



MOOC Strategies in European Universities

Status report based on a mapping survey conducted in December 2017 – May 2018

December 2018

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Table of contents

Executive Summary	4
Introduction.....	7
About the MOONLITE project	7
Methodology	8
Response and institutional profiles	9
Comparison with similar studies	10
Status of MOOC offering	12
Role of MOOCs compared	16
Institutional objectives on MOOCs.....	18
Collaboration or Outsourcing of services in MOOC offering.....	24
Services HEIs are likely to collaborate on.....	24
Comparison of four surveys on collaboration in MOOC offering.....	29
Reasons (not) to collaborate or outsource services.....	31
Organisation of MOOC support.....	31
Geographical organisation of MOOC support.....	31
Financing the support services in Europe(an regions)	32
Opportunities and barriers for mature MOOC uptake.....	33
Identification of opportunities and barriers for recognising MOOC-based learning.....	33
MOOCs for opening up education.....	35
References.....	38
Annex 1: Complete survey.....	40
Annex 2: What would be the primary reasons for your HEI (not) to collaborate with others on MOOCs?.....	48
Annex 3: What would be the primary reasons for your HEI (not) to outsource MOOC services?....	50
Annex 4: What are the main barriers that prevent a mature uptake of MOOCs?.....	52
Annex 5: In your opinion, what would boost the use/uptake of MOOCs in your region?.....	56
Annex 6: What are the main challenges for such a framework for MOOC recognition	59
Annex 7: What are, in your opinion, the opportunities for recognising MOOC-based learning	61
Annex 8: What are, in your opinion, the barriers for recognising MOOC-based learning.....	63
Annex 9: What kind of measures for opening-up education to those potentially left behind, are in your opinion, essential?	65
Annex 10: MOOCs with topics that are highly interesting for those potentially left behind.....	68

Executive Summary

This report presents the results of a MOOC survey amongst European Higher Education Institutions (HEIs) conducted between December 15, 2017 and May 15, 2018. This year's survey is part of a series of surveys conducted since 2014.

The report focusses on the present uptake of MOOCs at European HEIs; the motives whether or not to use MOOCs, and the experienced barriers to their uptake; whether MOOCs are meeting their promise to open up (higher) education; the present status on recognition and certification of MOOCs; and the need for European collaboration and possible outsourcing models.

The underlying survey consisted of eleven sections, six of which are identical to the first survey conducted in 2014 (Jansen & Schuwer, 2015) and seven are identical to the 2015 survey (Jansen & Goes-Daniels, 2016). Thus, the collected data does allow for timeline analysis and trend reporting.

The majority of the responding HEIs are publicly financed (89%) and have an on-campus education provision (71%).

Uptake of MOOCs by European HEIs

More than half of the respondents is already offering MOOCs, while another quarter is planning to do so, with some institutions still hesitant. Only 3% of the institutions has no intention to offer MOOCs at all. Those offering MOOCs are equally divided over those offering 1-5 MOOCs, and those offering more than 5 MOOCs. The uptake shows a marked increase compared to last year's survey (from 43% to 55% of HEIs offering MOOCs), as does the number of MOOCs offered.

The majority of respondents feel that MOOCs should be offered to everyone, not for specific target groups. This indicates that MOOCs are still connected to their initially social inclusion goals, giving everyone access to quality education. In practice, we see an increase in institutions actually deploying MOOCs as part of their regular educational offering in continuous and/or degree education: from just over one-third last year to more than half in 2017.

From those offering MOOCs, a third does so through one of the big MOOC platform providers (e.g., edX, Coursera, FutureLearn, MiriadaX, etc.), while another third has installed one of the open source platforms at their own institution (e.g., Moodle, OpenedX, OpenMOOC, etc.). The rest either has developed their own platform or uses a national platform.

When comparing the status of MOOC offering to the survey results of 2014 (EU2014), 2015 (S2015), and 2016 (S2016), the continuing growth in the number of institutions offering MOOCs is reconfirmed. This is in line with the global trend. The number of institutions that has not yet decided about MOOCs is further decreasing, as has the number that has decided not to offer any MOOCs. MOOCs are increasingly deployed as part of the HEIs regular educational offering in continuous and/or degree education (up from 36% in 2016 to 56% in 2017).

