



MOOCs
“ for the world
of business

Exploitation and
Sustainability Strategy

WP 8; R8.1

Exploitation and Sustainability Strategy

R8.1

This document contains a strategy plan for making the BizMOOC project and its outcomes sustainable. It was originally developed in 2017 and updated on demand, with the last update in: December 2018.

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

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Table of Contents

Preamble	4
Strategy Plan	4
1 Target Groups	4
1.1 Business.....	4
1.2 Academic.....	4
1.3 European MOOC platforms.....	5
2 Online Information Packages	5
2.1 Project website and Erasmus+ Project Results Platform	5
2.2 MOOC BOOK.....	5
3 Support by external institutions	5
3.1 Reports.....	5
3.2 Video statements.....	6
3.3 Letters of Intent.....	6
4 Sustainable Business Strategies for key results	6
4.1 MOOC BOOK (R2.3).....	6
4.2 3 Pilot MOOCs of BizMOOC (R4.1)	6
4.3 Consortium and Knowledge Alliance	7
5 Licenses and Intellectual Property Rights (IPR)	8
6 Diffusion of MOOCs in Eastern Europe and Latin America	8
7 Round Tables	9
8 BizMOOC Community	10
Annex.....	11

Preamble

The document at hand reflects the work package status as of December 2018. The last version from July 2017 has been constantly updated and reworked to adapt/fine-tune the strategy to latest development until the project end. The version at hand has therefore been enhanced and enriched with the outcomes of the roundtables which took place at the partner institutions across Europe and which helped together with the three pilot MOOCs, the community feedback to the MOOC BOOK and a large number of public events to build a European community network around the objectives and different key results of the BizMOOC project. We are decided to develop a diversified approach (rather than single, artificially created network) which offers multiple pathways to our project results through different channels attracting different target groups, as we are convinced (based on the feedback by the experts in the round tables) that this constitutes the best approach to allow successful and sustainable exploitation.

Strategy Plan

1 Target Groups

We identified 3 main target groups for the BizMOOC exploitation network:

1.1 Business

The MOOC BOOK can be understood as decision helper and supporting resource for SMEs as well as large enterprises, who are interested in employing MOOCs by other providers to train their employees or in offering their own MOOCs. Reasons for offering MOOCs range from training employees or customers to marketing or programs of corporate social responsibility. The collection of best practices and “How To MOOC” instructions are useful for these businesses during the planning process and the implementation of e-trainings. Furthermore, for the employees of these companies, BizMOOC offers a source for life-long learning opportunities such as courses on entrepreneurship or innovation methods and also free templates which facilitate MOOC production and evaluation. These templates can also be used by other institutions, e.g. universities, networks, MOOC platforms (see below).

1.2 Academic

The second target group are universities and students. Through the BizMOOC network with its multiple entre points, universities can easily get into contact with enterprises and SMEs and build up project partnerships (e.g. through our different Social Media networks, the MOOC BOOK comment system, the planned follow-up events etc.). The students can benefit highly from the project as they can pull high-quality information from the offered MOOCs and use it for their research. Furthermore, the students who are enrolled in the partnering institutes can gain credit points for the completion of the offered MOOCs. Finally, the project’s network offers a unique chance for students to connect to future employers.

1.3 European MOOC platforms

The third target group we determined are European platform providers. There are larger, established players, but also some small and new players in the market (e.g. a new Polish platform) as well as a new initiative to form a strategic alliance (the European MOOC consortium). BizMOOC enables them to reflect experiences by analyzing the reports, recommendations and guidelines shared on MOOC BOOK and also to address new interested parties and customers. E.g., businesses might buy certain courses for their employees, which then can be reactivated for them against a fee. Others might be interested in using the infrastructure to offer their own courses and therefore need a white label platform. On-site workshops can be replaced or complemented by high quality eLearning offers.

