



“MOOCs  
for the world  
of business”

## BizMOOC Result 3.2

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Blueprint for Pilot MOOCs):

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### Blueprint for Pilot MOOCs

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Blue prints based on inputs 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)

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# Blueprint for Pilot MOOCs

## 1. Introduction

This document presents the blue prints for the delivery of the three BizMOOC Massive Open Online Courses (MOOC) as at June 2017. The following table summarises the key features of each MOOC and their alignment with the Lifelong Learning Key Competencies outlined in Result 3.1.

LLL Key Competency	Title of MOOC	Lead partner	Platform and URL to course	Type
Learning to Learn	Learning with MOOC for professional development (iteration 2: Digital Skills, Digital Learning)	The Open University (UK)	OpenLearn Create <a href="http://www.open.edu/openlearncreate/course/view.php?id=2696">http://www.open.edu/openlearncreate/course/view.php?id=2696</a> and <a href="http://www.open.edu/openlearncreate/course/view.php?id=3127">http://www.open.edu/openlearncreate/course/view.php?id=3127</a>	Reflective self-paced MOOC
Innovation, Creativity and Problem Solving	How to generate innovative ideas and how to make them work	University of Alicante (UA)	UniMOOC <a href="https://learn.unimooc.com/student/courses/course?course=innovative-ideas-2">https://learn.unimooc.com/student/courses/course?course=innovative-ideas-2</a>	"xMOOC with some cMOOC features" (REF)
Sense of Initiative (Entrepreneurship and Intrapreneurship)	Intrapreneurship: Make Your Business Great Again (formerly "Intrapreneurship: Identifying and seizing business opportunities within your organisation")	FH Joanneum	MOOC House <a href="https://mooc.house/courses/bizmooc2018">https://mooc.house/courses/bizmooc2018</a>	"xMOOC plus cMOOC features and additional e-moderation" (p42, REF)

Table 1: Overview of the three MOOC (Amended table from Result 3.1)

The blue print consists of two main parts:

1. **Detailed planning document for each MOOC** to identify the course materials to be elaborated and provided (see section 2, below)
2. **GANTT chart for the MOOC production** including a set of questions to consider when producing the MOOC (see section 3, below)

The detailed planning document for each MOOC is structured according to OU learning design principles (see Result 3.1). The planner has been designed to enable each team to easily structure and track the development of their MOOC and align course content with learning objectives and outcomes. Teams can also add in detail of assets they intend to (re-)use, activities and estimated times for completing a section.

The Gantt chart and accompanying draft questions for teams to consider when designing a MOOC were produced to both give a standard trajectory of MOOC development for each team and ensure that each MOOC team had thought through and considered different aspects of MOOC production,

accordingly. The Gantt chart was developed according to the original project proposal whilst the questions for each MOOC team are informed by WP4's evaluation strategy in addition to WP3 expertise on MOOC and open course development. The final version was shared with partners in September 2017.

## Detailed planning document for each MOOC

The following detailed planning documents provide an overview to the full course contents, including learning materials, source of assets, meeting minutes (where available) and any issues raised. These "living" documents were designed to be used continuously and collaboratively during the MOOC's development whilst also being held centrally on the BizMOOC project's online workspace.

The following diagram presents the design review, evaluation and quality checks in place for each MOOC. More detail on the evaluation and quality standards for the BizMOOC project can be found in the Results 4.2 and 4.2a-c. and WP6 (see: <http://bizmooc.eu/outcomes/>)