Objectives of HEIs for MOOC involvement

Providing flexible learning opportunities and increasing institutional visibility are still the most important objectives for European HEIs to be offering MOOCs. However, the importance of institutional visibility is steadily decreasing in relevance for the third year in a row now. Reaching new

students and exploring innovative pedagogies are of medium importance, while financial motives – exploring cost reductions and generating income – are considered least important. The latter seems in contrast to the global trend (Class Central, 2017) of the ‘shrinking of free’ leads to learners not just paying for certification and credentials, but also for access to content.

Overall, the majority of institutions consider MOOCs a sustainable method for offering courses, and close to half agree that MOOCs meet most or all of their institution’s objectives. That awarding credentials for MOOC completion would lead to confusion about the HEIs degrees is disputed by over half of the respondents. All these results seem stable over the different surveys.

When asked for the *relevance* of the various objectives, reputation/visibility is considered to be highly relevant the institution, closely followed by MOOCs as an innovation area, and meeting demands from learners and society at large. Financial reasons are considered least relevant. Also, these results are consistent over the years.

MOOCs for opening up education to those potentially left behind

MOOCs’ initial promise was to open up quality education for all, including those potentially left behind (for example the unemployed, persons with disabilities, migrants and refugees).

When asked whether HEIs should develop a policy to open up their educational offer to those potentially left behind, indeed over three-quarters of respondents (strongly) agrees, and over one-third actually do offer MOOCs on topics that they consider highly interesting for those potentially left behind. However, only 1% percent of respondents considers this to be the prime target group for their MOOC offerings. So, although those potentially left behind are not HEIs’ main target group for MOOCs, there is widespread support for opening up MOOCs for this group.

However, by now it is recognised that special measures are needed to make educational offers like MOOCs suitable for this target group. When asked about supportive measures, respondents specifically indicated targeted marketing, free access to computer and internet facilities, extensive support and tutoring, and attention to accessibility and culturally suitable pedagogical approaches as specifically relevant for this target group. As with other MOOC students, recognition of learning outcomes is also relevant for this group. Thus, although HEIs do not specifically develop their MOOCs for those potentially left behind, HEIs should address potential barriers like costs, support, and accessibility for this group.

In addition, NGOs and civil society organisations may have an important role to play in reaching those potentially left behind.

Certification of MOOCs

Three-quarters of respondents agree that formal recognition of MOOC learning outcomes through awarding (ECTS) credits is of (major) importance for the further uptake of MOOCs. This should apply to the institution’s own MOOCs as well as those offered by other institutions.

Respondents indicate that this will require a national or even international framework for the recognition of micro-credentials and formal MOOC credits. To get such a framework operational challenges related to quality assurance- and certification procedures and -mechanisms need to be

addressed. Also, mechanisms for reliable (online) student assessment and proctoring are repeatedly mentioned as prerequisites to the recognition of MOOC learning outcomes.

The fear that awarding credits for MOOC completion would lead to confusion about the HEIs degrees is disputed by over half of the respondents.

Need for European collaboration

As indicated earlier, just a third of the HEIs offers their MOOCs through one of the big MOOC platform providers, while the rest uses in-house or national platforms. As MOOCs are based on the principle of mass participation and scalability, joint partnerships are of major importance. However, Europe's regional differences in languages, cultures and pedagogical approaches may hinder the effective collaboration on scalable services in MOOC provision.

When asked for areas where cooperation would be beneficial, especially co-development was mentioned, referring to online learning materials, complete MOOCs, and even cross-institutional programmes. The expected benefits are increased efficiency (sharing expertise, scarce resources, costs) and expected higher quality of the resulting MOOCs. Also, recognition of each other's MOOCs and cooperation on learning analytics scored favourably. Collaboration on translation services and licensing (copyright-copyleft) is perceived as less likely. Also, the importance of joint development/use of a shared MOOC platform scores consistently low over the years.

On the mode of cooperation that should lead to a wider uptake of MOOCs, the HEIs do not indicate a clear preference for either of the following options: a) each HEI works individually; b) HEIs cooperate through a regional or national support centre; or c) HEIs cooperate through a European MOOC consortium. There seems some shared support in favour of 'local' or European solutions over collaboration with a global market player however.

Reasons *not* to cooperate with others include legislative barriers, copyright issues, and considerations of competition and branding.