2 Online Information Packages

2.1 Project website and Erasmus+ Project Results Platform

The information about the project and its results is sustainable visible to all interested stakeholders. The clearly structured BizMOOC website www.bizmooc.eu presents the project, partners, latest developments and its outcomes in a structure way. Prominent links lead the visitors to the courses, the MOOC BOOK and partner platforms. The website domain and server has been safeguarded to stay available at least 5 years after project end (see chapter 4 for more information). In addition, the project is available in the Erasmus+ Project Results Platform and its results have been uploaded for review and publication.

2.2 MOOC BOOK

MOOC BOOK stays also permanently available (see chapter 4) and is additionally made available as Open Textbook on the platform Pressbook to allow an easy, well-structured, layouted and download-able version of the web version. Furthermore, we have added the chapter “Resources” to the MOOC BOOK which provides helpful tools and templates for download. Here, future MOOC providers as well as all who want to gain a deeper insight into the topic can find further material (papers, presentations, selected readings, templates, etc.). The MOOC BOOK also contains a project site summarizing the BizMOOC in a nutshell with a link to the project website.

3 Support by external institutions

3.1 Reports

We have invited companies, academic institutions and NGOs who already have successfully employed MOOCs in their training strategy to report about their latest experiences. Some examples of organizations who contributed a statement are:

- SAP as an example for a multinational enterprise running its own MOOC platform openSAP since 2013

- The World Health Organization (WHO), a specialized agency of the United Nations, who runs its own MOOC platform to enable immediate, highly scalable training on epidemic outbreaks.

The statements are collected in the Annex of this strategy.

3.2 Video statements

Companies such as openSAP or Geberit also provided video statements for BizMOOC (see [here](#) and [here](#)) which has been used in the Social Media campaigns of the project.

3.3 Letters of Intent

In addition, 79 letters of intent are collected (target KPI: 75) by business partners and universities willing to further use and apply the project results, mainly the MOOC BOOK and the Pilot MOOCs. On top, 6 letters of interest are collected from MOOC platforms (target KPI: 5) such as Eliademy, openSAP, France Université Numérique (FUN). An overview of all LOIs collected can be found [here](#).

4 Sustainable Business Strategies for key results

4.1 MOOC BOOK (R2.3)

The HPI team hosts the MOOC BOOK when the project has ended. The transfer of the domain from DIDA to HPI servers will take place in January 2019. The BizMOOC Steering Committee agreed on this at the consortium meeting in M29 in Potsdam (DE). The MOOC BOOK then will be directly linked to the mooc.house platform. This way, the sustainability of the MOOC Book will be ensured in the long term. It will be integrated in the business workflow with the mooc.house customers who long for best practices and recommendations on how to produce successful MOOCs. HPI will enable other stakeholders with a strong interest in the MOOC Book to integrate it in their workflows.

A team of maximum 7 people (currently Christian Friedl of FH JOANNEUM, Thomas Staubitz of HPI, Oana Driha of University of Alicante and Darco Jansen of EADTU) will take care of authoring the MOOC BOOK, i.e. to react on comments or to delete outdated content. A sustainability pact will be signed by the team members to make sure that the MOOC BOOK is kept up to date and made available for offering services.

4.2 3 Pilot MOOCs of BizMOOC (R4.1)

As to our experience, a really sustainable business model does not yet exist for MOOCs. Generally, producing and running a MOOC requires to invest more money than it will earn, even in a best case scenario. Some established sources of income are

- fees for certificates
- the reactivation of archived courses for groups of users or individuals

- fees for the courses
- fees for additional services, such as individual tutoring

Taking fees for the courses themselves would contradict one of the fundamental definitions of a MOOC (the openness) and most certainly lead to failing another of these fundamentals (the massiveness). The three pilot MOOCs which were designed during the BizMOOC project were offered for free for the following reasons:

- Certificates were offered, BUT only students of the partnering institutes are granted ECTS points for successfully completing the course. The courses' assignments were not proctored, the project partners therefore decided not to make a recommendation to other universities to grant ECTS points.
- The main interest of the project was to achieve a high range and to encourage businesses and institutions to get active and produce their own MOOCs.

