

# BizMOOC

MOOCs  
for the world  
of business

## BizMOOC Result 3.5

---

### Three Pilot MOOCs

# BizMOOC Result 3.5

---

## Three Pilot MOOCs

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)

BizMOOC - 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

Grant agreement number: 2015-2929 / 001-001

Project Duration: 36 months, 1/1/2016 – 31/12/2018

# Three Pilot MOOCs

## Background

BizMOOC produced three sets of Pilot MOOC over the project's duration and the focus of these MOOCs were lifelong learning skills and key business skills. Work package 3 of the project was dedicated to the design, promotion, and feedback strategy development of the Pilot MOOCs, work package 4 to the implementation and evaluation of those MOOCs. Therefore the current report as part of work packages 3 elaborates on the processes carried out until the Pilot MOOCs were ready for implementation and evaluation.

Prior to the development of these MOOC in 2017, the project developed an interactive guide to MOOC ([the MOOC Book](#)), a 'one-stop shop' for anyone interested in the potential of MOOCs. The MOOC Book contains guidelines and a needs/gaps analysis in addition to overviews of existing research and analysis into the current and potential impact of MOOC for business, Higher Education Institutions (HEIs) and Society. It also contains original research conducted by the project, including interviews with businesses and those working in HEIs on their impressions, experiences and use of MOOC.

The MOOC Book analyses select European Commission LifeLong Learning (LLL) Key Competencies, which reveal "new basic skills" that every citizen should develop in order to be able to contribute to "...globalization and the shift to knowledge based economies..." (p1, 2006, [European Commission](#)). The LLL key competencies of "learning to learn", "sense of initiative (entrepreneurship and intrapreneurship)" and "innovation, creativity and problem solving" were identified by BizMOOC of particular importance in relation to the needs of businesses and HEIs and they informed the content development of the project's three MOOC. Prior to each of the MOOC's development these competencies were analysed in-depth (see [Discussion Paper 14](#)) and published as [part of the MOOC Book](#). Next, a state-of-art review of existing online learning for each of the intended course topics was carried out, to fine-tune the course content and cover any identified gaps. These have been summarised in three discussion papers and were also published in the [MOOC BOOK \(papers 11, 12, and 13\)](#). This resulted in an adaption and specification of course topics/titles in accordance with and approval by the EACEA (see for example, the interim report). The final titles and topics are summarised in Table 1.

An overview of the three MOOCs produced as part of the BizMOOC project can be seen in the reproduction of R3.1's table below. The MOOC fulfil the project's requirement to produce MOOCs that are both varied in type and experiment with a range of delivery methods. For example, whilst both iterations of the *Learning to Learn* MOOC were self-paced and reflective in nature, the *Sense of Initiative...* MOOC was facilitated and highly collaborative.

All three MOOC had potential "suggested platforms" and MOOC "types" indicated in the bid description. These shifted and changed as the MOOC were developed. For example, platforms changed due to some becoming unavailable (as in the instance of Iversity which became insolvent), whilst others changed platform due to limitations of functionality or use. For example, in the case of the chosen platform for the *Learning to Learn* MOOC, which was originally designated to be hosted either on FutureLearn or OpenLearn, the team decided to use OpenLearn Create instead. OpenLearn Create is a 'sister' platform to OpenLearn but, whereas the latter is primarily used to showcase open learning derived from OU taught courses and modules ([REF](#)), and like FutureLearn has a set format and delivery model for content, OpenLearn Create is available for anyone to create an open course on and there are no set timeframes for development or format requirements. Creating the *Learning to Learn* MOOC on this platform enabled the course to be created quickly, the team to experiment with the length and format of the course and for this MOOC to arguably offer a more reproducible and light-weight example of open course creation.

Similarly, the choice of UniMOOC to host the *Innovation* MOOC enabled the project to use a Spanish language platform and also engage with key stakeholder groups and learners in Latin America (p.5, [R4.2](#)). In the instance of MOOC.house, the platform was perceived to be more appropriate for a business audience and was also hosted by openHPI which, like the other platforms utilized for the BizMOOC MOOC, enabled the project to use platforms hosted by project partners and avoid the use of third-party hosting of content (p.13, [R4.2](#)).

