

Report Society

BizM00C Report 1.3c

Society Survey on M00Cs

BizM00C – BizM00C – Knowledge Alliance to enable a European-wide exploitation of the potential of M00Cs for the world of business

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Society Survey on M00Cs

Authors: Oana M. Driha (University of Alicante), Christian Friedl (FH JOANNEUM), Darco Jansen (EADTU)

Report based on interviews carried out by all BizM00C partners: FH JOANNEUM Graz (AT), Open University (UK), University de Alicante (ES), Burgas Free University (BG), University of Economics Krakow (PL), AVL List GmbH (AT), iversity GmbH (DE), Hasso-Plattner-Institut (HPI) für Softwaresystemtechnik GmbH (DE), DIDA srl (IT), Košice IT Valley (SK), The National Unions of Students in Europe (BE), EADTU (NL)

Abbreviations

BizM00C – Knowledge Alliance to enable a European-wide exploitation of the potential of M00Cs for the world of business

EC – European Commission

HE – Higher Education

HEI(s) – Higher Education Institution(s)

ICT – Information and Communication Technology

IT – Information Technology

M00C(s) – Massive Open Online Course(s)

1. Executive summary

This report describes the results of a survey carried out with a range of citizens across Europe including students, non-formal/lifelong learners, the unemployed and employees in a range of industries. The survey focused on participant engagement with Massive Open Online Courses (hereinafter M00C) and was conducted between April and September 2016 as part of the EU co-funded BizM00C project which investigates the potential of M00Cs for the world of business.

The aim of the survey was to examine (potential) learners' perspectives of M00Cs. In particular, the survey focused on learning preferences and experiences of participants with regard to M00C and information and communication technology (ICT) more broadly. The survey also asked participants for their views of the M00Cs that the BizM00C project will produce collaboratively in 2017. Three M00Cs will be designed and offered in accordance with the needs and gaps determined from the research carried out through the society survey and the interviews performed within higher education institutions and different types of organisations (as presented in two corresponding reports).

With increased global awareness of the M00C movement over the

past 5 years, we expected to see a high level of understanding of M00Cs from survey participants. However, in fact only 40% of the BizM00C survey sample currently use M00Cs and about 55% have not used a M00C. This can be contrasted with 84% of participants who use the Internet for developing their skills and/or to learn something new. In spite of this, 85% of the sample who do not currently use M00Cs are planning to do so in the future.

The three M00Cs to be designed and offered by the BizM00C project were regarded as eye-catching by the respondents. However, 70% of the sample intends to participate in the M00C focused on 'innovation, creativity and idea creation' whilst 51% and 42% of participants reported an interest in 'learning to learn' and 'sense of initiative (entrepreneurship & intrapreneurship)', respectively.

More generally, face-to-face rather than online courses were still preferred by participants and those surveyed expressed a general preference for blended learning for professional skills development. However, for independent or non-formal learning, learners indicated that online courses and video platforms were the main sources of online learning content. Our research revealed that whilst the low-cost or free at the point of use characteristic of M00Cs is seen as an important benefit by most of those surveyed, the massive (open to a large number of participants) aspect is not seen as a motivator for participating in M00Cs.

2. Introduction

Despite a growing awareness of Massive Open Online Course (M00C) by large parts of society as well as of its importance as a tool of getting the global educational system further than the already known lifelong learning (Skiba, 2012), there is erratic knowledge and use of M00Cs across the world. A similar pattern can be seen at European level (Jansen and

Schuwer, 2015) and whilst there is room for improvement in all regions, this is particularly the case in Eastern Europe where MOOCs are still under-employed (Dumitrescu, 2015).

In January 2016, a project “BizMOOC – Knowledge Alliance to enable a European-wide exploitation of the potential of MOOCs for the world of business” (hereinafter BizMOOC) was launched with the support of the European Commission (EC) which aims to enable businesses, society (labour force) and universities to increase their activities and better exploit the potential of MOOCs. BizMOOC specifically focuses on work force and higher education (HE) training and the acquisition of key labour market competencies through the application of new methodologies for online teaching and learning. To facilitate this aim, BizMOOC will develop common standards and frameworks on MOOCs which reflect the experiences of HE, business communities and citizens.

