MOOCs**, and might lack some digital and language & terminology) skills next to prior knowledge, etc.
>
> 7. Check the **adaptability** your MOOC:
>   - Could the MOOC be reworked **to fit a company learning program**/catalogue and/or aligned/adapted to a company competence framework?
>   - Can the (tailored) MOOC become **part of the official training program** of a company?
>   - A closed operating environment section for the company within the open MOOC could help to address confidentiality and legal issues.
>   - Could the MOOC become a **complementary/supplemental offering?**
>   - Could it be implemented in conjunction with tailored, **follow-up on-site training?**

Good Practice

This section brings together 20 good practices we want to share from the implantation and evaluation of the 3 Pilot MOOCs:

Overview to the Good Practice Catalogue

1. Learning Design Principles and Tools for MOOCs
2. Templates, Questionnaires and Surveys to Identify Your MOOC Target Group
3. Prototyping in MOOC Design
4. Time Schedule for MOOC Design
5. Linguistic Tools for Translating MOOCs
6. Balancing Out Unequal Experience Levels within MOOC Design Teams
7. Course Planner Sheet to assign tasks and responsibilities
8. Quality Dimensions Review
9. Key Performance Indicator Dashboard
10. MOOC Evaluation Design
11. MOOC Platforms
12. Making MOOC Content Accessible
13. MOOC Licensing
14. Flexible Course Tracks
15. Overview to Deadlines, Certification and Course Tracks
16. E-tivities by Gilly Salmon
17. Self-Training Options
18. MOOC Farewell Party
19. Co-creation of learners
20. MOOCs improving the way of teaching/training

Good Practice Catalogue

	Good Practice	Description and Links
1	**Learning Design Principles and Tools for MOOCs**	**Develop the structure and content of the MOOC using proven learning design principles and tools.** There are existing, tested templates available to be used by anyone. The BizMOOC team used the design templates and methodology of The Open University. The template can be downloaded in the MOOC BOOK [www.mooc-book.eu > Learn More > Resources]. A video instruction to the Learning Design process is available here.
2	**Templates, Questionnaires and Surveys to Identify Your MOOC Target Group**	**Conduct research on the characteristics and needs of the target groups in the early phase of the design process.** Using this information to design the MOOC should enable you to engage appropriately with as many learners in target audience(s) as possible. For example, the BizMOOC project started with interviewing both higher education institutions and business representatives to get a broad overview of the gaps and insights to needs of the target groups. It also exposed the level of familiarity of target groups with MOOCs, their presumptions, reservations and expectations. Feel free to apply the templates, surveys and questionnaires used in BizMOOC (open license, download on mooc-book.eu >Learn more > Resources).
3	**Prototyping in MOOC Design**	**Involve experts, learners and peers in the evaluation of the design and course prototype well in advance of its launch.** In this project, feedback received from 55 experts, 891/409 learners, 2 external evaluators and an intra-team peer review during design/developments phase allowed the teams to adjust several elements of the MOOC design to fit established standards and existing best practices. All templates are available (open license) in mooc-book.eu >Learn more > Resources.
4	**Time Schedule for MOOC Design**	Take sufficient time for the design of the MOOC. This pays off significantly during the development of the course. In our project, we started one year in advance of the MOOC's launch by defining course and learning objectives, target groups and developing an initial plan. There was straight-forward time plan (using a GANTT chart), a Project communication plan including a formal Kick-Off Meeting in combination with a workshop on MOOC didactics, regular online meetings, clearly defined milestones and a blue print for the design in place. Check out the "Learn more" section on mooc-book.eu.
5	**Linguistic Tools for Translating MOOCs**	**Use linguistic tools to overcome language issues.** A bilingual course might be a good option to overcome language barriers and engage with a larger number of potential and/or actual users. This was the case for many of our users which enrolled for the creativity MOOC (the second Pilot) provided through a platform with a large offering for Spanish-speakers. The possibility of translating not just written text, but the full content (including the videos) might reduce the dropout rate related to language barriers. There are machine translation options for MOOC, such as the EU-funded project TraMOOC (http://tramooc.eu), for example. Even YouTube has semi-automatic subtitling options or one could use Google's subs – but these will need checking and correction manually.