Possible reasons for SMEs and enterprises to offer MOOCs range from training of customers and internal training of employees to marketing and models to orchestrate corporate social responsibility (CSR) strategies. In all of these contexts, MOOCs need to be considered as investment in the corporate culture and should not be mistaken as a means to provide income.

The pilot MOOCs permanently remain on the platforms in archive mode after the courses have finished unless the respective platform should decide in the next years to delete/hide them, e.g. if there is a newer version of the course. Course participants and learners who have missed the actual course will still have the opportunity to access the material. However, the courses are not moderated anymore and certificates will be issued no more. The provided learning material can be used by others specifying the source (mooc.house, UniMOOC, ...). One of the MOOCs (the one on Intrapreneurship) will be repeated in fall 2019 due to the huge demand and positive feedback of the participants (see also 4.3)

4.3 Consortium and Knowledge Alliance

There are different ways the consortium maintain its partnership:

- **New project** starts in January 2019: 4 BizMOOC partners will continue the collaboration in a new Knowledge Alliance called CORSHIP, with additional new partners. Other BizMOOC partners already started a collaboration in different other EU projects (e.g. INSPIRE, SCOPE,
- **Re-runs of our MOOCs:** We currently discuss a re-run of the Intrapreneurship MOOC in 2019. We will examine which parts of the old course can be re-used and where we rather go for a new production of content. The experiences from the BizMOOC pilot MOOC and the results from the surveys will help us to define which modules need to be revised and improved. We also discuss in the new committee which target group we want to address with a version 2.0 of the course. This will be decisive for the structure and the use of old and new content in the re-run of the course. The

other two MOOC teams currently see no possibility to offer a re-run and moderate the course themselves. However, they are open to go into discussions with third parties who are interested in re-running their courses and/or parts of them or to offer updated versions.

- **MOOC BOOK author team:** As outlined in 4.1, volunteers have agreed to maintain the MOOC BOOK after project end until further notice and thus, keep up regular meetings and experience exchange.
- **Conferences and workshops:** Different members of the consortium have been invited to be part of the EMOOCs business track panel (which is currently Europe’s largest MOOC conference). Other consortium members have already been invited to present BizMOOC results in workshops (e.g. at OEB2018, EdCrunch2018) or have plans to do so in 2019 and beyond.

5 Licenses and Intellectual Property Rights (IPR)

A Creative Commons license practice (especially for the pilot MOOCs and the MOOC BOOK) has been adopted by the consortium. All partners agreed to choose a CC-BY license for all public BizMOOC project results, i.e. also for the MOOCs. Partners had to ensure that all learning materials, images, audio, video, were compatible with this licensing model. As a consequence, it was not necessary to define IPRs for the project.

This way, we highlight once more the openness and the “add and share” mindset we already tried to put into practice with BizMOOC. Even some results, which have been labelled as “consortium-internal” in the application have been agreed to be made available with a CC license to the public, as there were no confidential information included. Thus, only a few results stayed restricted to the consortium (e.g. the project handbook with personal contact details or some reports with confidential information).

6 Diffusion of MOOCs in Eastern Europe and Latin America

This was a side-objective of the project as we had partners with strong links in the region and there was huge potential seen for diffusion (for different reasons).

When evaluating the pilot MOOCs we found out that especially in Eastern European countries a translation of the videos in the native languages of these audiences would be helpful and even necessary because it cannot be presumed that everyone is fluent in English.

HPI, leader of WP8, was also technical partner of the TraMOOC project which was funded by the European Union in the Horizon 2020 research and innovation program under grant agreement No 644333. We are able to offer automated translations to several Eastern Europe languages such as Czech, Bulgarian, Polish, Croatian and Russian (<http://tramooc.eu/>). The field test for this translation engine has been conducted in the course “In-Memory Data Management” on openHPI in September/October 2017 (<https://open.hpi.de/courses/imdb2017>).