The first phase of the project was dedicated to the creation of a common body of knowledge and identification of the needs of the three target groups: HE institutions (HEIs), business communities/employers and citizens (which includes the employed, unemployed, students and life-long or non-formal learners). To identify the needs and existing gaps in provision for citizens, an online survey was developed and translated into nine different languages in order to enable the widest participation possible. The following report summarises the findings of this research with regard to training, education, professional development and human resources development (HRD). Using the findings from this survey, the BizMOOC consortium intends to determine European citizens’ perspectives of MOOCs.

All eleven partners of BizMOOC were involved in the design and the distribution of the survey using their existing networks and new connections including those developed as part of the accompanying BizMOOC project interviews carried out with HEIs and business community representatives. As a result, more than

1100 persons answered the BizM00C survey.

3. Methodology and sample

An online survey was collaboratively designed in English by members of the BizM00C consortium. The questionnaire was divided into three parts:

1. General demographic information
2. Specific aspects of online learning and M00Cs.
3. Interest in participating in the courses produced under the BizM00C umbrella.

To ensure the survey was accessible to as many people as possible, the English version was translated into nine different languages: Italian, Slovak, Russian, Polish, French, Romanian, Spanish, German and Greek. Aside from the English version, the Slovak, Polish, German, Spanish and Italian versions were the most used by people living in the countries in which those languages are spoken.

The survey was distributed from April until September 2016 via email and social media networks (Facebook, twitter, LinkedIn, etc.) of the partners in the BizM00C consortium, as well as through additional contacts and networks of the people interviewed as part of the project.

The BizM00C project set a target of 1,000 respondents to the survey, but 1,193 people responded overall (see Table 1). To this end, 24 closed questions were designed and included within the survey (Annex 1 contains more details in this sense).

| Research Design | |
|--------------------------|---|
| Used method | Quantitative and qualitative survey |
| Type of data acquisition | Online surveys (Survey Monkey tool) |
| Structure of the method | 24 closed questions |
| Sample | 1.193 persons all over the world |
| | |
| Languages | 10 different languages |
| Time frame | 01/04/2016 – 01/09/2016 |
| Analysis method | Qualitative content analysis and quantitative analysis (mixed analysis) |

Table 1. Summary and research design. Source: Source: BizMOOC.

4. Results

The results presented here address each of the three parts of the survey.

4.1. General demographics

Among those who received and responded to the survey, both inside and outside of the European Union, more than half originate or reside in Austria, Poland and Slovakia. However, respondents from the eleven countries listed in Table 2 make up 84% of the sample.

| | Country of ORIGIN | | Country of RESIDENCE | |
|--------------------------------|-------------------|---------|----------------------|---------|
| Answer Options | Respondents | % | Respondents | % |
| Slovakia | 270 | 21.90% | 267 | 22.38% |
| Austria | 159 | 15.80% | 165 | 13.83% |
| Poland | 149 | 14.90% | 154 | 12.91% |
| Germany | 68 | 6.70% | 76 | 6.37% |
| Mexico | 55 | 5.50% | 56 | 4.69% |
| Italy | 52 | 5.20% | 52 | 4.36% |
| United Kingdom (UK) | 51 | 2.60% | 56 | 4.69% |
| Bulgaria | 47 | 2.40% | 48 | 4.02% |
| Spain | 35 | 3.20% | 41 | 3.44% |
| Greece | 33 | 3.10% | 25 | 2.10% |
| Croatia | 29 | 1.50% | 24 | 2.01% |
| Romania | 28 | 2.20% | 20 | 1.68% |
| Ukraine | 19 | 1.50% | 8 | 0.67% |
| United States of America (USA) | 19 | 1.00% | 13 | 1.09% |
| Rest of the world | 179 | 12.50% | 188 | 15.80% |
| TOTAL | 1,193 | 100.00% | 1,193 | 100.00% |

Table 2. Structure of the respondents. Source: BizM00C.