Regarding the blend of different MOOC types that were deployed and developed during each MOOC's creation, these were reflective of the further work done during the MOOCs development with regard to intended audience, platform functionality, curricula and pedagogical approaches. For example the *Innovation...* MOOC was originally intended to be delivered as a c-MOOC but designing such a MOOC was "one of the main challenges" due to its pedagogical approach (peer-to-peer learning and co-creation) in addition to this type of MOOC being perceived to not align well with learner evaluation requirements (see p9, [R4.2b](#)).

| 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<br><a href="http://www.open.edu/openlearn/create/course/view.php?id=2696">http://www.open.edu/openlearn/create/course/view.php?id=2696</a><br>and<br><a href="http://www.open.edu/openlearn/create/course/view.php?id=3127">http://www.open.edu/openlearn/create/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<br><br><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 (as reported below this was originally titled “Intrapreneurship: Identifying and seizing business opportunities within your organisation”) | FH Joanneum                 | MOOC House<br><br><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 (reproduction of table from p4, R3.1)**

The *Learning to Learn* MOOC acted as a foundational course for the other MOOC being developed and was also piloted first during early autumn 2017. This enabled feedback and experiences of running the course to be shared with the other MOOC teams and input into their course developments. The rapid development and delivery of this MOOC also acted provided the basis for outputs such as R3.2 *Blue Print for Pilot MOOCs*.

All BizMOOC MOOCs were developed according to [Open University Learning Design principles](#). In the instance of both the *Learning to Learn* and *Innovation...* MOOC these courses utilised existing open educational resources (OER) in their creation whilst the *Sense of Initiative* MOOC primarily created their own learning materials. All material created by the BizMOOC teams as part of their MOOC’s development is available under a Creative Commons license and all courses were made available as self-paced after the course end. There were no formal requirements to join any of the MOOC.

## MOOC1 to the general topic „Learning to Learn“

As noted in the project bid the *Learning to Learn* MOOC was required to “...focus on the ability to learn through MOOCs (how to structure your own learning pathway, filter information relevant for you, ability to identify and appraise MOOCs for your own learning progress...) and to develop web literacies” (p73, Project bid).

The *Learning to Learn* MOOCs were facilitated via [OpenLearn Create](#) (“a free platform for open learning”) hosted by The Open University (UK). The courses, unlike the others developed and offered as part of BizMOOC, were self-paced and available to join and participate in over the course of a number of months. This flexibility enabled participants to engage with course content at their own pace. Both iterations of *Learning to Learn* received largely positive learner feedback and good enrolment levels within the context of the platform the courses were hosted on (see p.17, [R4.2a](#))

**Title of the MOOC:** [Learning with MOOCs for Professional Development](#) (iteration 1) and [Digital Skills, Digital Learning](#) (iteration 2)

Both iterations of the Learning to Learn MOOC are self-paced, 4 week reflective courses with 12 hours of total study time. Both courses have a certificate of participation and no entry requirements. Both iterations of the course were developed using original material and existing open educational resources (OER) either created by OU colleagues and available on OpenLearn/OpenLearn Create, or by others and available under a CC license allowing adaptation. To be awarded a Certificate of Participation in the course participants needed to view all sections of the course and participate in at least one forum. Iteration 1 was non-facilitated and iteration 2 was facilitated via academic moderation of forums for a set period (April-May 2018).

### Design and Moderation

*Learning to Learn* was designed a self-paced, reflective MOOC utilising a reflective log and forum contributions in the first iteration. The second iteration saw the additional introduction of automated quizzes.

### Learning Outcomes:

*Learning with MOOC for Professional Development:*

- Understanding how learning takes place every day;

- Appreciation and development of existing skills;
- Understand how to effectively learn with MOOC;
- Explore a range of digital skills and practices;
- Develop a critical approach to online learning.

*Digital Skills, Digital Learning:*

- Understand how learning takes place every day;
- Reflect on how you engage with the web;
- Know how to learn effectively using MOOCs;
- Explore and engage in a range of digital skills and open practices.

**Platform used:** [OpenLearn Create](#) (OLC) This platform is available for anyone (e.g. non-OU staff) to utilise to create open courses.

**Course launched:** End of September 2017 (iteration 1) and April 2018 (iteration 2).

**Target Participant Groups for both iterations:** Unemployed persons looking for work, students, employed persons learning at work, anyone with an interest in digital skills, digital citizenship and MOOC.