6	Balancing Out Unequal Experience Levels within MOOC Design Teams	**Acknowledge and address unequal knowledge and experience with MOOCs within the design team**. The BizMOOC project had MOOC teams from various background and sectors, some with hardly any previous knowledge on MOOCs. This was addressed by first producing 14 state-of-the-art papers with contributions from all team members (available at mooc-book.eu > Learn More). These papers were then reviewed by MOOC experts. In addition, a dedicated learning design workshop was held next to overall team guidance by work-package leaders experienced in MOOC development and implementation.
7	Course Planner Sheet to assign tasks and responsibilities	**Assign tasks and responsibilities according to team member's areas and levels of expertise**. In the MOOC development teams, people who were experts on the subject matter produced written content, interviews and other recorded materials, while others worked on the graphics and graphic presentation, layout and technical feasibility of the course. It worked well in the BizMOOC team to assign certain MOOC modules to different partners according their expertise – we used the Course Planner Sheet (available on mooc-book.eu > Resources) for doing so.
8	Quality Dimensions Review	**Establish the goals, learning outcomes, characteristics and quality criteria of the MOOC <u>before developing</u> the MOOC.** Consequently, MOOC team members should be aware of the main priorities and concerns when developing and implementing a MOOC. In the BizMOOC project, this was not only facilitated by the learning design workshop, but also by discussing the quality dimensions and criteria that apply to the project overall and the specific target group of the MOOCs. Quality dimensions and related criteria discussed include: o is it a MOOC?; o content & activities; o applied IPR and licences; o language o accessibility; o technical platform and support o implementation BizMOOC (intervention goal). The quality dimensions with a more detailed description and corresponding questionnaire can be downloaded with an open license on mooc-book.eu (Learn more > Resources).
9	Key Performance Indicator Dashboard	**Establish key performance indicators that are most appropriate for the MOOC.** During the design phase, the BizMOOC project discussed the key criteria that guarantee the quality of each MOOC. As part of this process many pre-existing quality checklists, questionnaires for experts and MOOC participants and other tools were re-used. The majority of these are available openly. In the BizMOOC project, these checklists and questionnaires were jointly designed and it was discussed which were applicable to the project and to each team. As such, some questionnaires have specific questions that reflect the distinct goal(s) and target group(s) of the MOOC, as well as some general items relevant for all MOOCs. All the templates can be downloaded with an open license on http://mooc-

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		book.eu (Learn more > Resources). One overall summary online dashboard was used constantly checking the achievement of the pre-defined key performance indicators (e.g. active users > what is the definition and what is the target). A simple, free-to-use cloud service tool is sufficient to start a dashboard.
10	**MOOC Evaluation Design**	**Plan the overall evaluation and quality process, including who will review what elements using which template with applicable criteria, beforehand**. In the BizMOOC project, we agreed to have a review of the MOOC design by two external experts and by the two other MOOC teams. In addition, feedback was collected from 55 experts pre-course (open questions in survey) and post-course (focus group sessions) and by MOOC participants by pre- and post-course questionnaire. Here (*Overview of the BizMOOC Evaluation Process of the three Pilot MOOCs, which was carried out via a sequential mixed-methods approach. Qualitative-dominated parts are indicated in green, quantitative-dominated parts in yellow. See the following pages for description of each block. Source: BizMOOC, Christian Friedl. CC-BY license*) is an overview of the whole MOOC evaluation framework applied to the BizMOOC project.
11	**MOOC Platforms**	**Review a range of MOOC platforms** and carefully select one to ensure that the chosen platform is accessible for the identified target groups (e.g. can be utilised by businesses or Higher Education Institutions), has the functionality you require for the course and is easy for learners to sign-up to and navigate. Some platforms enable learners to track their progress which can have a strong motivational impact. For example, one BizMOOC project MOOC was hosted on a platform enabling full moderation and teamwork activities (mooc.house), as exchange and cooperation were key components of this MOOC.
12	**Making Content Accessible**	**Ensure the accessibility of content and assets** (such as videos) **on different devices** when developing your MOOC. For example, subtitling videos or providing text that is in a screen reader compatible format or making content accessible on mobile devices.
13	**MOOC Licensing**	**Consider the medium- to long-term life of the MOOC.** For example, by openly licensing course content and/or by using open education resources (OER) you enable re-use and further development of the course by both yourself or others. The second iteration of the second Pilot MOOC on Creativity was self-paced and MOOC Pilot 3 on Intrapreneurship was designed in a way to be easily transformed into a self-paced MOOC without a huge additional effort; only the quizzes, certification and forum were deactivated after the course was complete and an explanation provided. By making the course content openly available post-facilitation more than 200 self-paced learners have made use of the MOOC (as of October 2018). Ensuring the longevity of course content was an important factor for all teams.
14	**Flexible Course Tracks**	Whenever necessary, **introduce flexible course options (fast track and full track)**: This functioned well and was appreciated by the learners of our MOOC Pilot 3 on Intrapreneurship. Learners were motivated after completing the fast track (a selective learning pathway of only essential aspects of the course) to go for the full