4.2. Age, gender, education and employment status

The majority of respondents are aged between 18 and 55 years, with a roughly equal division in terms of gender with a smaller advantage of female representation (see Table 3). The respondents are highly educated, with more than 70% holding at least an undergraduate degree. A high percentage of respondents identified themselves as either employed and/or students.

| Age group | Value | % | Gender | Value | % | Education level | Value | % | Employment status | Value | % |
|-----------|-------|---------|-------------------|-------|---------|-----------------|-------|---------|-------------------|-------|--------|
| Under 18 | 3 | 0.30% | Male | 531 | 44.50 % | High School | 250 | 20.40 % | Student | 431 | 36.10% |
| 18-24 | 363 | 30.40 % | Female | 642 | 53.80 % | Bachelor | 300 | 24.50 % | Employed | 755 | 63.30% |
| 25-35 | 313 | 26.20 % | Transgender | 5 | 0.40% | Master | 337 | 27.60 % | Unemployed | 54 | 4.50% |
| 36-55 | 418 | 35.00 % | Prefer not to say | 15 | 1.30% | PhD | 228 | 18.60 % | Not able to work | 7 | 0.60% |
| 56-65 | 83 | 7.00% | | | | Other | 108 | 8.80% | Retired | 11 | 0.90% |
| Over 65 | 13 | 1.10% | | | | | | | Other | 57 | 4.80% |
| TOTAL | 1,193 | 100% | TOTAL | 1,193 | 100% | TOTAL | 1,193 | 100% | TOTAL | 1,193 | 100% |

Table 3. Structure of the sample. Source: BizM00C.

4.3. Specific aspects related to online learning and MOOCs

More than 84% of respondents declared that they use the web often or always to develop their skills and/or to learn something new (see Table 4). Furthermore, for respondents who did not use the web for learning something new, the majority (71.3%) declared they would use it often and only 1.3% stated they would not use it at all.

| | Value | % |
|--------------|--------------|----------------|
| Never | 8 | 0.70% |
| Sometimes | 175 | 14.70% |
| Often | 640 | 53.60% |
| Always | 370 | 31.00% |
| TOTAL | 1,193 | 100.00% |

Table 4. The use of the web for skills development and for learning something new. Source: BizMOOC.

When asked which resources would they use to learn something new online, YouTube videos, specific tutorials and open training/open content were most prominent responses (see Table 5). More than 200 respondents also considered using other online resources such as scientific blogs and academic articles, Moodle platforms with specific content, licensed materials, scholar Google and MOOCs (counting with over 11%) to learn something new.

| | Value | % |
|--|--------------|----------------|
| Youtube videos according to the content needed | 804 | 68.00% |
| Specific tutorials recommended by specialists in the field | 853 | 72.20% |
| Open training/ open content | 745 | 63.00% |
| Other | 249 | 21.10% |
| TOTAL answers | 1,182 | 100.00% |

Table 5. Resources most used for learning something new online. Source: BizMOOC.

Despite the evolution of information and communication technology (ICT) over the last few decades, the data suggests face-to-face courses are still preferred over online courses. More than 70% of the sample prefer to use them for developing their professional skills for their current or future job role, whereas 60% of the sample opt for online courses. This suggests, at least partially, society is considering a blended use of both face-to-face and online courses for professional skills development.

When asked about preference for learning on one's own or with other people, almost 60% of the sample considers that the best way for them depends on the circumstances and on the content. Nevertheless, if they opt to learn on their own, online resources, online courses and video platforms are the sources of content preferred by the majority (see Table 6). Over 100 respondents also mention other sources of content for learning on their own, with scientific articles, blogs and journals being the most relevant ones followed by social media content.

| | Value | % |
|--|-------|--------|
| Newspapers | 217 | 18.20% |
| Books | 929 | 77.90% |
| TV | 144 | 12.10% |
| Radio | 59 | 4.90% |
| Online sources, such as Wikipedia | 824 | 69.10% |
| Video platforms, such as YouTube or Kahn | 788 | 66.10% |
| Online courses | 844 | 70.70% |
| Other | 116 | 9.70% |

Table 6. Sources preferred for learning alone. Source: BizMOOC.