**Activities / Assignments / Videos:** Both iterations of the course used a reflective log for activities and offered a statement of participation for completion of the course content and contribution to one forum (Week 2's *Crowdsourcing MOOC for Professional Development* for iteration 1 and Week 3's *Crowdsourcing MOOCs* in iteration 2). Iteration 1 comprised of 16 activities, 4 embedded videos and 1 linked out video. Iteration 2 comprised of 18 activities, 7 embedded videos, 1 linked out video and 1 quiz. Both iterations of the course made use of forums, with more extensive use in iteration 2.

**Creators:** Bea de los Arcos (lead developer, OU) with review of course content by Katrina Koppel (ESU), Beck Pitt (OU), Sara Miani (DIDA) and Chiara Sancin (DIDA).

### Timeline of Development

- Consortium meeting (Cardiff, UK on 28 Feb and 1 March 2017) to collaborate face-to-face in MOOC teams and begin development process;
- Use of spreadsheet planner and other tools by teams to ensure that course content aligned with learning objectives and outcomes, inc. tracking of assets and time;
- Teams develop content and track relevant course components (see R3.2) (Summer/Autumn 2017);

- Consortium review of all MOOC including WP4 and WP7 strategies for evaluation and dissemination (21 May 2017);
- Checklist for MOOCs (developed to align with evaluation standards) teams distributed (August 2017);
- Further refinement of content (Summer 2017);
- Development of Presskit (September 2017)
- Release of first iteration of Learning to Learn MOOC: *Learning with MOOC for Professional Development* (end of September/early October 2017);
- First evaluation of *Learning with MOOC...* (conducted by two internal teams and two external evaluators) (October 2017)
- Team respond to first evaluation (November 2017)
- External expert feedback on *Learning with MOOC...* (November 2017)
- Team respond to expert feedback (December 2017)
- Development of iteration 2 of Learning to Learn MOOC: *Digital Skills, Digital Learning* (February 2018)
- Development of new Presskit and promotion of *Digital Skills, Digital Learning* (March-Present 2018)
- Advice to *Learning with MOOC...* participants that new version of MOOC available (April 2018);
- Release of *Digital Skills, Digital Learning* (9 April 2018)
- Facilitation of *Digital Skills, Digital Learning* (April and May 2018)
- Expert post-course focus groups for both iterations of Learning to Learn MOOC (April-May 2018)

## Enrolments

*Learning with MOOC for Professional Development:*

Number of enrolments: 165 (as at 3 May 2018)

*Digital Skills, Digital Learning:*

Number of enrolments: 168 (as at 25 October 2018)

## Innovation, Creativity and Problem Solving

The *Innovation, Creativity and Problem Solving* LLL Key Competency MOOC had two facilitated iterations. This badged MOOC was 6 weeks in duration with 5 hours of learning material each week. Upon successful completion of the MOOC (e.g. achieving 6 badges) participants were also awarded a Certificate of Completion. The MOOC was delivered in English and Spanish translations were provided for videos etc.

**Title of the MOOC:** How to generate innovative ideas and how to make them work

BizMOOC website link: <http://bizmooc.eu/how-to-generate-innovative-ideas-and-how-to-make-them-work/>

**Course link:** <https://learn.unimooc.com/student/courses/course?course=innovative-ideas-2>

### Design and moderation

*Innovation...* tested both c-MOOC and x-MOOC features in the different iterations and were structured by weekly group activities and quizzes. The first iteration assessed participants on their community contributions whilst the second iteration utilised self-check quizzes.

### Learning Outcomes

*Overall course learning outcomes for first iteration of the MOOC:*

- Present creativity as a human innate capacity
  - Enable the deployment of creative potential
  - Understand a range of different techniques to generate ideas
  - Develop strategies and techniques for effective problem solving
  - Enable participants to identify mistakes and learn from failure
  - Allow participants to get to know approaches and criteria for evaluating and selecting ideas
- (See p17 & also p7 of [R4.2b](#))

| Module | Title  | Learning outcomes  | Dedication |
|--------|--|--|------------|
| 1      | <b>Introduction to the course and creativity</b> | <ul style="list-style-type: none"> <li>• Get to know the course and its platform</li> <li>• Present creativity as a human innate capacity</li> <li>• Stimulate the deployment of creative potential</li> </ul> | 5 hours    |

