Biz MOOC

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BizMOOC Result 4.1

Three Pilot MOOCs

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Implementation of three Pilot MOOCs

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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 4 elaborates on the processes of implementation of the three Pilot MOOCs. Note that WP3 R3.5 therefore summarizes the production process and the WP4 R4.2 reports (evaluation of the 3 MOOCs) describes the outcomes of the whole evaluation of all three MOOCs in a very comprehensive way. We aimed in dividing the different reports according to their objective and the purpose of the result, but overlappings can occur as some similar parts and figures are needed to explain all three results in a logical way.

The 3 Pilot MOOCs

An overview of the three MOOCs produced as part of the BizMOOC project are presented in table 1 below. The MOOC can also be directly accessed via the project website and the MOOC BOOK. As the very basis of this result is the implementation of the MOOCs, this report aims to summarize the implementation process.

Title of MOOC	Lead partner	Implementation date	Platform and URL to course	Type
Learning with MOOC for professional development (iteration 2: Digital Skills, Digital Learning)	The Open University (UK)	From Oct 2017 – ongoing (self-paced)	OpenLearn Create http://www.open.edu/openlearncreate/course/view.php?id=2696 and http://www.open.edu/openlearncreate/course/view.php?id=3127	Reflective self-paced MOOC
How to generate innovative ideas and how to make them work	University of Alicante (UA)	2 iterations: - Nov-Dec 17 - Feb-March 18 Self-paced version available	UniMOOC https://learn.unimooc.com/student/courses/course?course=innovative-ideas-2	xMOOC with some cMOOC features
Intrapreneurship: Make Your Business Great again	FH Joanneum (FH)	Feb-April 18 Self-paced version available New iteration planned for Oct/Nov 2019	MOOC House https://mooc.house/courses/bizmooc2018	xMOOC plus cMOOC features and additional e-moderation

Table 1: Overview of the three MOOC

As indicated in table1 each of the three MOOCs was launched at a different date, on a different platform and in a different format (e.g. self-paced or moderated) to allow a broader evaluation of formats and approaches. The implementation process was based on a logic that The *Learning to Learn* MOOC acted as a foundational course for the other MOOCs, as it introduced learners to the world of MOOCs. Therefore the MOOCs were launched as follows:

-   MOOC 1 iteration 1 Learning with MOOC for professional development: 16.10.2017
-   MOOC 2 Iteration 1 How to generate innovative ideas and how to make them work: 13.11.2017-24.12.2017
-   MOOC 2 Iteration 2 How to generate innovative ideas and how to make them work: 12.2.2018-31.03.2018
-   MOOC 3 Intrapreneurship: Make Your Business Great again: 26.02.2018-23.04.2018
-   MOOC 1 iteration 2: Digital Skills, Digital Learning: 9.04.2018

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. MOOC3 is going to be repeated by the partners in October / November 2019 due to the excellent feedback and learners asking for a new run. There were no formal requirements to join any of the MOOC.

Platforms

The implementation process of the three MOOCs was to a large extent driven by the hosting platforms. The platform's outreach and communication channels determine the success of the promotion and information campaign. Also, the interface of the platform determines how the final course is presented. Each course was launched on a different platform; two university based platforms targeting predominantly students and the learning community (OpenLearn Create and UniMOOC) and one platform targeted at business and technical professionals (Mooc.house)

Outreach

Successful implementation depended largely on the promotion carried out prior to launch. All three MOOCs developed promotion campaigns customized to their target audiences. And all three MOOCs were conducting their promotion campaigns using a set of diversified channels and means. The main points of the promotion campaigns are outlined below.

• All three teams developed press kits containing shorter and longer descriptions of the course and short trailer videos (teasers) to introduce the MOOC and invite potential participants.

• Each team worked on the promotion campaign closely with their relative MOOC platforms developing global announcement of the MOOCs on the platform and in the platform

Newsletter. It was important to formulate the correct keywords to ensure search engine optimisation.