Even though MOOCs were first introduced to the education/training system in 2008, over 55% of the sample have never used a MOOC. Under 40% of the sample are using MOOCs for acquiring new information/knowledge and new skills online. YouTube videos, tutorials recommended by specialists in the field and open training/content are the preferred options.

| | New information/knowledge | | New skills | |
|---|---------------------------|-------|------------|-------|
| | Value | % | Value | % |
| YouTube videos according to the content needed | 799 | 67.0% | 784 | 66.1% |
| Specific tutorials recommended by specialist in the field | 867 | 72.7% | 813 | 68.5% |
| Open training/ open content | 675 | 56.6% | 697 | 58.8% |
| Massive Open Online Courses (MOOCs) | 459 | 38.5% | 419 | 35.3% |

Table 7. Sources of acquiring new information/knowledge and skills online. Source: BizMOOC.

In terms of expectations, data suggest MOOCs provide a better understanding of an aspect related to a specific subject; to get low-cost or free opportunities for learning; and to have the most up-to-date information on a specific subject (see Table 8).

| <i>I expect a MOOC to allow me to...</i> | Value | % |
|--|-------|-------|
| Better understand a detailed aspect related to the subject | 703 | 58,9% |
| Get low-cost or free opportunities for learning | 798 | 66,9% |
| Obtain knowledge from a well-known institution from abroad for free | 646 | 54,1% |
| Have the most up-to-date information on a subject | 705 | 59,1% |
| Provide a comprehensive overview of a specific subject from both academics and practitioners | 636 | 53,3% |
| Encourage flexible thinking through innovative ways of learning | 534 | 44,8% |
| Improve digital skills, creativity and flexibility | 493 | 41,3% |

Table 8. Expectations from MOOCs. Source: BizMOOC.

In respect of the perceived benefits of MOOCs, personal development which contributes to improved job performance, personal improvement, and the development of skills for a potential new job are those most highlighted by the respondents (see Table 9).

| <i>MOOCs will...</i> | Value | % |
|---|-------|-------|
| Benefit my future career | 537 | 45,0% |
| Facilitate new connections/networks | 362 | 30,3% |
| Benefit my personal development allowing me to better perform in my current job | 789 | 66,1% |
| Help me to develop skills for a new job | 613 | 51,4% |
| Contribute to my personal improvement and leisure | 654 | 54,8% |
| Not give any tangible benefit | 65 | 5,4% |

Table 9. Benefits of MOOCs for the society. Source: BizMOOC.

The elements of M00Cs most relevant for personal development according to our sample are depicted in Table 10. Data suggest that the low-cost or for free acquisition of new knowledge and skills is the most important aspect for people in relation to personal development. The fact that M00Cs are massive (open to a large number of participants) appears to be irrelevant as only 79 of respondents (out of 1,193) marked it as very important for personal development.

| | 1 (not important) | 2 | 3 | 4 | 5 (very important) | Rating Average |
|---|-------------------|-----|-----|-----|--------------------|----------------|
| Large numbers of participants | 532 | 258 | 243 | 91 | 79 | 2,10 |
| Accessed by anyone | 149 | 120 | 197 | 288 | 462 | 3,65 |
| No entry qualifications needed | 123 | 145 | 302 | 297 | 330 | 3,44 |
| A full/complete course experience | 52 | 86 | 217 | 336 | 524 | 3,98 |
| Complete online provision | 37 | 57 | 228 | 350 | 526 | 4,06 |
| Gratis/for free | 33 | 51 | 178 | 317 | 635 | 4,21 |
| Open licence to re-use parts of the course | 60 | 71 | 203 | 367 | 509 | 3,99 |
| Intercultural exchange | 124 | 187 | 321 | 280 | 299 | 3,37 |
| Exchange in/improve foreign language skills | 96 | 139 | 271 | 331 | 370 | 3,62 |
| Certificate of competences | 77 | 92 | 200 | 281 | 399 | 3,80 |

Table 10. M00C's elements most relevant for personal development. Source: BizM00C.