|   |  |   |         |
|---|--|---|---------|
|   |  | <ul style="list-style-type: none"> <li>Communicate/get to know other learners in the same group</li> </ul>  |         |
| 2 | <b>Ideation techniques and different ways of thinking</b>        | <ul style="list-style-type: none"> <li>Get to know a range of different techniques to generate ideas.</li> <li>Learn the difference between convergent vs. Divergent thinking</li> <li>Be able to identify, use and discuss on ideation methods</li> </ul>  | 5 hours |
| 3 | <b>Critical thinking and problem solving methods</b>             | <ul style="list-style-type: none"> <li>Get to know what is critical thinking and the main steps of the process</li> <li>Learn strategies and techniques for effective problem solving</li> <li>Identify the steps to solving a problem effectively</li> <li>Learn how to make the ideas visible, tangible and consequential</li> </ul>                                    | 5 hours |
| 4 | <b>Learning from failure and prototyping ideas</b>               | <ul style="list-style-type: none"> <li>Identify and accept failure</li> <li>Realise that you can actually learn from failure</li> <li>Prototyping ideas</li> <li>Get to know and use a concept map</li> </ul>   | 5 hours |
| 5 | <b>Intellectual Property, Open Licensing and Idea Evaluation</b> | <ul style="list-style-type: none"> <li>Improve the skills to search, reuse, adapt, and compose new solutions from already developed by the others ideas</li> <li>Get to know approaches to, and criteria and principles for, evaluating and selecting idea</li> <li>Improve the skills for defining and understanding different criteria for evaluating ideas.</li> </ul> | 5 hours |
| 6 | <b>Final assessment and group activity</b>                       | <ul style="list-style-type: none"> <li>To demonstrate the acquired skills in generating, presenting and evaluating innovative ideas.</li> </ul>   | 5 hours |

**Table 2: How to generate creative ideas and how to make them work. Learning outcomes (p15, R4.3b)**

**Platform used:** UniMOOC (unimooc.com), International Economy Institute, University of Alicante

**Course launched:** 13 November 2017 – 24 December 2017 (first iteration) and 12 February 2018 – 31 March 2018 (second iteration).

**Target participant groups:**

- Students (just graduated with no job expectation and willing to acquire practical knowledge) mainly from Latin America and Eastern-Europe;
- Low skilled employees that want to improve their capacities;
- Multipliers: other projects, incubators, accelerators and Chambers of Commerce that facilitate start-up companies.

**Activities / Assignments / Videos:** Based on information provided in R4.2b the MOOC comprised of a total of 6 group activities and 6 assessment/tests (see p17-18, Table 3, [R4.2b](#)). The MOOC itself included a range of externally produced videos inc. TED content.

**Creators:** University of Alicante - Francisco Gallego; Burgas Free University - Mariya Zheleva and Yanislav Zhelev; IT Valley - Andrea Kalafusova and Nina Tršková.

**Timeline of Development:**

- Consortium meeting (Cardiff, UK on 28 Feb and 1 March 2017) to collaborate face-to-face in MOOC teams and begin development process;
- Use of spreadsheet planner and other tools by teams to ensure that course content aligned with learning objectives and outcomes, inc. tracking of assets and time;
- Teams develop content and track relevant course components (see R3.2) (Summer/Autumn 2017);
- Consortium review of all MOOC including WP4 and WP7 strategies for evaluation and dissemination (21 May 2017);
- Checklist for MOOCs (developed to align with evaluation standards) teams distributed (August 2017);
- First iteration of *Innovation...* launched (13 November 2017);
- First iteration of *Innovation...* ends (24 December 2017);
- Second iteration of *Innovation...* begins (12 February 2018);
- Second iteration of *Innovation...* ends (31 March 2018).

## Enrolments :

| Course Edition      | Enrolments   |
|---------------------|--------------|
| 1st edition         | 451          |
| 1st edition %/total | 21.67%       |
| 2nd edition         | 1,630        |
| 2nd edition %/total | 78.33%       |
| <b>TOTAL</b>        | <b>2,081</b> |

**Table 3: Enrolments (see pgs 18-9 of [R4.2b](#))**

80% of participants reported being based in Spanish speaking countries (pgs18-19 of [R4.2b](#)). 2.2% (n=47) of the total number of participants in both iterations of the MOOC were awarded a certificate of attendance. This certificate was awarded for completion of all six modules and being awarded a badge for successful completion of each week (six in total) (see p6, R4.2b).