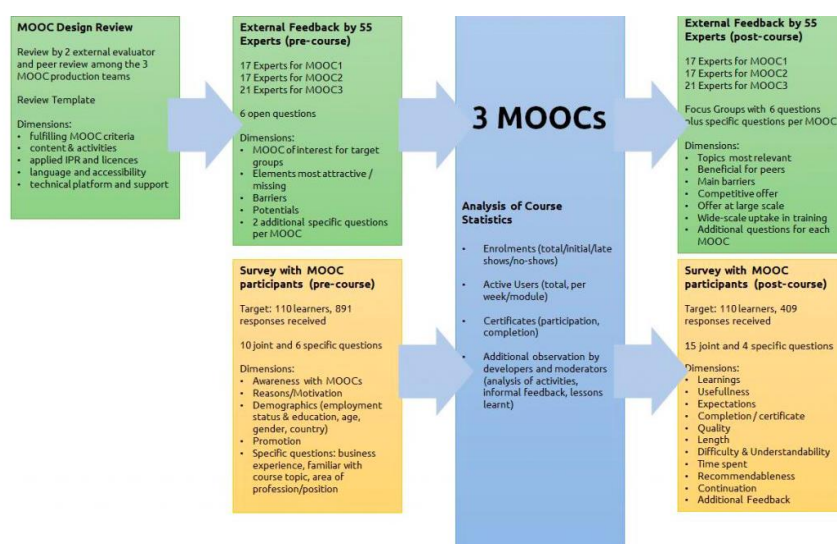


Image Credit: BizMOOC MOOC Book via <http://mooc-book.eu/wp-content/uploads/2018/10/eval-desgin-1024x662.jpg>

### Learning with MOOC for Professional Development

<https://docs.google.com/spreadsheets/d/1Z5OSp-7CPqjXWTLdz3wLSUUCKvAlUyj0xUm7zB8Ns/edit?usp=sharing>

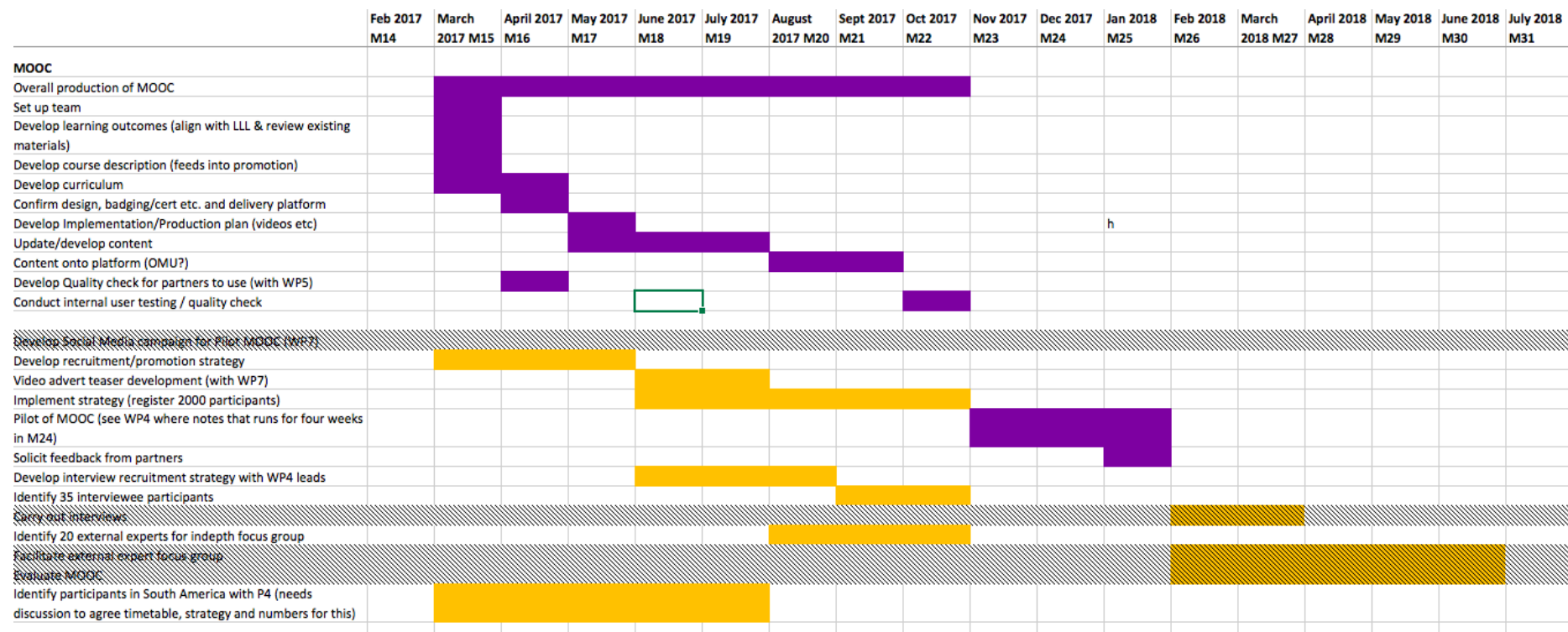
### Intrapreneurship: Make your Business Great Again (formerly Intrapreneurship: Identifying and seizing business opportunities within your organisation)

