



MOOCs
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of business

BizMOOC Result 3.4

Feedback Solicitation Strategy for the Pilot
MOOCs

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Authored and curated by

Beck Pitt

Open University (UK)

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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Feedback Solicitation Strategy for the Pilot MOOCs

1. Introduction

The feedback solicitation strategy for work package (WP) 3 was led by WP5 and WP6 and informed by the Openup Ed Framework, which was assessed with other evaluation tools during the first year of the project and considered the most robust and applicable framework for the BizMOOC context (see: <http://mooc-book.eu/index/learn-more/key-areas/quality/>).

The solicitation strategy focused on a linear process which provided iterative and varied feedback on the MOOC from a range of stakeholder perspectives. Relevant key performance indicators (KPIs) were also aligned to specific feedback mechanisms and the detail of these can be seen in the diagram below. Feedback on the MOOC helped shape the pilots both whilst in their initial development but also informed both the *Learning to Learn* and *Sense of Initiative* MOOC during their redevelopment and second iterations. The stakeholder groups involved in the evaluation were drawn from both the target audiences of the MOOC and gatekeepers to potential learners, such as employees and students.

The following diagram, produced as part of the WP6 evaluation work, gives an overview of the strategy for the feedback mechanisms for different stakeholders, at different points during the development, release and piloting of the MOOC. As noted, a mixed methods approach was taken in order to solicit a range of feedback from stakeholders.

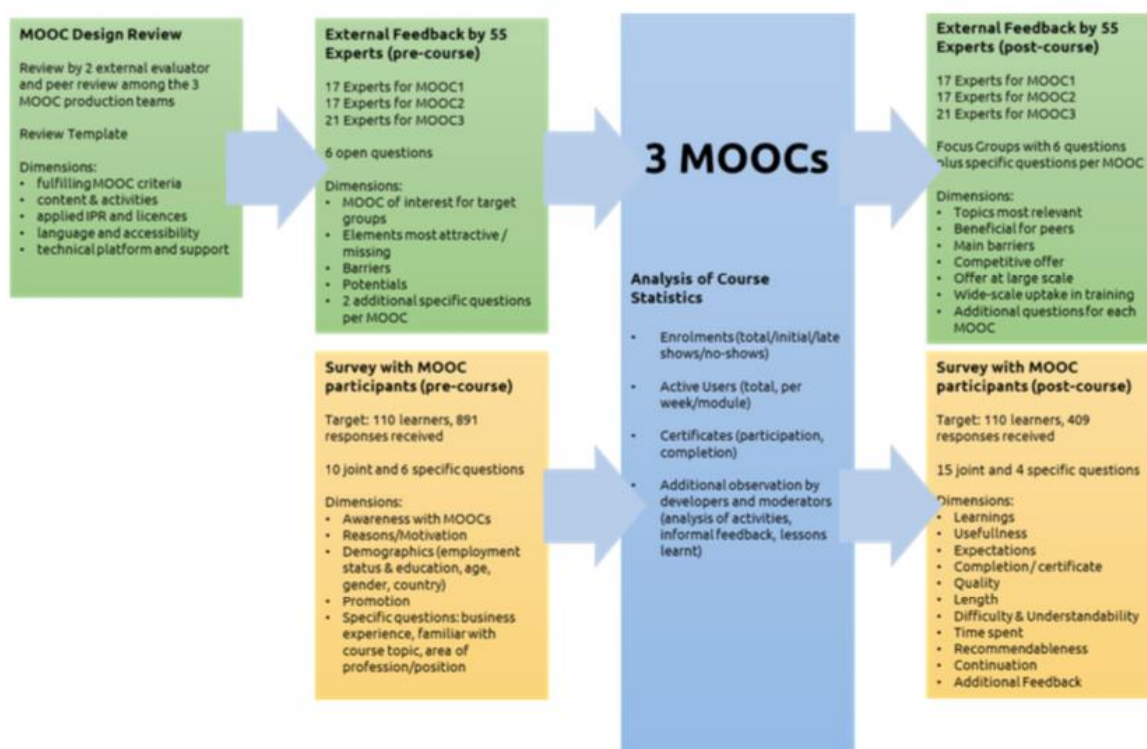


Figure 1: Overview to the BizMOOC Evaluation Process on the three Pilot MOOCs, done in a sequential mixed-methods approach. Qualitative-dominated part marked in green, quantitative-dominated part marked in yellow. See the following pages for description of each block. Source: Own work.