## Sense of Initiative (Entrepreneurship and Intrapreneurship)

The *Sense of Initiative (Entrepreneurship and Intrapreneurship)* MOOC was a facilitated MOOC offering two different pathways to learners. The “fast track” of 4 weeks, 20 hours study time and a “full track” of 7 weeks and 30 hours study time. Certificates were available for both pathways with the addition of a “premium certificate of completion” also offered to learners. This MOOC also offered an on-site exam for some learners.

**Title of the MOOC:** *Intrapreneurship - Make your Business great again*

**Course link:** <https://mooc.house/courses/bizmooc2018>

**Design and moderation:** The MOOC is a mix between xMOOC and cMOOC applying an adapted version of Gilly Salmon’s e-moderation concept and the Learning Design Approach by the Open University UK. Anastasia Sfiri (design), Erika Pernold (moderation).

Learners can track their progress through the MOOC and there are quizzes, 7 e-activities and weekly tests. In addition, there was a final exam, on-site exam for some learners, peer-to-peer feedback and evaluation plus learning diaries utilized through the course.

**Learning Outcomes:**

- gaining a deeper understanding the concept of intrapreneurship,
- familiarize with numerous examples of entrepreneurial organizations and intrapreneurship projects,
- developing the ability to assess identified opportunities at work and convert challenges into opportunities,
- identify stakeholders, target groups and sponsors of intrapreneurial projects,
- enhancing understanding and ability to form coalitions around new business ideas
- gaining inspiration, skills and tools to implement intrapreneurials ideas and/or framework in the workplace
- developing and delivering a pitch to various audiences, including the board of directors.

(See p14 of [R4.2c](#))

**Platform:** Mooc.house is a MOOC platform run by openHPI. Mooc.house can be used by external organisations and the courses are open for everyone to enroll.

**Course launched:** 26 February 2018 – 23 April 2018. The course is now available (for a min. 5 years) in a self-paced version and a second moderated run in 2019 is currently under discussion.

**Target Participant Groups:** Management and all levels of business employees including trainees.

**Activities / Assignments / Video:** This MOOC utilized weekly quizzes (4 x 15 points), forums, videos and tests with a final multiple choice exam comprising of 45 questions with 2 hours to complete (90 points). In addition, there was an on-site exam for some learners, peer-to-peer feedback and evaluation plus learning diaries utilized through the course. The MOOC also included 7 e-tivities which aimed to stimulate team cohesion as the MOOC progressed, in order that the team be able to work together to produce a contribution for the course's final activity ("The Pitch") (see p8, R4.2c).

Videos and other artefacts were created by the BizMOOC team and each week ended with a video round-up by the moderator who would sum up the discussion that had taken place that week.

**Creators:** FH JOANNEUM – Christian Friedl (leader), Cracow University of Economics – Agnieszka Zur; Hasso-Plattner-Institute Potsdam – Christian Willems, Stefanie Schweiger, Thomas Staubitz; AVL List GmbH – Thomas Neumann

## Timeline of Development

- Consortium meeting (Cardiff, UK on 28 Feb and 1 March 2017) to collaborate face-to-face in MOOC teams and begin development process;
- Use of spreadsheet planner and other tools by teams to ensure that course content aligned with learning objectives and outcomes, inc. tracking of assets and time;
- Teams develop content and track relevant course components (see R3.2) (Summer/Autumn 2017);
- Consortium review of all MOOC including WP4 and WP7 strategies for evaluation and dissemination (21 May 2017);
- Checklist for MOOCs (developed to align with evaluation standards) teams distributed (August 2017);
- First recording session in Graz (September 2017)
- Release of the first MOOC teaser promotional video (November 2017)
- Second recording session in Potsdam (December 2017)
- Targeted promotion of the MOOC intensifies (January 2018 onwards)
- Facilitation of *Intrapreneurship...* begins (26 February 2018)
- Course ends (23 April 2018)
- Post-course expert evaluation (April-May 2018)

## Enrolments

- Total number of enrollments (incl. self-paced version): 3073 at 8th October 2018
- Number of enrollments (moderated version): 2857
- Initial number of enrolments (number of people registered for the MOOC before the starting date): 2486
- Number of late-shows: 371
- Number of enrollments (self-paced version - still counting): 230  
(See p15, [R4.2c](#))