However, it still involves a lot of time and effort to produce the transcripts which are needed for the automated translation. The transcripts need to be in good quality to make sure that the translation engine works smoothly. For this reason and because we prioritized other components of the MOOC such as the

interaction and the teamwork components, we have not integrated the automated translation feature in the first iteration of the Intrapreneurship MOOC. Though, as the feature is ready for use now, we probably will apply it in the next iteration of the MOOC within the framework of the CORSHIP project. In this way, we hope to make the course more sustainable and to disseminate it widely throughout Eastern Europe. In addition to these plans, we want to mention that the project already was invited to EdCrunch 2018 in Moscow where they presented the BizMOOC project to the Russian audience and that a considerably large number of users from Latin America enrolled for MOOC2.

7 Round Tables

In addition, we organize 9 round tables with min. 135 external stakeholder participants in total (approximately 15 per round table). For this, each partner per country (except P5-UEK who will organize the final conference instead; and P1-FHJ and P6-AVL will organize the Austrian round table together) will organize 1 round table. The round tables take place in the final phase of the project (second half 2018). They involve representatives of politics, HEI management, businesses, HR managers and the learners.

These events provide a forum to present the project goals, activities and results and advertise them for a broad-based use. They also serve to foster cross-sectorial exchange, share opinions and good practice, collect doubts and learn about obstacles. The events also provide the opportunity to disseminate the MOOC BOOK to a broader range of stakeholders.

To provide a framework for the implementation of the national round tables, a good practice round table is already carried out in December 2017 in Potsdam by HPI and set of guiding questions has been elaborated which can be used and adapted in the respective round table contexts.

Guiding Questions (not exhaustive):

- How can we increase the usability - usage - impact of MOOC BOOK in near future? Is the MOOC BOOK in your opinion a helpful tool? For whom? Is there an interest in using and maintain such a MOOC BOOK. If so, how should it be organised and financed after project lifetime. If not, what would be a different model?
- What are the main opportunities and challenges to be tackled to use MOOCs in re- and upskilling of citizens and company training in Europe? How can we use - increase the MOOC offering to this purpose in a sustainable way?
- How can we increase the use - impact of those MOOCs to society, university and businesses?
- What are possible sustainable business models for exploitation of those MOOCs. Would a network adaptation / re-use be possible?)
- Can the acknowledgement of MOOCs be a motor to sustainability?
- MOOCs and universities: Do universities / businesses acknowledge MOOC certificates (e.g. by granting ECTS points, take into account as "social skills seminar", ...).
- In-sourcing of MOOCs? How to verify the quality?
- How can universities stimulate the creation of MOOCs?

- Are MOOCs already well known in the world of business? Do employers acknowledge MOOC certificates, and if yes, how?
- What are barriers for integrating MOOCs in the company's training schedule?

The implementation of the round tables will be documented in a separate table and program, signature list, photos, summary of discussion will be provided by each partner and uploaded in the project working space.

8 BizMOOC Community

As outlined in the application, the project follows a multi-pathway strategy to stimulate a sustainable use of results by individuals and institutions. On purpose, it was not intended from the beginning (and in the application) to (try to) create another separated Social Media group for all the actors. As the target groups are so different and have so different needs and interests, it would not have been possible to reach the same impact as with the chosen multi-channel approach. Therefore, the *BizMOOC* Community consists of the following channels and target groups.

