



“ MOOCs
for the world
of business

Methodology for the Needs and Gaps Analysis for MOOCs in Europe (R1.2)

For the target groups Business/Organisations,
Higher Education Institutions and Society/Labour
Force

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Report based on interviews carried out by all BizMOOC 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)

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

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Abbreviations

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

CPD – Continuous professional development

HE – Higher Education

HEI(s) – Higher Education Institution(s)

HRD – Human Ressource Development

ICT – Information and Communication Technology

IT – Information Technology

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

NGOs – Non-governmental Organisations

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Methodology for the Needs and Gaps Analysis for MOOCs in Europe (R1.2)

1. Introduction

This document summarises the methodologies used for the development of a common body of knowledge and the needs/gaps analysis of the BizMOOC project.

To address the aims of the project, qualitative semi-structured interviews as well as a quantitative survey were developed by 31/03/2016 and carried out between 01/04/2016 to 15/09/2016. This approach was selected due to its flexibility and answering to the different needs of the target groups

- businesses (organisations)
- Higher Education Institutions
- society in general, with a focus on labour force.

In order to address appropriately the needs of the target groups, the interview guidelines were tailored. This resulted in qualitative interviews with the first two target groups, containing of five lead questions and 17 follow-up questions for universities, and 8 lead questions and 12 follow-up questions for organisations. In the HEI interview guideline, a fourth aspect covering “regional and national infrastructure on open education availability” was added to identify barriers and opportunities at a policy level. For society in general a qualitative survey with 24 closed questions was prepared.

The sampling strategy for the interviews with higher education and business institutions was carried out following the mainstream approach of qualitative research being theoretical sampling.

The following three chapter provide more detail information on the methodology used for each of the target groups. The interview guidelines are presented in the Annex.

2. Methodology and Sample Business/Organisations

According to Marshall and Rossman (1989), qualitative research is a process of designing research that “entails immersion in the everyday life of the setting chosen for study, that values participants’ perspectives on their worlds and seeks to discover those perspectives, that views inquiry as an interactive process between the researcher and the participants, and that is primarily descriptive and relies on people’s words as the primary data” (p. 11). As stated by Bryman (1989) and Wai-Chung Yeung (1995), adopting a qualitative methodology implies the following aspects when used in organisation research:

- a) Adopting an insider’s stance in relation to the organisation;
- b) A strong sense of contextualization;
- c) An emphasis on process;
- d) An unstructured approach with little prior theoretical orientation and no presupposed hypotheses;
- e) A variety of data sources such as field notes, interview transcripts and documents;
- f) Ability to obtain and retain close proximity to the phenomenon under study.

Moreover, despite the focus on quantitative methodologies in business research, qualitative methodology is also used to complement this (see table 1).

Table 1. Comparison of quantitative and qualitative

Nature	Quantitative	Qualitative
Role of qualitative research	Preparatory	Means to exploration of actors’ interpretations
Relationship between researcher and subject	Distant	Close
Researcher’s stance in relation to subject	Outsider	Insider
Relationship between theory/concepts and research	Confirmation	Emergent
Research strategy	Structured	Unstructured
Scope of findings	Nomothetic	Ideographic
Image of social reality	Static and external to actor	Processual and socially constructed by actor
Nature of data	Hard, reliable	Rich, deep

Source: Wai-chung Yeung (1995) based on Bryman (1988).

Qualitative interviews are a potentially powerful means of exploring the intricacies of different sectors and subsectors (Broom, 2005). Within the context of this study, a qualitative approach offers different means of exploring the subjective and complex experience of the business community and other organisations, for example in relation to decision making processes both for day-to-day activities and strategic planning.

In order to determine the reasons why the business community (including research institutes, NGOs, industrial associations, etc.) are not established players in the MOOC movement, a semi-structured in-depth interview was developed. This style of interview was chosen due to its flexibility, as it allows open dialogue to occur, enabling discussion beyond the parameters set by the set interview questions.

Using existing literature in the field of qualitative business research, and in line with research focused on MOOCs, a three-part interview guideline was developed. This comprised of eight lead questions and 12 follow-up questions focusing on the following aspects:

- (1) A short introduction to the concept of Massive Open Online Courses (MOOCs) and the perception of the interviewees of this new phenomenon.
 - Familiarity with the concept of MOOCs (a definition of MOOC was facilitated to the interviewees);
 - Interviewee perception of MOOCs;
 - Expectations of MOOCs;
 - Perceived or experienced benefits of participating or developing MOOCs;
- (2) More specific aspects of online courses and MOOCs.
 - Identification of the main activities of the organisation with regard to online training & MOOCs;
 - Identification of the availability and interest of the organisation to use, offer and produce MOOCs.
- (3) Needs (and/or interest) in collaborating with other organisations on MOOCs.
 - Identification of the main reasons of the organisation (not) to collaborate with others on MOOCs;
 - Identification of the topics and services that are a pre-requisite to an organisation working with others to produce MOOCs.