<https://docs.google.com/spreadsheets/d/14LXbmmtbASGzmrzIYrFSfYOo0cmV5OAzfTHESZruCFA/edit?usp=sharing>

### How to generate innovative ideas and how to make them work

<https://docs.google.com/spreadsheets/d/1na0ODnvBd9mPFyvZ2PLGetcyFoS9wOMgn556cnmYRro/edit?usp=sharing>

## 2. GANTT Chart for the Pilot MOOC Production



## What do we need to think about as we develop our MOOC?

*This document has been designed to complement Quality Assurance and Evaluation of MOOC and created with reference to the standards and checklists used in section 3. It was also developed with reference to case studies of best practice produced for the Opening Educational Practices in Scotland (OEPS) project (see: <http://www.open.edu/openlearncreate/mod/page/view.php?id=132099>), personal experience and other best practice information.*

Month		Question	Activity	Useful resources
M15	Developing Learning Outcomes	Why this MOOC topic?	What are the learning outcomes from participating in this MOOC? Ensure that you include these as part of your short introduction to the MOOC.	
		Do the Learning Outcomes align with LLL?	It is a requirement for bizMOOC that your learning outcomes align with LLL.	<a href="https://www.britishcouncil.org/sites/default/files/youth-in-action-keycomp-en.pdf">https://www.britishcouncil.org/sites/default/files/youth-in-action-keycomp-en.pdf</a>
M15	Develop Course Description	Who should participate? What do participants need to do/know/have?	Being clear on your intended audience is critical to developing a relevant and targeted course. It is also important to state clearly in the MOOC Introduction who the intended audience is and how this group of participants will benefit from the MOOC. In addition, consider whether there are any prerequisites (technical, equipment or skill wise) to participating and include these. Ensure that you are clear about how the MOOC will be assessed and the time required to participate each week.  It is also vital for a successful promotion strategy for the MOOC to be clear on who the stakeholders are.	

Month		Question	Activity	Useful resources
M15-M16	<b>Develop Curriculum</b>	How long does the MOOC need to be?	<p>Check that your MOOC is the required length and does not require more than 6-8 hours of study per week.</p> <p>As bizMOOC are deploying a variety of different types of MOOC, you should ensure that your MOOC fulfils the criteria for each accordingly. Will your MOOC run without facilitation or does it run for a set duration? If your MOOC is facilitated, remember to include details about how this will work in your introduction to the course.</p>	
	<b>Developing Content</b>	What existing openly licensed materials (e.g. images, videos, existing resources) can I reuse?	<p>Use a range of assets in your MOOC. Set up an Asset Log so you can track the licensing, source and creator of any open educational resources (OER) or proprietary resources you incorporate into your MOOC and how any new resources you create will be licensed. The information you need to track for OER is sometimes abbreviated to TASL (Title, Author, Source and License)</p> <p>Creating an asset log makes it easier to attribute new and existing material correctly and quickly as everything is in one place.</p>	A step-by-step guide to TASL: <a href="http://bit.ly/2vIViEw">http://bit.ly/2vIViEw</a>
	<b>Assets</b>	Are there CC licensed videos or images already available and which I can reuse?	<p>To save time and resources, reuse assets where possible and note the detail in your Asset Log (see above).</p> <p>You can find CC licensed videos by searching for these on YouTube. CC licensed images can be found via: <a href="https://search.creativecommons.org">https://search.creativecommons.org</a></p>	
		I am using our own and/or CC licensed video content in our MOOC?	<p>Be mindful of increasing workload when introducing lengthy video content into your MOOC.</p> <p>Some learners might not have a reliable internet connection or the bandwidth needed to play videos.</p>	