- Individuals that
 - have registered at the website & MOOC BOOK,
 - have enrolled and participated in the Pilot MOOCs,
 - have participated in the need and gap analysis,
 - are part of the Social Media groups (LinkedIn, Facebook, YouTube, Twitter, ResearchGate),
 - have lectured, moderated or facilitated in the Pilot MOOCs,
 - have been focus interviewees or testimonials of the project,
 - show interest in *BizMOOC* and the European MOOC movement.
- *Institutions* like Universities, businesses and other stakeholders, that
 - are part of the consortium,
 - used the MOOC BOOK or the Pilot MOOCs,
 - intent to use the MOOC BOOK and/or wrote letters of support,
 - participated in the needs and gap analysis,
 - are part of the closer network of consortium partners,
 - are interested in applying MOOCs in the future.
- The *BizMOOC* community shall include at least 4.000 individuals and 75 institutions.

In order to monitor the development and engagement of the different actors through different channels, the project dashboard has been used for monitoring and a visualization of the BizMOOC community shall facilitate the overview, display the interlinkages between the different stakeholders and support the strategic alignment of the community engagement.

Annex

We have invited companies, academic institutions and NGOs who already have successfully employed MOOCs in their training strategy to report about their latest experiences. The following statements have been collected:

- **openSAP:** SAP as an example for a multinational enterprise running its own MOOC platform openSAP since 2013

“SAP is a fast changing company. Technology changes like the introduction of new products like SAP HANA (a In Memory based Database) require not only employees of SAP itself, but also developers, users and other stakeholders around the world to become familiar with new concepts and products within short timeframes. While a vibrant course community (and therefore a social learning experience) can be achieved with small enrollment numbers, the predominant motivation to increase course sizes, is to increase cost efficiency. Given the fact that MOOCs are good at scaling, companies can reach a large amount of users while the investment nearly peaks at a certain threshold. It doesn't matter if a course is offered to 10.000 or 20.000 users, as it will result in a similar financial effort for the course provider (as long as now additional resources like mentoring or virtual labs are provided as part of the course). This means that the cost per learner decreases with the increasing size of the course.

With openSAP, SAP is targeting a new emerging market which fulfills the rising customer needs for scalable and instructed knowledge transfer by virtue of shortened product lifecycles, progressive digitization and various other innovation topics in a fast changing environment. Partnerships with universities focused on instructional design or computer science for empirical research strengthens SAP's position to shape the future of this uprising market segment.”

- **OpenWHO:** The World Health Organization (WHO), a specialized agency of the United Nations, who runs its own MOOC platform to enable immediate, highly scalable training on epidemic outbreaks.

“The rapid and complex knowledge transfer requires a modern, agile and easy-to access platform, well beyond the capacity of conventional websites. OpenWHO aims to address this need: it transfers the latest and most relevant scientific, technical, and operational knowledge to frontline responders via online courses and knowledge resources for responders. OpenWHO is the World Health Organization's (WHO) first platform to integrate open online learning concepts into emergency response. Successfully launched publicly in June 2017, it now caters to more than 57,000 individual users, targeting frontline health workers. Learning materials are used not only by WHO staff in the field, but also by Member States personnel, such as Ministry of Health officials, other UN and partner organizations, as well as international and national non-governmental organizations. All

materials are also educational for the general public, students, travelers and others. The platform is open access and free for all users.

While the purpose of OpenWHO fits great into the world of scalable and cloud-based eLearning, its approach does not overlap completely with the traditional MOOC approach. Nevertheless, the platform can be adapted to those circumstance and can suit different needs. MOOCs often feature a fixed start and end date, and within this duration a synchronized publishing of new content. This leads to a mixture of flexibility (consume the content in small chunks whenever and wherever you want) and structure (fixed deadlines). Furthermore, this leads to social cohorts of learners, who are learning based on the same learning material and therefore can form a social learning community within the forums and the collaboration spaces. OpenWHO follows a different self-directed learning approach, where all courses are available in a course repository and can be accessed based on the learner's needs. All courses can be accessed through the responsive website or by using the native mobile apps available for Apple and Android devices. While native apps lead to more visibility for users looking for content and solutions within the app stores, they also allow a better support of content consumption in low- or no-internet scenarios. Concerning language barriers, videos can have subtitles to enable access without language barriers."