Figure 1: Screenshot of p27, Section 3.1 Overall Evaluation Design, [Joint Evaluation Report on three Pilot MOOCs \(R4.2\)](#)

EADTU, who are leading WP6 Evaluation and WP5 Quality Assurance, did not participate in the evaluation activity for reasons of impartiality.

2. Methodology

As shown in the above diagram, a mixed methods approach was used to gather feedback from different participant categories/stakeholder groups. The different types and varied timing of feedback is illustrative of the iterative nature of the MOOCs development. The following table compliments the above diagram and provides a different representation of the varied stakeholder groups engaged with the MOOC evaluation process, the format in which feedback was obtained, and at what point in the development of the MOOC feedback was solicited. Further granularity on the composition of the external expert groups is provided below.

Stakeholder group*	Prior to launch of MOOC	During MOOC	Post-MOOC
Learners and students	Pre-course learner survey	Informal feedback (e.g. via forums)	Post-course learner survey
Pilot MOOC focus interviewees	External feedback by 55 experts (open questions by interview or survey)		External feedback by 55 experts (focus groups)
Consortium Partners	Meeting to review synergies and repetition across the three MOOC. Pre-course MOOC design review of other BizMOOC MOOC.		
External Stakeholders	Interviews with HEIs, businesses etc. for MOOC Book & to understand needs of these stakeholder groups. Selected stakeholders participated in MOOC design review.	Informal feedback (e.g. via forums)	Presentation at external events
Team responsible for creating MOOC	Regular MOOC team meetings to review and develop content.	Analysis of course statistics. Moderator observations.	Analysis of course statistics.

Table 1: Feedback solicitation types and BizMOOC Stakeholder Groups

*Covers all stakeholder groups listed in original bid (see p105, R3.4 description) with additional groups

The following sections outline the main feedback approaches, how participants were solicited (where relevant) and provide example templates for each.

An alternative description of the following approaches, which this report draws on, can also be found in Section 3.2 of the [Joint Evaluation Report on three Pilot MOOCs](#) and the [moo-book.eu \(Methodology\)](#).

MOOC Design Review

2 external experts and 2 BizMOOC MOOC teams participated in each of the pre-course MOOC design reviews. This review focused on assessment of both the MOOC itself and associated material such as planning documentation, teaser videos and other promotional materials, where available. The evaluation was conducted using a structured form and once completed by the expert or MOOC team, was returned to the relevant MOOC team for their comment and response to feedback. The Design Review took place before the MOOC was launched, in order that any feedback could be responded to and incorporated into the MOOC at that point.

Consortium teams took a variety of approaches to reviewing their colleagues' MOOC including the team conducting a face-to-face review or individual Consortium member teams reviewing content and then feeding their contributions back to the MOOC lead. The external experts were recruited through existing personal networks and represented both educational and business perspectives (see p.28, [R4.2](#)).

The evaluation form comprises of 5 sections which reflected a number of identified "quality dimensions." These were "i. fulfilling MOOC criteria, ii. content and activities, iii. applied IPR and licenses, iv. language and accessibility, v. technical platform and support" (see p.28, [R4.2](#)). The 5 sections of the evaluation form are as follows:

- Review of marketing materials
- Checklist to determine if and how the course can be described as a MOOC
- Checklist to determine the quality of the course design
- Assessment of branding such as inclusion of the EC logo and disclaimer, use of the BizMOOC logo etc.
- Whether the course, platform and assets are accessible

Here is the [evaluation template used to assess MOOC 1](#). It is an example of the form provided to both consortium partners (in their MOOC teams) and two external evaluators. All evaluation templates have also been made available for public use in the [MOOC BOOK](#).

Pre-Course Learner Survey

Each MOOC included a pre-course survey which learners were invited to complete once they had enrolled on the course. The pre-course survey comprised of a small number of set questions to enable

comparison between the different MOOC but also a number of custom questions specific to each MOOC. All surveys contained questions on demographics, whether it was the first time participating in an online course, perceptions of the course topics, expectations for the course and a question about how the learner found out about the course.

Survey examples can be found in the relevant annexes of the individual MOOC reports produced for R4.2. See for example, p.43 [R4.2a](#). All surveys have also been made available for public use in the [MOOC BOOK](#).

Post-Course Learner Survey

A post-course learner survey, comprised of set and custom questions, was offered to learners at the end of each MOOC. In the instance of the *Learning to Learn* MOOC, which was a self-paced course, the post-course survey was only available to those who had completed the course and been awarded the certificate. All post-course surveys featured questions on the quality and clarity of the materials and activities, whether expectations had been fulfilled, if this was the first time that someone had participated in an online course, whether the learner would recommend the course to others and potentially participate in other BizMOOC courses, whether the certificate was motivating and the amount of time spent studying each week.