- Promotion by all developers within their local and international networks: this was a massive campaign coordinated by each partner consisting of direct mailings/phone calls and newsletters to target audiences, representatives, faculty and business meetings, etc.
- Promotion of MOOC making using of existing networks of partners (e.g., EADTU and OpenupEd newsletters, social media accounts partners)
- Each team organized promotion events (e.g. Roundtable in Potsdam, December 2017, bringing together various actors from academia, business and other institutions, BizMOOC workshop at openHPI Forum 2017 for the Forum participants)
- Introduction of BizMOOC project and pilot MOOC(s) at several conferences and cyclical events such as e-learning days to ensure a face-to-face promotion of the MOOC to potential multipliers and end-users besides the large digital channels.
- All three pilot MOOCs were also promoted via social media channels (LinkedIn, Twitter, Facebook, XING), also making use of the teaser videos, as well as Research Gate project update.

An evaluation of the effectiveness of the **various channels** suggests that diversification of channels was very important for successful implementation. Providing a "fit" between target groups and promotion channels was a challenge, since target groups were diverse and relatively wide, sometimes overlapping. The global, large mail-outs by the platforms clearly triggered the enrolment numbers due to a very vast outreach. The participants reached via this channel were already registered on the MOOC platforms and had a very low barrier for enrolling.

However, also the professional and **institutional network** dissemination of the partners showed a clear effect for the implementation process, as the majority of users have not been enrolled on the platforms before. 841 were already registered users, 2064 were new to the platform. Based on our gathered evidence, we believe that is key to convince a critical mass of new learners to join the platforms and courses, as these participants take the time and commitment to register for a new platform and they bring in fresh perspectives and grow the already existing learning community. In the MOOC pre-course surveys, we had 47,6% (20% post-course) participants for MOOC1 which have never done a free online course before, 34% for MOOC2 and 38% for MOOC3, which we consider to be a success. Attracting and engaging new learners is an important deliverable of the project.

A further key activity in the implementation process was the introduction of the course to decision-makers in organisations which acted as **multipliers** and further recommended the course to their peers

and employees. In addition, the Social Media Strategy including the course trailers have been very beneficial. Directly uploading the trailer videos to the Social Media channels was much effective than linking it from another platform. It was possible for individuals and organizations to convince their Social Media network to share the post/announcement, the outreach and impact is incomparably larger and the enrolment numbers clearly climbed with those announcements.

Check of performance indicators

Performance indicator	Target	Result	Rating
First Pilot MOOC ("Learning to learn") completed	By M26 (End of February 2018)	M23 (November)	√
The other 2 Pilot MOOCs completed by M29	By M29 (End of May 2018)	M28 (April 2018)	√
Registrations for the Pilot MOOCs	Min. 5.000	5.532 (110%)	√√
Participants ("active users") for the Pilot MOOCs	Minimum 4.000	3.910 (98%)	√
Participants to give extended feedback before MOOC implementation	Min. 90 before course, min. 110 after the course	891 before the course 409 after the course	√√√
E-certificates /recognition of the Pilot MOOCs (from Certificate of participation to completion on different levels)	for at least 500 participants	527 certificates of participation, 657 badges, 428 certificates of completion	√√√
External experts to give extended feedback before MOOC implementation	Min. 55	55	√
Additional MOOC participants from Latin America through the network of P4 (ES) – UA	No specific KPI	MOOC2 and MOOC3	√
1 comprehensive Evaluation of Pilot MOOC conducted (by M31)	1 report by M31 (August)	4 reports: 1 comprehensive plus 3 comprehensive individual reports by M33	√√

Table 2: Overview to the key performance indicators and their fulfillment by M35 (December 2018)

As table 2 indicates, all KPIs except one have been reached, with some indicators significantly over-reached. The potential and pro-activeness of MOOC learners have been underestimated – especially

of MOOC3 participants. On the other hand, the participants ("active user") number was highly optimistic, especially taking into consideration the high ratio between active users/enrolments which was estimated at 80% (4000/5000). Active user ratios (total enrolment minus no shows) are nowadays around 60% in MOOCs. We have reached 70% with our MOOCs.. Also, in terms of certificates, we have far overreached our targets and all deadlines have been kept.

On balance, the overall impact created by the Pilot MOOCs exceeded the expectations of the project team. Not only the numbers (such as enrolments, different countries, completion rates, active contribution, certificates etc.) outlined a strong support for the objectives and relevance of the BizMOOC project, but also the qualitative feedback undermined the potential MOOCs bear in benefitting professional lifelong learners on a large scale. For the comprehensive evaluation of all three MOOCs and a overall reflection, please refer to R4.2 of the BizMOOC project.