Outsourcing of MOOC services to other providers is considered less likely than cooperation with other HEIs. Lack of funds, the fear of losing control, branding, and concerns about educational quality are mentioned. At the same time, major reasons mentioned in favour of outsourcing are a lack of expertise and institutional capacity, and cost-efficiency. So, it seems the (lack of) funds and capacity can be both a reason to outsource and not to outsource, depending on the local context. When outsourcing, the majority of respondents is not in favour to outsource to for-profit organisation.

Introduction

MOOCs are becoming mainstream, with less media hype and more realism on their role in both formal and non-formal education. Growth in both offerings and enrollments seems to be stabilizing in 2017, with new business models emerging to sustain MOOCs. Among which are certification and recognition as part of regular university programmes, and the first offerings of fully MOOC-based degree programmes.

The number of MOOC learners in 2017 totaled over 80 mln. with the top-five MOOC providers (Coursera, edX, XuetangX, Udacity and FutureLearn) serving 80% of the market (Class Central, 2018). Together these global providers represent over 800 HEIs offering over 9000 MOOCs. With mainstreaming of MOOCs also business models are changing, or rather diversifying, with a continuation of the ‘shrinking of free’ with learners not just paying for certification and credentials, but also for access to content.

These figures and trends are however strongly biased towards the large MOOC providers and tend to obscure what is happening at European HEIs as many of these cannot or do not want to offer their MOOCs through these global platforms. By 2017 the partners of the European MOOC Consortium (comprising FutureLearn, France Université Numérique (GIP FUN-MOOC), OpenupEd, MiriadaX and EduOpen) had organized about 1000 MOOCs for 15 mln. students. Also, in Europe “MOOCs are here to stay and they are becoming an increasingly important part of our educational system.” (The Changing Pedagogical Landscape, 2017).

This report presents the results of a MOOC survey amongst European Higher Education Institutions (HEIs) conducted between December 15, 2017 and May 15, 2018. This year’s survey is part of a series of surveys conducted since 2014 and thus allows for timeline analysis and trend reporting. The report focusses on the present uptake of MOOCs at European HEIs; the motives whether or not to use MOOCs, and the experienced barriers to their uptake; whether MOOCs are meeting their promise to open up (higher) education; the present status on recognition and certification of MOOCs; and the need for European collaboration and possible outsourcing models.

This report is conducted and produced as part of the [MOONLITE](#) Project (2016-1-ES01-KA203-025731) and some questions are developed in close collaboration with [BizMOOC](#) and the [SCORE2020](#) project as well as supported by [OpenupEd](#). These projects are supported by the European Commission, DG EAC, under the [Erasmus+ Programme](#).

About the MOONLITE project

This report is published as part of the [MOONLITE](#) project – *MOOCs for Social Inclusion & Employability*. MOONLITE is partly funded by the Erasmus+ programme of the European Commission. MOONLITE started in September 2016 and is funded to August 2019. The project aims to strategically utilise existing learning opportunities from MOOCs to build entrepreneurial and language skills in Europe.

Methodology

An online survey instrument was used to collect data from Higher Education Institutions located in Europe. This survey is largely a repetition of the study from 2014 (Jansen & Schuwer, 2015), 2015 (Jansen & Goes-Daniels, 2016) and 2016 (Jansen & Konings, 2017). The questions from section 1, 3, 4 and 5, as listed below, were kept identical to the studies of 2014 and 2015. The other sections are almost identical to the survey of 2016, though one section was no longer used this year (*How important are the following macro-drivers for offering your institutional MOOCs?*) and section 11 'Thank you' was added. Additionally, the wording of several questions was slightly altered, whereas other questions were added. The new survey questions were developed and tested with the MOONLITE partners before the survey opened via Google Forms (from 15 December 2017 until 15 May 2018). In general, Higher Education Institutions (HEIs) were approached by email. In addition, announcements in the EADTU newsletter and social media were used to generate additional responses.