The interviews were carried out with representatives of multinational companies, small and medium enterprises (hereinafter SMEs) and even micro SMEs (with less than 10 employees) as well as research institutes or industrial associations, among others. The geographical diversity of these organisations revealed a range of different perceptions and approaches to MOOCs in addition to highly varied knowledge levels and experiences of this type of online course.

56 interviews were carried out by 11 BizMOOC project partners with companies located in 11 European countries. Interviews were carried out by 19 persons from eleven organizations from the BizMOOC consortium between 1.4.2016-15.10.2016 via Skype, phone or face to face. However, given the international nature of many of the organisations involved in the interviews, the interviews are arguably

representative of businesses in 80 per cent of the countries worldwide (when taking into account all countries where the participating organisations are active, e.g. including subsidiaries).

Table 2. Summary of Research Design

Research Design	
Used method	Qualitative, semi-structured interviews
Type of data acquisition	Telephone / Skype / Personal interviews
Structure of the method	Qualitative interview guideline with 28 open questions
Sample	56 organisations 60.71% in Western Europe and 39.29% in Eastern Europe ¹
Time frame	01/04/2016 – 15/10/2016
Analysis method	Qualitative content analysis and quantitative analysis (mixed analysis) by Bryman (2007)

Source: BizMOOC

3. Methodology and sample for Higher Education Institutions

Following a similar approach as for the business target group, existing literature in the field of qualitative business research, and in line with previous MOOC research (see for example Jansen & Goes, 2016; Mulder & Jansen, 2015) a four-part interview guideline was developed. This comprised of five lead questions and 17 follow-up questions focused on the following aspects:

- (1) A short introduction to the concept of Massive Open Online Courses (MOOCs) and participant perceptions:
 - Familiarity with the concept based on the definition facilitated to the interviewees;
 - Any added value associated to MOOCs;
 - Expectations;
 - Benefits;
- (2) Organisation involvement and interest in online courses and MOOCs.
 - Identification of the main activities of the organisation connected to online training & MOOCs;
 - Identification of the availability, interest and motivation to use MOOCs.

¹ All European countries which joined the European Union (EU) since the enlargement of 2004 onwards and countries which are not yet members of the EU were included.

(3) Determining factors for (and/or levels of interest in) collaborating with other organisations to produce and design MOOCs

- Identification of the main reasons the organisation would/would not collaborate with others on MOOCs;
- Identification of the topics and services around which the organisation is willing to collaborate with others.

(4) Existing regional or national infrastructure focused on open education

- Identification of the existence or opportunities for a regional or national educational infrastructure on MOOCs, or open education in general as MOOCs have become an instrument for educational policy.

50 interviews with HEI representatives were conducted by eleven different BizMOOC project partner organisations. Interviewees were selected from HEI's with hardly no previous experiences of using or developing MOOC and according to the following criteria:

- The HEI has not offered a MOOC to date prior of interview (the analysis revealed that 20 per cent were already involved in MOOC production);
- Eastern and Western Europe are both represented through the selection of HEIs. However, the study also recognised the need to capture information regarding Eastern European experiences and therefore put an emphasis on interviewing Eastern European HEIs (60 per cent).
- The HEI is not specialised and covers a diverse range of disciplines, including the applied sciences, medicine, technical studies and the humanities.
- The HEI representative to be interviewed is senior and has some connection with eLearning.

It turned out, the persons nominated as representatives of their HEI in the interviews were mainly occupying an executive/management position whether vice-chancellors, deans, vice-deans, representatives of the eLearning or distance learning department or similar.

As can be seen in Table 4, representatives from 23 European countries were interviewed: 60 per cent of these were based in Eastern Europe and 40 per cent in Western Europe.