Enrolments and Certificates

The BizMOOC project (over-)reached its target numbers in terms of enrolment and course completion in almost all dimension. Except active users stayed 3910 instead of 4000 (97,75% achievement).

ENROLMENTS	MOOC1 1st edition	MOOC1 2nd edition	MOOC2 1st edition	MOOC2 2nd edition	MOOC 3 (moderate version)	MOOC 3 self-paced version	TOTAL	TARGET (as in application)
Number of enrolments (number of people registered for the MOOC)	165	168	451	1630	2857	261	5532	5000
Initial number of enrolments (number of people registered for the MOOC before the starting date)	N/A - self-paced course	N/A - self-paced course	not collected together with the date	not collected together with the date	2486	N/A - self-paced course	2486	No target set
Number of late-shows (number of people registered between starting date and end date)	N/A - self-paced course	N/A - self-paced course	enrolments numbers are not collected together with the date	enrolments numbers are not collected together with the date	371	N/A - self-paced course	371	No target set

ACTIVE USERS	MOOC1 1st edition	MOOC1 2nd edition	MOOC2 1st edition	MOOC2 2nd edition	MOOC 3	MOOC 3 self-paced version	TOTAL	TARGET
Number of active users / % of enrolments	159/ 96%	141	295/65%	1074/ 66%	1.980/71%	261	**3910**	4000
Number of active participants per week	N/A: self-paced course	N/A: self-paced course	N/A	N/A: self-paced course in second edition	W1: 640 W2: 431 W3: 387 W4: 397 FE: 426	N/A - self-paced course	N/A as some courses self-paced	No target set
CERTIFICATES	MOOC1 1st edition	MOOC1 2nd edition	MOOC2 1st edition	MOOC2 2nd edition	MOOC 3	MOOC 3 self-paced version	TOTAL	TARGET
Number of certificates of participation	18/10%/ 10%*	6 (as of June 2018)	N/A	N/A	509/18 %/ 25%*	N/A - self-paced	**527**	500
Number of badges provided (for completion of certain module/task/week)	N/A	N/A	292	365	N/A	N/A - self-paced	**657**	
Number of certificates of completion	N/A	N/A	20/4%/7 %*	27/2%/3% *	381/14 %/ 19%*	N/A - self-paced	**428**	
Number of ECTS/ECVET certificates provided as part of formal curriculum	N/A	N/A	N/A	N/A	100	N/A - self-paced	**100**	

Table 3: Key course statistics (as of 14th Dec 2018 > still counting) for the three pilot MOOCs

* real numbers/compared to number of enrolments/compared to number of active users

The implementation data of each individual MOOC

MOOC1 1: Learning to Learn

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

Course link:

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).

Platform used: OpenLearn Create (OLC) a 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:**

- People learning at work;
- The unemployed and students looking to appreciate and build on their existing skillsets;
- Anyone with an interest in improving their digital skills;
- People interested in digital citizenship;
- Those interested in using MOOCs to learn.

The *Learning to Learn* MOOCs were facilitated via OpenLearn Create ("a free platform for open learning") hosted by The Open University (UK). The courses, 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. The second iteration saw the additional introduction of automated quizzes. 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.

Timeline of Implementation:

- Development of implementation plan (Summer 2017);
- Development of Presskit and launch of promotion campaign (September 2017)
- Release of short teaser video (early September 2017)
- Launch of social media adverts FB, Twitter and blog posts (early September 2017)
- EADTU newsletter advert (early September 2017)
- Release of first iteration of Learning to Learn MOOC: *Learning with MOOC for Professional Development* (end of September/early October 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)

- OpenLearn Newsletter advert (March 2018)

- Second social media campaign (March 2018)

- Release of *Digital Skills, Digital Learning* (9 April 2018)

- Facilitation of *Digital Skills, Digital Learning* (April and May 2018)

Enrolments and crtificates

Iteration 1: Learning with MOOCs for Professional Development

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

Number of active participants: 159

Number of participants that completed the course: 32

Number of certificates issued: 18 (Certificate of participation based on viewing all sections of course and contributing to at least one forum)

Iteration 2: Digital Skills, Digital Learning

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

Number of active participants: 141

Number of participants that completed the course: 9

Number of certificates issued: 6

MOOC 2: Innovation, Creativity and Problem Solving

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

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

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

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.