The survey consisted of the following 11 sections (Annex 1 includes the complete survey):

1. Profile Information
(3 multiple choice questions and 5 open questions)
2. Status of MOOC offering, main target group
(5 multiple choice questions and 3 open questions. Question 11 and options 11.2, 11.3, and 14.4 are slightly reworded as compared to 2016; question 14 and option 15.6 are new)
3. Your opinion on the following statements
(4 identical questions as used in the US surveys)
4. Primary objective for your institution's MOOCs
(1 question with 9 options identical to US survey plus one open question)
5. Relative importance of the following objectives for your institution's MOOCs
(4 closed questions on 5-point Likert scale and one open question)
6. Stimulation of the use/uptake of MOOCs
(3 open questions)
7. Collaboration on MOOC offerings
(15 closed question on 6-point Likert scale and 2 open questions)
8. Organisation of support services
(5 closed question on 5-point Likert scale)
9. Identification of opportunities and barriers for recognising MOOC-based learning
(4 closed questions on 5-point Likert scale plus 3 open questions. Questions 35 and 36 are slightly reworded as compared to 2016; questions 38 and 39 are new)
10. MOOCs for opening up education
(1 multiple choice question, 2 closed questions on 5-point Likert scale and 2 open questions)
11. Thank you
(2 multiple choice questions, 1 open question)

Most closed questions could be scored on a 5-point Likert scale ranging from 'Strongly disagree to Strongly agree' and from 'Not at all relevant for my institution to Highly relevant for my institution'. Other scales used were the 6-point Likert scale 'I am not qualified to answer; Extremely unlikely to Extremely likely' and 'Yes/No' and 'Disagree to Agree'.

Response and institutional profiles

In total 89 institutions from 24 countries responded. This was corrected to a) include only HEIs which are part of the formal HE structure of the country of origin and b) only one response per institution, i.e. select the one most representative to answer the questions. This resulted in a corrected total of 87 institutions. Figure 2 shows the amount of institutional responses per country.