4.4. Interest in participating in the near future in M00Cs

Approximately 85% of respondents would participate in M00Cs sometimes or often if they were to have access to an online platform with courses designed for large numbers of participants that could be accessed by anyone anywhere as long as they had an internet connection, was open to everyone without entry prerequisites or qualifications, and offered a full/complete course experience online for free (see Table 11).

| | Value | % |
|------------|-------|-------|
| Often | 302 | 37.5% |
| Sometimes | 384 | 47.7% |
| Don't know | 110 | 13.7% |
| Never | 9 | 1.1% |

Table 11. Interest of using M00Cs. Source: BizM00C.

The respondents identified the improvement of their skills and enhancement of knowledge on particular topic(s) as the main reasons for participating in M00Cs. This was followed by curiosity (see Table 12).

| | Value | % |
|---|--------------|---------------|
| Entertainment | 176 | 14.8% |
| Skills improvement | 900 | 75.4% |
| Enhancing knowledge on particular topic/s | 1,003 | 84.1% |
| Curiosity | 576 | 48.3% |
| Other | 45 | 3.8% |
| TOTAL | 1,193 | 100.0% |

Table 12. Reasons of using M00Cs by the respondents. Source: BizM00C.

The BizM00C project has committed to designing and producing three M00Cs that will be made openly available to learners. Each M00C will cover one specific theme. More than 70% of the respondents are interested in participating in the M00C on 'innovation, creativity and idea creation', whereas the M00Cs on 'learning to learn' and 'sense of initiative (entrepreneurship & intrapreneurship)' are considered by 51% and 42% respectively (see Table 13).

| | Value | % |
|---|-------|-------|
| Learning to learn | 618 | 51,8% |
| Sense of initiative (entrepreneurship & intrapreneurship) | 503 | 42,2% |
| Innovation, creativity and idea creation | 867 | 72,7% |

Table 13. Interest in enrolling the M00Cs offered by BizM00C.

5. Conclusions

While 84% of respondents currently use the web for developing their skills and/or to learn something new, around 40% are using MOOCs already and about 85% are planning to do so in the future. Thus, after more than half a decade of MOOCs trending, citizens across Europe still do not view MOOCs as mainstream. The reasons for this are varied: universities employ different methodologies, generational differences and a tendency toward more traditional training and personal development methods by some business communities and employers.

The first important sample observation was – particularly when referenced to existing research on the educational attainment of those who use MOOCs (Sharples et al., 2013; UNESCO, 2013; Ho et al., 2015; Online Course Report; 2016; etc.) – that employees and students between 18 and 55 years old with at least an undergraduate degree represent the majority of those surveyed.

Despite the drift towards modernising training and teaching/learning methods via the use of ICT, face-to-face courses were still preferred by survey participants. Yet, learners generally preferred a blended user setting of both face-to-face and online courses for professional skills development. Only in instances of independent or non-formal learning was there a small preference for online learning. Participants identified video platforms and online courses as the preferred formats for self-directed learning content with the most used resources being: YouTube videos, specific tutorials and open training/open content, scientific blogs and academic articles, Moodle platforms with specific content, licensed materials, Google Scholar, MOOCs and Social Media content.

Although our sample valued MOOC offering low-cost or free opportunities for learning and acquiring up-to-date

information on a specific subject, more than 55% have not yet used MOOCs. However, 85% of participants indicated that they were likely to use MOOCs regularly or occasionally, in future.

Regarding the main reasons for participating in MOOCs, improving skills and enhancing knowledge on a particular topic(s) were underlined – independently whether the respondents had previous experience in using MOOCs or not. Respondents with no previous MOOC experience highlighted curiosity as one of the main reasons for participating in MOOCs.

According to the respondents, the potential of MOOCs of improving personal development and the development of skills for a potential new job seem to be of high relevance when choosing this kind of informal education tool. The fact that MOOCs are massive (open to a large number of participants) appears to be irrelevant as less than 6.62% of the respondents marked it as very important for personal development.