		course experience (the whole course). How these different pathways through course material are referred to is also important: the label "fast track" was appreciated; the label "full track" could be replaced by the term "bonus track" to encourage more learners to consider engaging with more material. To find out more on how this could be done, check out our Intrapreneurship MOOC: http://mooc.house/bizmooc2018/
15	**Overview to Deadlines, Certification and Course Tracks**	**Provide a clear graphic overviews of deadlines** (visualisation of course timelines, see Fig. 1, example, *Overview of current position in Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license*), **certification options** (example, *Overview of current position in Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license*), **instructions** and a dashboard to **monitor one's own progress** (example, *Overview of course tracks and certification options in Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license*).
16	**E-tivities by Gilly Salmon**	**Introduce e-tivities as good practice examples for ice-breaking activities:** Following the e-tivity model of Gilly Salmon, e-tivities need to 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.). Our Pilot MOOC 3 on Intrapreneurship introduced 7 e-tivities. Examples are provided below: a) **E-tivity 1: Self-test Intrapreneur or Entrepreneur?** This E-tivity took place in the first week of the MOOC and aimed to encourage learners to share information about themelves and find out more about other participants. The task asked learners to consider whether they are more of an entrepreneur or intrapreneur via the help of an external self-test. Subsequently, learners had to share the results in the discussion forum and also describe themselves to other learners. In addition, learners were asked to tell others why they were participating in the MOOC and reflect on the results of their self-assessment. *Figure: E-tivity 1 of the Pilot MOOC3 on Intrapreneurship: "Entrepreneur or Intrapreneur?". Source: openHPI, Thomas Staubitz, CC license.* 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, encouraging discussion of the test and its result and thereby stimulating a discussion among 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 were asked to explain why this example is special to them – it might be an extremely successful business, or one that almost failed, or one that learners were not intially aware was an intrapreneurship outcome, or was something extraordinary. Learners were asked to look at the examples provided by others and identify examples which surprised them and to share their thoughts via a forum comment. This resulted in possibly the most comprehensive collection of intrapreneurship examples currently available with 255 entries and 507 views by participants. *Figure: e-tivity 2 of the Pilot MOOC3 on Intrapreneurship: "Inspire Yourself From Intrapreneurship Examples". Source: openHPI, Thomas Staubitz, CC license.*
17	**Self-Training Options**	Introduce self-training options by providing learners with an opportunity to prepare themselves, deepen their learning, be prepared for assessment etc., by offering multiple options (see example: *Self-training option for the weekly and final exam of the Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license*) to self-access the learning outcomes of each activity.
18	**MOOC Farewell Party**	**Host an online closing event which recaps the most important take-aways and enables learners to reflect informally on their experiences**. We experimented with a "farewell party" at the end of one of our MOOCs (Example: Invitation to the Farewell party of Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license.) During the 'Farewell Party" a separate course collaboration room was opened with the option to join a Google Hang-Out or to 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. • Screenshot of the Collab Space for the Farewell Party of Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license. • Screenshot of the YouTube-stream of the Farewell Party of Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license.
19	**Co-creation of learners**	**Enable learners to become co-creators of the MOOC:** seven course e-tivities and e-moderation (applying the concepts elucidated by Gilly Salmon, 2011; 2013) strived to turn passive participants into active learners. Consequently, 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). One highlight was a learner reacting to a forum posts, supported by several learners, with the idea that it would be nice to have transcripts

		for the videos. This learner then started to provide transcriptions she had created and uploaded them below the videos for the use by all the learners (see *example*: *Learner becomes co-creator and produces transcripts to videos in Pilot MOOC3 on Intrapreneurship. Source: openHPI, Thomas Staubitz, CC license*) Due to the large number of participants and facilitator time constraints the course developers sometimes did not have the time to read new questions in the course forum in a timely fashion. As a result, the community of learners on the course often helped each other out. On some occasions the course developers deliberately waited to respond to queries so that they could enable others to reply first, in other instances they answered almost immediately or raised questions to stimulate further interaction. In total, the community created approximately 2200 entries to almost 300 topics in the Discussion Boards and Collaboration Space of the Intrapreneurship MOOC.
20	**MOOCs improving the way of teaching/training**	**The MOOC and the Cloud has influenced the way of teaching not only in the MOOC and online settings, but also within face-to-face classes and trainings.** This was manifested in different ways: First, by being filmed and exposed to a global, international, non-traditional, mixed and large community in the MOOCs, the instructors received first-hand feedback to their inputs and didactical approaches – immediately and through multiple channels: course analytics (e.g. video items viewed, observation of learner behaviours, activity levels, drop-out rate development etc.), the forum and the course survey. For many of our instructors, this was the first time (no difference whether university or business expert/instructor) being exposed like that and receiving this kind of feedback. The instructors highlighted this valuable learning experience (although leaving their comfort zone), and everyone agreed that there lies huge potential in significantly improving the own teaching (also in offline settings) by these new feedback channels. Second, the aforementioned didactical approach of e-tivities by Salmon (2011, 2013 > see also good practices no. 16 & 19) unleashed the "power of the cloud" and resulted in valuable collections of examples directly deriving from actual workplace challenges and topics. The instructors could therefore collect an overwhelming toolbox full of examples, good practices and experiences deriving directly from 21st century industry challenges. This would probably be hard (to impossible) to be collected by oneself. This collection now can enrich other classes and trainings with a huge selection of up-to-date practical real-world examples. Therefore, our last good practice is to outline the vast potential which a smartly designed MOOC with a critical mass of learners holds to improve general teaching and training approaches in professional lifelong learning AND university & company-training settings.