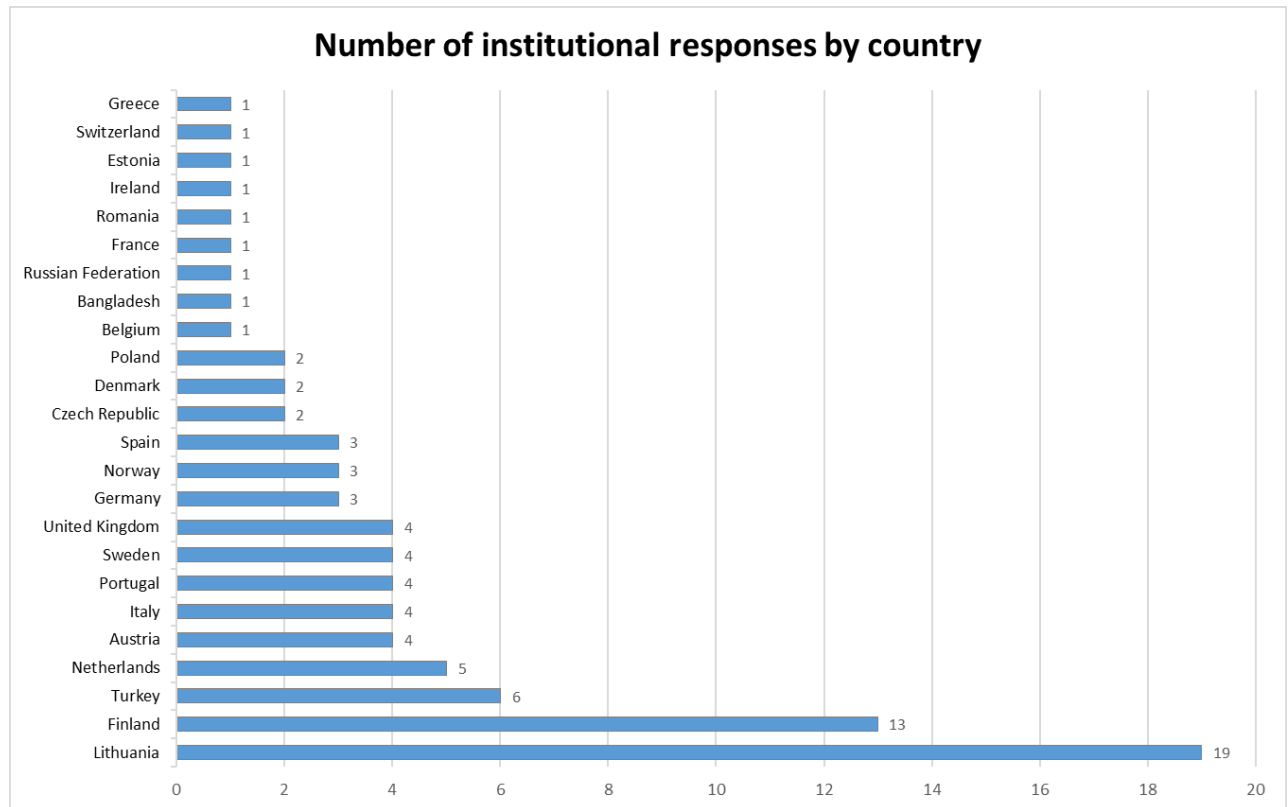


Figure 2: *Number of institutional responses by country*

Just as in last year's report the responses from all countries are included. All but one of the respondents (from Bangladesh) represented institutions from the European Higher Education Area (EHEA). Or 99% as compared to 97% of the responses in the 2017-survey and 85% in the 2015-survey. Hence, the results in this survey can, to a large extent, be compared to the 2014 (Jansen & Schuwer, 2015), 2015 survey (Jansen & Goes-Daniels, 2016), and 2016 survey (Jansen & Konings, 2017).

Just as with the previous survey, this year's responses are dominated by a relatively large representation from Lithuania and Finland. Therefore, the respondents from these two countries were filtered out, and their scores on the closed questions response-alternatives compared to those of the rest of the corpus. This did not lead to a difference in the rating of response-alternatives between the two groups, thus indicating that the overrepresentation of Finland and Lithuania does not skew the results.

The majority of the responding Higher Education Institutions are mainly publicly financed (89%), whereas 8% of the institutions are mainly privately financed. The others have a mixed financing system. This is in line with last year's corpus.

In total, 71% of the universities responding to the questionnaire have an on campus education provision, while 17% of the responses came from institutions with a mixed provision. The other responses came from online/distance universities. The officials responding to the questionnaire varied from professors, to directors and unit heads, to (vice)rectors. Again, this mirrors last year's responses.

Comparison with similar studies

In this survey report various studies with similar audiences are compared, using the same questions. Table 1 summarises the main characteristics of these five European surveys. This study, abbreviated as S2017 is mainly a continuation of the surveys EU2014 (Jansen & Schuwer, 2015), S2015 (Jansen & Goes-Daniels, 2016), and S2016 (Jansen & Konings, 2017).

The year mentioned in these abbreviations refers to the year the survey was conducted. In the EU2014 survey, the respondents were limited to the European Higher Education Area, whereas the S2015 survey includes French Canada and a limited response (3%) from other non-European countries as well. Moreover, EUA2013 refers to the European survey in 2013 published by Gaebel, Kupriyanova, Morais, & Colucci (2014) and IPTS2015 to those published by Muñoz et al. In addition, EU2014, S2015, S2016 and S2017 are about MOOCs only, while the other two surveys (EUA2013 & IPTS2015) have a broader scope, focussing on e-learning, online learning or open education as well.

The main difference from the studies EU2014 and S2015, is that this year's study (S2017) and last year's study (S2016) can no longer be compared to the US surveys (Allen & Seaman 2014, 2015, 2016), as the latter changed their questionnaire and/or did not included the MOOC questions anymore. Therefore, this and last year's report focus on the European Higher Education Area without a comparison to the US-context.

Table 1: *Survey Characteristics of Different MOOC Studies*

<i>Survey</i>	Sample methodology	Total sample	Institutions Responded	Institutions answering MOOC questions
<i>EUA2013</i>	Self-selected sample (EUA members)	800 in European Higher Education Area	249	All 249
<i>IPTS2015</i>	Self-selected sample	Only selected HEIs France, Germany, Poland, Spain and the UK	178	Neff 118
<i>EU2014</i>	Open	Potentially all HEIs in European system	67	All 67
<i>S2015</i>	Open	All HEIs, mainly Europe and French Canada	150	All 150
<i>S2016</i>	Open	All HEIs, mainly European Higher Education Area	99	All 99
<i>S2017</i>	Open	All HEIs, mainly European Higher Education Area	87	All 87

All studies are biased to some extent. The EUA2013 study is biased in favour of EUA member institutions involved in e-learning. EU2014, S2015 and this study (S2016) seems to be biased to those countries and institutions interested in MOOCs. The IPTS2015 study preformed post-data correction to type of HEIs, to region and to involvement in open education (Muñoz et al., 2016).