Among the three MOOCs to be developed and offered by the BizMOOC project ‘innovation, creativity and idea creation’ was considered of interest to 70% of survey respondents. The other two MOOCs, ‘learning to learn’ and ‘sense of initiative (entrepreneurship & intrapreneurship)’, were considered of interest by 51% and 42% of the BizMOOC sample, respectively.

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Annex 1



Society Survey on Massive Open Online Courses (MOOC)_BizMOOC

Massive Open Online Courses (MOOC)

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

This survey is using SurveyMonkey and any information you enter will be stored temporarily in the US. By taking part in the survey you are consenting to any information that can identify you as an individual being stored in this way.

All the information hereby collected will be treated on the strictest confidentiality and no link between the information and options provided will be published or otherwise made available to the public.

The purpose of this survey is to identify needs, gaps & reasons for learners (esp. Labour force), businesses and universities to boost their Massive Open Online Course (MOOC) activities, which will result in guidelines, recommendations & good practice published in an interactive, open access MOOC BOOK. Based on this, 3 MOOCs focusing on LLL and business key competences "Learning to learn (through MOOCs)", "sense of initiative (entrepreneurship & intrapreneurship)" and "innovation, creativity & problem-solving" will be developed to test different methods & didactical approaches.

* 1. Please choose your country of origin from the following list

* 2. Please choose your country of residence from the following list

* 3. Please indicate your age group:

- ☐ Under 18
- ☐ 18-24
- ☐ 25-35
- ☐ 36-55
- ☐ 56-65
- ☐ Over 65

* 4. Please indicate your current education level:

- ☐ High School
- ☐ Bachelor
- ☐ Master
- ☐ PhD
- ☐ Other (please specify)

* 5. Please indicate your gender:

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Prefer not to say

* 6. Please indicate your employment status:

- ☐ Student
- ☐ Employed
- ☐ Unemployed
- ☐ Not able to work
- ☐ Retired
- ☐ Other (please specify)

HOW YOU LEARN

* 7. How often do you use the web to develop your skills or to learn something new?

- ☐ Never
- ☐ Sometimes
- ☐ Often
- ☐ Always

8. If you haven't used the web to learn something new before, would you consider doing so?

- ☐ Yes, often
- ☐ Yes, sometimes
- ☐ No, not at all

9. If you do use the web to learn something new, which resources do you use?

- ☐ Youtube videos according to the content needed
- ☐ Specific tutorials recommended by specialists in the field
- ☐ Open training/ open content
- ☐ Other (please specify)

* 10. How do you prefer to develop skills for your job, or a job you would like to have?

- ☐ Face-to-face courses
- ☐ Online courses

* 11. Do you prefer to learn on your own or with other people?

- ☐ On my own
- ☐ With other people
- ☐ It depends

* 12. If you had to learn something new on your own, which resources would you use?

- ☐ Newspapers
- ☐ Books
- ☐ TV
- ☐ Radio
- ☐ Online sources, such as Wikipedia
- ☐ Video platforms, such as YouTube or Kahn
- ☐ Online courses
- ☐ Other (please specify)

MOOCs

Here is one definition of MOOC:

MOOCs are online courses designed for large numbers of participants, that can be accessed by anyone anywhere, as long as they have an internet connection; they are open to everyone without entry qualifications, and offer a full/complete course experience online for free.

* 13. Have you ever used a MOOC?

- ☐ Yes
- ☐ No
- ☐ Other (please specify)

If you answered "NO"

14. If you had access to an online platform with courses designed for large numbers of participants, that could be accessed by anyone anywhere as long as they had an internet connection, was open to everyone without entry prerequisites or qualifications, and offered a full/complete course experience online for free, would you use it?

- ☐ Yes, often
- ☐ Yes, sometimes
- ☐ Don't know
- ☐ No, never

* 15. For what reasons would you use these courses?