Survey examples can be found in the relevant annexes of the individual MOOC reports produced for R4.2. See for example, pgs.95-96, [R4.2c](#). All surveys have also been made available for public use in the [MOOC BOOK](#).

Pre-Course External Feedback

Pre-course external feedback was solicited from at least 17 experts per MOOC, with a KPI of 55 overall. This external expert feedback process was more light-weight than the expert feedback solicited via the Design Review described above and was focused on perceptions of the MOOC content and applicability to potential learners, rather than the course's design, pedagogy, accessibility etc.

External experts were invited to participate in the review by each Consortium partner and were representative of a range of gatekeepers/multipliers to target learner groups for the MOOC concerned. External experts were invited to review a short description of the MOOC and promotion

material (e.g. the “teaser video”) and asked to assess these materials in light of the expert’s peers/target group (depending on whether the respondent was considered to be a potential learner or a gatekeeper/multiplier to learners) in six key areas. The criteria were:

- Relevance of the topics
- Perceived benefits of participating in the MOOC
- Potential barriers to enrolling or completing the MOOC
- Whether a reflective approach in the course was useful/relevant
- Appropriateness of working at own pace
- Whether a Statement of Participation/Completion etc. is motivating

Responses to the questions were either gathered verbally (e.g. face-to-face or by a brief telephone interview) or via a survey mechanism (e.g. Google Forms).

See appendix 9, pgs.83-85 of [R4.3a](#) which provides one example of the survey and the type of short description utilised in this external expert review. Similar examples can also be found in the other MOOC R4.3 reports available here: <http://bizmooc.eu/outcomes/>

The expert interview guidelines have also been made available for public use in the [MOOC BOOK](#).

Post-Course External Feedback

Post-course external feedback was solicited from experts via focus groups. These focus groups were either conducted virtually or face-to-face, depending on the location and availability of participants. All focus groups were conducted in Spring 2018 after all MOOC had completed at least one pilot of the course. Due to the early release of the *Learning to Learn* MOOC, the timing of the focus groups enabled evaluation of both iterations of this MOOC to take place.

Discussion was focused on perceptions of the MOOC material and its applicability to the context of the stakeholder groups represented by the focus group composition. In addition, more general questions regarding MOOC uptake by businesses were incorporated into the discussion.

The focus groups were semi-structured with 6 core questions used by each of the focus groups. These questions were:

1. What topics of the MOOC did you find most relevant for:
 - Yourself?

- Your peers/target group (your employees/colleagues/students)?
 - (optional) Why were they relevant?
2. Do you see the MOOC as beneficial for your peers/target group (short-term; long-term)?
 - If so, why? And what can be done to make the MOOC even more beneficial?
 - If not, why? What are the main challenges to overcome or is this impossible?
 3. What are the main barriers for your peers/target group for enrolling in this MOOC?
 4. Is this MOOC competitive to similar offerings to your peers/target group so far? i.e. compared to both in-house/outsourced training and courses in classroom settings or other online courses.
 5. Do you see possibilities to offer this MOOC (and other MOOCs) at a large scale in both your organisation and in other organisations throughout Europe? (If so, give details...)
 6. What are the main issues to facilitate the wide-scale uptake of this MOOC (and other MOOCs) in business training?

In addition, specific questions related to each MOOC and context were added by each Consortium partner. For example, DIDA added a question related to the possible challenges of using an English language MOOC in the Italian context.

Each MOOC was expected to engage with at least 17 experts in order for the Consortium as a whole to meet the KPI of 55 expert participants. The composition of the expert groups was not stated but representatives from all key stakeholder groups were represented (e.g. Higher Education employees, students or student representatives, businesses and e-learning experts). A breakdown of the composition of each focus group can be found with summaries of the discussions in the individual MOOC reports produced for R4.2. See: <http://bizmooc.eu/outcomes/>

3. Results

Full details on the outcome and results of the evaluation process and how this fed into the development of the MOOC can be reviewed in more detail in the individual MOOC Evaluation reports, R4.2 and R4.2a-c. See: <http://bizmooc.eu/outcomes/>

At the time of writing, the BizMOOC MOOC evaluation was unique in its design. The evaluation framework was also presented at the [OOFHEC2018 Conference](#) in Aarhus, DK in October 2018 by Darco Jansen (EADTU).