Status of MOOC offering

As shown in Figure 3, the majority of the institutions is already offering MOOCs (55%) or is planning to add MOOC offerings (26%). Only 3% of the institutions will not be adding a MOOC. The rest of the respondents did not yet decide about whether or not to offer MOOCs.

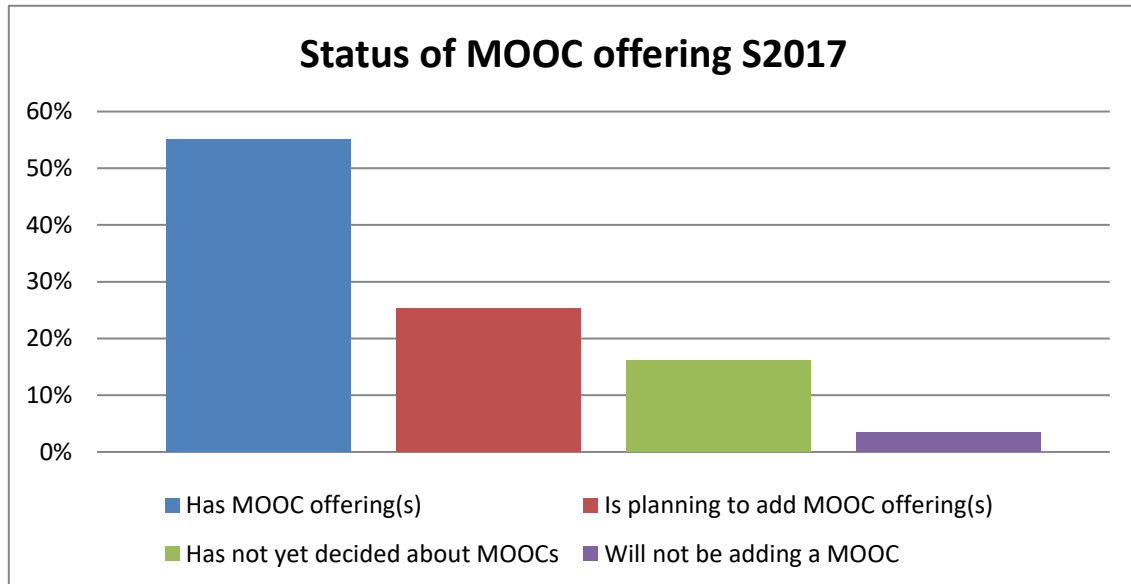


Figure 3: *Institutional profile in their MOOC offering for this survey (S2017)*

In total, 31% of the participating institutions offers one to five MOOCs, 17% offers six to twenty MOOCs and 17% more than twenty MOOCs. The rest does not yet offer any MOOCs. Compared to 2016, the number of HEIs offering more than twenty MOOCs has increased considerably, from 6% to 17%. Thus the trend already identified in the 2016 survey that adopting institutions are increasing the number of MOOCs they offer is further confirmed.

When comparing the status of MOOC offering to the survey results of 2014 (EU2014), 2015 (S2015), and 2016 (S2016), the continuing growth in the number of institutions offering MOOCs is reconfirmed (see figure 4). Institutions that have not yet decided about MOOCs is further decreasing, as has the number that has decided not to add any MOOCs. The overall picture shows an increase in institutions offering MOOCs; less indecision whether or not to offer MOOCs; with less institutions opting for a no-MOOCs scenario.