- ☐ Entertainment
- ☐ Skills improvement
- ☐ Enhancing knowledge on particular topic/s
- ☐ Curiosity
- ☐ Other (please specify)

* 16. How do you acquire new information/knowledge online?

- ☐ YouTube videos according to the content needed
- ☐ Specific tutorials recommended by specialist in the field
- ☐ Open training/ open content
- ☐ Massive Open Online Courses (MOOCs)
- ☐ Other (please specify)

* 17. How do you achieve new skills online?

- ☐ YouTube videos according to the content needed
- ☐ Specific tutorials recommended by specialist in the field
- ☐ Open training/ open content
- ☐ Massive Open Online Courses (MOOCs)
- ☐ Other (please specify)

* 18. What would be your expectations from MOOCs?

- ☐ To better understand a detailed aspect related to the subject
- ☐ To get low-cost or free opportunities for learning
- ☐ To obtain knowledge from a well-known institution from abroad for free
- ☐ To have the most up-to-date information on a subject
- ☐ To provide a comprehensive overview of a specific subject from both academics and practitioners
- ☐ To encourage flexible thinking through innovative ways of learning
- ☐ To improve digital skills, creativity and flexibility
- ☐ Other (please specify)

* 19. What do you think are the benefits of using MOOCs?

- ☐ It will benefit my future career
- ☐ It will facilitate new connections/networks
- ☐ It will benefit my personal development allowing me to better perform in my current job
- ☐ It will help me to develop skills for a new job
- ☐ It will contribute to my personal improvement and leisure
- ☐ It does not give any tangible benefit
- ☐ Other (please specify)

* 20. What elements of a MOOC do you feel would be most important for your personal development

| | 1 (not important) | 2 | 3 | 4 | 5 (very important) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Large numbers of participants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accessed by anyone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No entry qualifications needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A full/complete course experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Complete online provision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gratis/for free | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open licence to re-use parts of the course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intercultural exchange | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exchange in/improve foreign language skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Certificate of competences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

* 21. Would you consider enrolling on a MOOC in the following subject areas?

- ☐ Learning to learn
- ☐ Sense of initiative (entrepreneurship & intrapreneurship)
- ☐ Innovation, creativity and idea creation

CONTACT

* 22. Would you be interested in distributing BizMOOC survey to your internal and external network?

- ☐ Yes
- ☐ No

23. If you answered "YES", please enter your e-mail address

24. We would like to include you in the BizMOOC mailing list in order to keep you updated about the project. If you agree to this contact, please provide your email address below.

Thank you for your willingness to participate and your contribution to the development of the guideline within this project framework!

All these will be carried out under the 'BizMOOC' project (1st Jan 2016 – 31st Dec 2018), a EU-funded project, which strives to support learners, businesses and universities to increase their MOOC activities. For the specific purpose of this survey, you must provide us with certain data, i.e. origin country, residence country, email, etc. All personal data collected by the Project are processed and protected in accordance with the Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 and the related provisions of the Spanish Law 15/1999 on Personal Data Protection.

The data will be processed by Universidad de Alicante, Carr. San Vicente del Raspeig, s/n, 03690 Sant Vicent del Raspeig, Alicante (Spain). The right to access, rectify or cancel personal data is to be exercised, pursuant to Spanish Law 15/1999 on Personal Data Protection, on written request to Gerencia Universidad de Alicante, Carr. San Vicente del Raspeig, s/n, 03690 Sant Vicent del Raspeig, Alicante (Spain) and will be processed within 10 days.

Partner institutions: FH JOANNEUM Graz (AT), Open University (UK), University de Alicante (ES), Burgas Free University (BG), University of Economics Krakow (PL), AVL List GmbH (AT), iversity GmbH (DE), DIDA srl (IT), Košice IT Valley (SK), The National Unions of Students in Europe (BE), EADTU (NL)

Coordinator:

FH JOANNEUM Graz, University of Applied Sciences, Graz

Mag. Christian Friedl, M.Sc.

Institute of International Management

Eggenberger Allee 11, 8020, Graz, Austria

Tel. +43 316 5453 6818; Email: christian.friedl@fh-joanneum.at

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