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. This MOOC 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.

Timeline of implementaion:

- Development of implementation plan (Summer/Autumn 2017);
- Development of Presskit (September 2017)
- Implementation of the promotion campaign via multiple channels (October 2017);
- Newsletter sent to 250 students, policy-makers and HEI professionals (25.10.2017)
- First iteration of *Innovation…* launched (13 November 2017);
- First iteration of *Innovation…* ends (24 December 2017);
- Development of second iteration implementation plan (January 2018)
- Press Kit sent to over 20 000 UniMOOC users (12.02.20018)
- Press Kit sent to 2000 members of academic society in EU and Central Asia (3.02.2018)
- Social media campaign through European Students' Union FB and Twitter (February 2018)
- Second iteration of *Innovation…* begins (12 February 2018);

- Second iteration of *Innovation…* ends (31 March 2018).

Enrolments :

Course Edition	Enrolments
1st edition	451
2nd edition	1,630
TOTAL	**2,081**

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).

Sense of Initiative (Entrepreneurship and Intrapreneurship)

Title of the MOOC: *Intrapreneurship - Make your Business great again*
Course link: https://mooc.house/courses/bizmooc2018
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
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.

The *Sense of Initiative (Entrepreneurship and Intrapreneurship)* MOOC was a facilitated (moderated) 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. 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.

Timeline of Implementation:

- Development of implementation plan and promotion strategy (September 2017)
- Release of the first MOOC teaser promotional video (November 2017)
- Promotion at roundtable in Potsdam, bringing together various actors from academia, business and other institutions (December 2017),
- BizMOOC workshop at openHPI Forum 2017 for the Forum participants (December 2017)
- Council Summit Berlin 2017, NY MOOC Symposium
- Targeted promotion of the MOOC intensifies (January 2018 onwards)
- Individual promotion by all partners within their local and international networks: a massive campaign coordinated by each partner consisting of direct mailings/phone calls to business organizations (mainly HR representatives), students, other universities ' e-learning centers, organizations and associations (January 2018)
- Global Announcements on openSAP, openHPI, mooc.house (January and February2018)
- Introduction of the MOOC at several other conferences such as: Booth at the Global Learning
- social media promotion (LinkedIn, Twitter, Facebook, XING) (January and February 2018)
- Release of second shorter versin of teaser video (Beginning February 2018)
- Facilitation of *Intrapreneurship...* begins (26 February 2018)
- Course ends (23 April 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

Evaluation of the implementation process

The implementation process of the three MOOCs can be evaluated as highly successful. With 5.499 enrolments to date (Oct. 2018), the overall target KPI of 5.000 is (over)-reached, the completion rates are above average, and the qualitative feedback is highly positive as well from learners and experts. The high impact of the Pilot MOOCs is especially remarkable, as no major global MOOC platforms

have been used in the implementation process, but less known, second-tier EU-based MOOC platforms.

The most important factors of a succesful implenetation proces included:
• Clear identification of target audience(s) and its needs, motivations and limitations and learning outcomes;
• The use of a reliable platform with a strong outreach and effective, proven to work learning design principles for course development in international collaboration;
• Alignment of design, goals and content, as well as learning outcomes, to target group needs and expectation, as well as time preferences (ensuring an optimal „fit" between these variables);
• Pursue of muli-channel diversified and timely promotion campaigns fitted to the target audiences;
• Aligning promotion and course topics to business schedules and company competence frameworks.

Conclusion

The implementation of the 3 Pilot MOOCs can be seen as huge success. Not only the blank numbers tell a huge interest and interaction of learners, also the comprehensive qualitative feedback collected for the evaluation and the valuable lessons learnt for the team, are paying back the large effort of this endeavour. For further information on the evaluation outcomes, please refer to R4.2 Evaluation report on Pilot MOOCs and for the team learning, please refer R4.3 with all lessons learnt, recommendations and good practice collected. All results are also part of the MOOC BOOK as central outcome of the BizMOOC project.