Table 4. Summary of Research Design

Research Design	
Used method	Qualitative, semi-structured interviews
Type of data acquisition	Telephone / Skype / Personal interviews
Structure of the method	Qualitative interview guideline with 22 open questions
Sample	50 Higher Education Institutions 40% from Western Europe and 60% from Eastern Europe (and Cyprus) ²
Time frame	01/04/2016 – 01/09/2016
Analysis method	Qualitative content analysis and quantitative analysis (mixed analysis) by Bryman (2007)

Source: BizMOOC

For the purpose of statistical analysis five different categories were devised from the interview data and questions:

- (1) Awareness and perception of MOOCs
- (2) Involvement in online and MOOC activities
- (3) Expectations of MOOCs, reasons for engaging with (or otherwise), benefits and barriers
- (4) Opportunities for, and interest in, collaborating with other institutions to create MOOCs
- (5) Existing infrastructures for promoting MOOCs at a regional and national level.

4. Methodology and sample for society / labour force

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

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

² Eastern Europe includes all European countries (developed or developing economies according to the International Monetary Fund) which entered the European Union since the enlargement of 2004 onwards as well as countries which are not yet a member of the union.

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 BizMOOC consortium, as well as through additional contacts and networks of the people interviewed as part of the project.

The BizMOOC project set a target of 1,000 respondents to the survey, but 1,193 people responded overall (see Table 5). To this end, 24 closed questions were designed and included within the survey (Annex 1 contains more details in this sense).

Table 5. Summary and research design

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)

Source: BizMOOC.

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ANNEX I: Interview Scheme Organisations using or not MOOC

Basic context information to be described before interview

- Organisation:
- General website of organisation:<URL>....

General information interview

- Date interview:
- Interviewer:
.....<organisation >
.....<name person doing the interview>
.....<email address person>
- Organisation interviewed:.....
- Name person interviewed:
- Role/Position within organisation:
- Email address person interviewed:.....
- Recording interview available at:optional...<URL>.....

1. Introduction to MOOCs and its perception

Ask if person is familiar with MOOCs

Lead question: *Are you familiar with Massive Open Online Courses?*

Provide an overview of the discussion:.....
.....

Follow up question: *If yes, do you offer/produce MOOCs?*

Provide an overview of the discussion:.....
.....

Follow up question: *Do you agree with the following definition for MOOCs?*

MOOCs are 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.

Provide an overview of the discussion:.....
.....

Follow up question: *What are in your opinion the ways of using MOOCs in general? And by your organisation?*

Provide an overview of the discussion:.....
.....

Follow up question: *What is in your opinion the added value of MOOCs compared to regular courses and other online courses?*

Some examples to be considered for their answer:
- massive number of participants

- Scalability of educational services
- Open to anyone - anywhere
- No entry requirements
- For free / gratis
- Complete course experience
- Best / actual knowledge

Provide an overview of the discussion:.....
.....

Follow up question: *What are your expectations from courses in HRD? What are your expectations from online courses? What about your expectations from MOOCs?*

Provide an overview of the discussion:.....
.....

Follow up question: *Do you think that there are clear benefits of the MOOCs use for students/unemployed people/employees? Would this be the case especially of unemployed people?*

Provide an overview of the discussion:.....
.....

2. More specific aspects of online courses & MOOCs

Identify the main activities of the organisation connected to online training & MOOCs

Lead question: *Are you (and/or your organisation) already involved in online professional development for your own employees or business community?*

Provide an overview of the discussion:.....
.....

Follow up question: *If so, what are main activities so far? In what concrete areas do you (your institution) offer(s) training for your employees and/or business community? What are the main challenges? Do you consider that improvements are needed?*

Provide an overview of the

discussion:.....

Follow up question: *If not, what kind of MOOC related activities your organisation could be interested in?*

Provide an overview of the
 discussion:.....

Follow up question: *Do you have a division for e-learning/training within your organisation?*

If so, what areas are the most relevant for e-learning/training?

If not, do you outsource e-learning/training services?

Provide an overview of the
 discussion:.....

Identify the availability and interest of the organisation to use MOOCs

Lead question: *What are organisational reasons (not) to be involved in MOOCs? What are your organisational expectations with regard to MOOCs? What barriers you think you may have to face if offering/participating in MOOCs?*

Provide an overview of the
 discussion:.....

Follow up question: *Do you think your organisation would be interested in participating in online training or other websites (e.g. browser based training)?*

Provide an overview of the
 discussion:.....

Follow up question: *What skills and competences you think are the most important ones to be developed in your organisation for the next two-three years? Which of them you think could be trained through MOOCs and are not being developed through your current training provision? Which cannot be trained by MOOCs? Why?*

Provide an overview of the discussion:.....
.....