Month		Question	Activity	Useful resources
			Have you got a transcript of the video and does the video have subtitles? Some learners prefer to read a transcript or need a transcript for accessibility reasons.	
		What about the MOOC teaser videos?	Please see the separate guidelines on MOOC Teaser videos. These videos will be used to promote your MOOC to your target audience and should be informed by your understanding of the intended audience.	
		What about the quality of videos I create?	It is possible to create good quality videos on a low-budget. Ensure you use a tripod to minimise camera/phone wobble and minimise background noise (for example by using a microphone). It is essential to get permission from anyone featuring in a video. Use a consent form and be sure to be clear on how the footage will be used and that it will be openly licensed and available publically.  For more information on bizMOOC video production, see the WP7 guidelines.	
	<b>Length and Time</b>	How long is each section of your MOOC?	Ensure that each section is of a similar length so material is consistent in presentation. The MOOC as a whole should be balanced in such a way so that no one section is excessively long. You should include time indications for each section and give participants an idea of how much time they will need to allocate to participating per week in your introduction.	
	<b>Tone</b>	How are you addressing your learners?	Review text and think about the tone you are addressing your intended audience in. Is it consistent throughout?	



Month		Question	Activity	Useful resources
	<b>Examples</b>	What kind of examples are you using to illustrate your course content?	When you are developing your MOOC you need to ensure that you use a range of examples in the text and any assets (e.g. videos). These should be diverse and not reinforce stereotypes.	
	<b>Language</b>	Are you fluent in the language you are producing material in?	<p>If you are not fluent in the language you are producing material in, you should ensure that MOOC content is checked, preferably by a native language speaker/someone who is fluent in that language. A language check will form part of your review of the MOOC before it is piloted.</p> <p>Accuracy is important as it ensures MOOC content is correctly and clearly conveying what you want to say. As bizMOOC MOOC are openly licensed, if content is reused or remixed later this will mitigate against ambiguity when content is translated or modified.</p>	
	<b>Quizzes</b>	Are you using quizzes as part of your MOOC or as part of the badging/certification process?	<p>Don't leave it to the last minute to think about your assessment strategy! Plan it in as you develop your MOOC content and build up a range of questions that you can draw upon to create the final set of course questions.</p> <p>What quizzes are possible via your chosen MOOC platform? This will help determine what type of assessment and badge/certification your MOOC has.</p> <p>If you are using quizzes as part of your MOOC, what type of questions will be most useful and meaningful to the learner (e.g. reflective, multiple choice)? You want learners to be asked meaningful questions in a useful way.</p> <p>How will learner quiz responses be assessed? Think about the sustainability of your approach: once the MOOC are available post-project it is likely that automated quizzes or a reflective log unique to that learner will work better than</p>	

Month		Question	Activity	Useful resources
			<p>assignments that need to be marked by an educator (note that this approach is difficult at scale!)</p> <p>How often will these quizzes occur in the course material? You don't want to overload learners with too many quizzes (e.g. after every part of the course) but similarly you want the quizzes to occur regularly throughout the material. Think about the purpose of using quizzes.</p> <p>If you are using a multiple-choice format, make sure that the incorrect answers are not obviously incorrect.</p>	
	<b>Badging/ Certification</b>	Are you badging/ certifying your course?	<p>Are you awarding a badge for learners working through the course? If so, how will this badge or certificate be awarded? What functionality is supported by the platform you are using?</p> <p>If you are awarding a badge to learners who have worked their way through course material, rather than completing quizzes (for example), be aware that learners could have worked their way through material without engaging in it.</p> <p>What is the value of the certificate or badge? Think about the wording that you will use on a certificate or badge description: Is completion of the MOOC institutionally endorsed? Is this a certification of completion?</p> <p>How will the badge or certificate be awarded? Is it awarded automatically (for example, when participants have successfully completed a quiz/series of quizzes)? If not, and badges/certificates are awarded manually, it is worth considering how this both works at scale and when/if the MOOC is not monitored regularly.</p>	See the bizMOOC certificate example