Follow up question: *What would you/do you use MOOCs for? Would you/Do you use MOOCs for recruiting/training staff/marketing/brand awareness?*

Provide an overview of the discussion:.....
.....

Follow up question: *In your opinion, could MOOCs address corporate needs? Why? What about individual learning needs? Why?*

Provide an overview of the discussion:.....
.....

Follow up question: *In your opinion, when offering MOOCs, do you think confidentiality issues may have to be faced? How could these concerns be rapidly overcome? Do you think the legal framework of the relationship between employer and employee would be affected negatively?*

Provide an overview of the discussion:.....
.....

Follow up question: *In your opinion, what would boost the use of MOOCs? Why?*

Provide an overview of the discussion:.....
.....

Follow up question: *Would you (your institution) consider external MOOCs as added value for your applicants and/or employees?*

Provide an overview of the discussion:.....
.....

Follow up question: *Would you (your organisation) recommend the use of MOOCs for the continuous professional development? Would you recommend it for your staff? Why?*

Provide an overview of the discussion:.....
.....

3. Needs for collaboration with other organisations on MOOCs

Identify the main reasons of the organisation (not) to collaborate with others on MOOCs

Lead question: *Would you (your organisation) be interested in offering MOOCs with HEIs? What would be the primary reasons for your organisation to collaborate (sponsor, promote, contribute to the content, etc.) with others on MOOCs? (others like private companies, associations, HEIs, NGOs, etc.)*

Provide an overview of the discussion:.....
.....

Identify the topics and services the organisation is willing to collaborate with others

Lead question: *On what (MOOC related) topics would you (your organisation) be interested to collaborate with other organisations?*

Examples of topics and services are amongst other: MOOC platform (development), certification services, tailored (paid for) follow-up courses, translation services, design and development of MOOC (materials), learning analytics, networks/communities on MOOCs, branding certain collective (best research universities, etc.), marketing MOOC offer, etc.

Provide an overview of the discussion:.....
.....

Follow up questions: *Why are these topics important to collaborate on? And why are other topics less suitable for collaboration for your organisation?*

Provide an overview of the discussion:.....

Would you be interested in distributing BIZMOOC survey to your internal and external network? Could we include you in the BizMOOC mailing list in order to keep you updated regarding BizMOOC? BizMOOC is developing free Guidelines and MOOC BOOK as well as free Pilot MOOCs. We would like to inform you when the Guidelines, the MOOC BOOK and the free Pilot MOOCs will be available.

ANNEX II: Interview Scheme HEIs without MOOC

Basic context information to be described before interview

- Higher Education Institution (HEI):
- General website of organisation:<URL>....
- Why HEI is not (or can not be) involved in MOOCs:
.....
.....

General information interview

- Date interview:
- Interviewer:
.....<organisation >
.....<name person doing the interview>
.....<email address person>
- Organisation interviewed:.....
- Name person interviewed:
- Role/Position within organisation:
- Email address person interviewed:.....
- Recording interview available at:optional...<URL>.....

1. Introduction to MOOCs and its perception

Ask if person is familiar with MOOCs

Lead question: *Are you familiar with Massive Open Online Courses (MOOCs)?*

Provide an overview of the discussion:.....
.....

Follow up question: *If yes, do you offer/produce MOOCs?*

Provide an overview of the discussion:.....
.....

Follow up question: *Do you agree with the following definition for MOOCs?*

Massive Open Online Courses (MOOCs) are 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.

Provide an overview of the discussion:.....
.....

Follow up question: *What are in your opinion the ways of using MOOCs in general? What are in your opinion the ways of using MOOCs by your institution?*

Provide an overview of the discussion:.....
.....

Follow up question: *What is in your opinion the added value of MOOCs compared to regular courses and other online courses? What about MOOCs' limitations compared to regular courses?*

Provide an overview of the discussion:.....
.....

Follow up question: *What would be your expectations from this type of courses as MOOCs?*

Provide an overview of the discussion:.....
.....

Follow up question: *Do you think that there are benefits of the MOOCs use for students/learners?*

Would this be the case especially for non-traditional students, e-learning and lifelong learning?

Provide an overview of the discussion:.....
.....

2. More specific aspects of online courses & MOOCs

Identify the main activities of the organisation connected to online training & MOOCs

Lead question: *Are you (and/or your institution) already offering/producing online training for the business community?*

If so, what are main activities so far? Describe them – are documents/website available? In what concrete areas do you (your institution) offer(s) training for business community? What are the main challenges? Do you consider that improvements are needed? Describe them, please.