Month		Question	Activity	Useful resources
	<b>Activities</b>	What kinds of activities should I use in my MOOC?	<p>What activities you incorporate partly depends on what kind of assessment (quizzes, badges) you are deploying in your MOOC. You should, just as with the assets you choose, incorporate a variety of activities into your MOOC. This will help ensure that participants remain engaged and interested. What skills are participants building whilst they are engaging in activities? Are activities pitched at the right level and will they be of interest to all participants? Do you need to develop different activities for different types of participant?</p> <p>It is also worth considering whether you will incorporate activities where peers or instructors comment on participant work. Will this work at scale? Will this be used separately to any assessment/accreditation? How will you ensure consistency in peer-to-peer evaluation?</p> <p>Remember to ensure that at least one activity in your MOOC utilises and directs participants to the bizMOOC MOOC Book.</p>	
	<b>Platform &amp; Participant Support</b>		<p>As well as providing participants with a clear introduction to both the content and practicalities of the MOOC you might also want to consider:</p> <p>What technical support is there for participants?</p> <p>If you are using forums within the blog, how will these be moderated and are there guidelines for participant interaction?</p> <p>How secure is the platform you are using and are you abiding by relevant data protection laws?</p> <p>Can participants track their progress and completion of individual course components?</p>	

Month		Question	Activity	Useful resources
	<b>Accessibility</b>	How can I ensure that everyone can access and participate in the MOOC, using a range of internet enabled devices?	<p>The platform, content and design of your MOOC must be compliant with W3C Accessibility and WCAG 2.0 guidelines. Participants must be able to download content and use it offline.</p> <p>In addition, please ensure that your MOOC conforms to the agreed standards and checklists and the Universal Design for Learning [http://www.udlcenter.org/aboutudl/udlguidelines]</p>	<p>See:</p> <p><a href="https://www.w3.org/WAI/intro/accessibility.php">https://www.w3.org/WAI/intro/accessibility.php</a> and</p> <p><a href="http://ec.europa.eu/ipg/standards/accessibility/index_en.htm">http://ec.europa.eu/ipg/standards/accessibility/index_en.htm</a></p>
	<b>Evaluation</b>	How will I evaluate the success of the MOOC?	There are a variety of ways the MOOC will be evaluated including surveys and interviews. Please ensure that you are able to fulfil any evaluative requirements and that you test and review your MOOC prior to launch so that any technical or content issues are resolved.	
	<b>Promotion</b>		<p>Having designed your MOOC for a specific audience should make planning the promotion of the MOOC easier. You should be able to identify specific target audiences for the MOOC and know the best way of connecting with them. Use the course overview and other materials (such as the MOOC teaser video) to engage appropriately and consider the channels, messaging and timing of your promotion. Use social media appropriately and engage directly/converse with potential audiences.</p> <p>Consult relevant bizMOOC guidelines.</p>	
	<b>Interaction</b>	Does your MOOC give participants the opportunity to connect with other learners?	Depending on whether your MOOC is facilitated or not may influence what kinds of participant interaction is made available. Will you use forums or external social media (e.g. Tweet chats)? Is it necessary to monitor these, and if so, how will this occur at scale?	

Month		Question	Activity	Useful resources
			What kinds of conduct do you expect from participants when interacting with others?	

#### Other Useful Resources

- The bizMOOC video *How to produce a MOOC* <https://youtu.be/tA5K7nlQ2e0> based on the OU led Cardiff workshops + accompanying frameworks
- The bizMOOC MOOC Book is essential reading! <http://mooc-book.eu> (updated URL as at November 2018)
- [\*How to make an open online course\*](#)
- [\*BizMOOC Tools and Templates\*](#)