If not, what kind of MOOC related activities your organisation could be interested in?

Provide an overview of the discussion:.....
.....

Identify most important reasons why the organisation is not yet involved in MOOCs

Lead question: *What are organisational reasons not to be involved in MOOCs? Could you please highlight the most important reasons not to be involved (yet)? What are your organisational expectations and ambitions with regard to MOOCs?*

Provide an overview of the

discussion:.....
.....

Follow up question: *Are there any recognition needs for courses such as MOOCs? Is the procedure too long & complex? If you (your institution) would offer MOOCs, what barriers you think you may have to face?*

Provide an overview of the
discussion:.....
.....

Identify the availability and interest of the HEI to use alternative methodologies & tools to the traditional teaching methods

Lead question: *Is your institution involved in e-learning? What's the % of your institution's staff using this tool?*

Provide an overview of the
discussion:.....
.....

Follow up question: *In your opinion, what would boost the use of MOOCs by HEIs? (Why?) Would you (your institution) recognise external MOOCs? (Why?)*

Provide an overview of the
discussion:.....
.....

Follow up question: *Would you (your institution) recommend the use of MOOCs for the continuous professional development? Would you recommend it for your staff (administrative/teaching) and students? Why?*

Provide an overview of the
discussion:.....
.....

3. Needs for collaboration with other organisations on MOOCs

Identify the main reasons of the organisation (not) to collaborate with others on MOOCs

Lead question: *Would you (your institution) be interested in offering MOOCs with business community? With what kind of business organisation? What would be the*

primary reasons for your HEI to collaborate with others on MOOCs? (others like private companies, associations, other HEIs, NGOs, etc.)

Provide an overview of the discussion:.....
.....

Identify the topics and services the organisation is willing to collaborate with others

Lead question: *On what (MOOC related) topics would you (your HEI) be interested to collaborate with other organisations?*

Examples of topics and services are amongst other: MOOC platform (development), certification services, tailored (paid for) follow-up courses, translation services, design and development of MOOC (materials), learning analytics, networks/communities on MOOCs, branding certain collective (best research universities, etc.), marketing MOOC offer, etc.

Provide an overview of the discussion:.....
.....

Follow up questions: *Why are these topics important to collaborate on? And why are other topics less suitable for collaboration for your HEI?*

Provide an overview of the discussion:.....
.....

4. Regional or national infrastructure on open education availability

Identify the existence or opportunities for a regional or national educational infrastructure on MOOCs, or open education in general.

MOOCs have become an instrument for educational policy. MOOCs are seen as apart of the global arena of (higher) education and some countries are stimulating the uptake of MOOCs at a national level (FUN in France, OpeningUpSlovenia etc.).

Lead question: *Are there any policies and strategies in your region regarding MOOCs?*

If yes, could you please describe them and provide information about this? Do you participate in this?

If not, what are the main reasons why such a policy – strategy is not in place?

Provide an overview of the discussion:.....
.....

Follow up questions:

- Is there a collaboration between educational institutions on MOOCs without

involvement government? What is the role of private companies in this?

- Do regional or governmental initiatives currently promote MOOCs?
- Does the government have a specific frameworks for MOOCs?
- And a systemic policy for OER or Open Education?
- Does the government stimulate continuous professional development (CPD) and skills development at the higher education level, using MOOCs (or other forms of open and online education) and lifelong learning strategies?

Provide an overview of the

discussion:.....

.....

Explore policies and barriers with regard to the implementation of MOOCs in educational system, e.g. with regard to funding, study awards, recognition, quality assurance and accreditation

Lead question: *What do you think should be done to accelerate uptake of MOOCs in education system in your region?*

Provide an overview of the

discussion:.....

.....

Follow up questions:

- What are the main barriers to accelerate the uptake of MOOCs?
- Are there legal barriers for participating in MOOCs as part of educational system?
- Are there issues of recognition, quality assurance or accreditation?
- Does the government develop views on these issues?

Provide an overview of the

discussion:.....

.....

Would you be interested in distributing BIZMOOC survey to your internal and external network? Could we include you in the BizMOOC mailing list in order to keep you updated regarding BizMOOC? BizMOOC is developing free Guidelines and MOOC BOOK as well as free Pilot MOOCs. We would like to inform you when the Guidelines, the MOOC BOOK and the free Pilot MOOCs will be available.

ANNEX III: Society Survey (English version)



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.

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