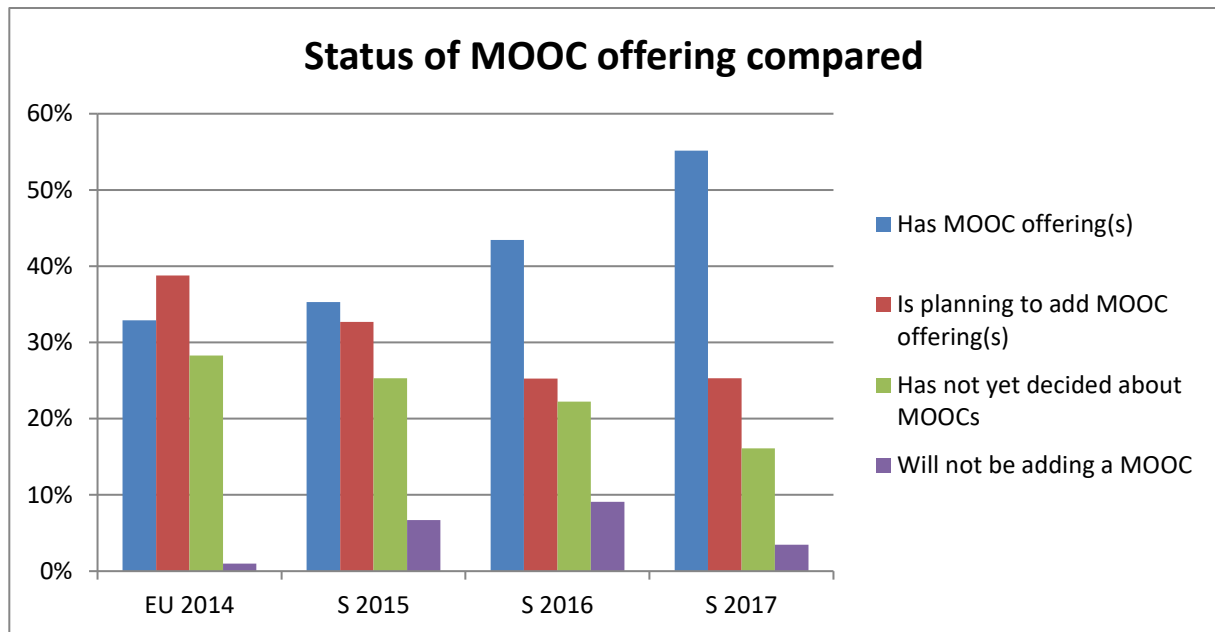


Figure 4: *Institutional profile in their MOOC offering (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016)*

From the institutions that are offering MOOCs, 31% chooses to get involved with one of the big MOOC platform providers (e.g., edX, Coursera, FutureLearn, Miriada X, etc.), as can be viewed in Figure 5. Another 30% of the HEIs have installed one of the open source (MOOC) platforms at their institution (e.g., Moodle, OpenedX, OpenMOOC, etc.). Only 5% of the universities are collaborating on a MOOC platform in their own regions/country (this is a marked decrease from the 25% reported in the previous survey). The last 14% of the responding institutions have developed their own dedicated institutional MOOC platform.

Note in this context that data about MOOC participants, their behaviour and preferences, related to the needs in society, etc. are strongly biased towards reports of the big MOOC platform providers. As many European MOOC efforts are local (66% of responded HEIs), there is a lack of coherent research at a European level and as such, lack evidence on what is really going on in Europe related to MOOCs.

Platform that your institution uses to offer MOOCs

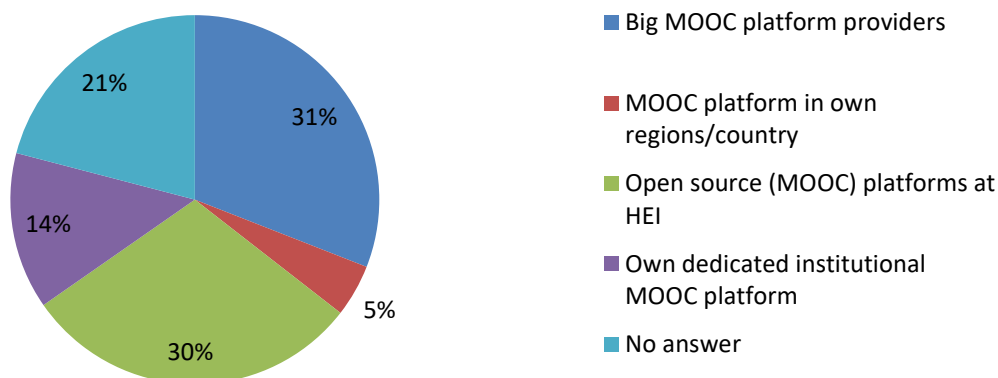


Figure 5: MOOC platform that you use (optional questions, only for those HEIs that already offer MOOCs) (S2017)

Last year two (yes/no) questions were added related to the (re-)use of MOOCs. Of the institutions developing MOOCs (Figure 6), 37% offer them to be re-used by other institutions. This is relevant data related to possible collaboration models as will be discussed in section Collaboration or Outsourcing of services in MOOC offering.

My institution is developing MOOCs to be re-used by other institutions

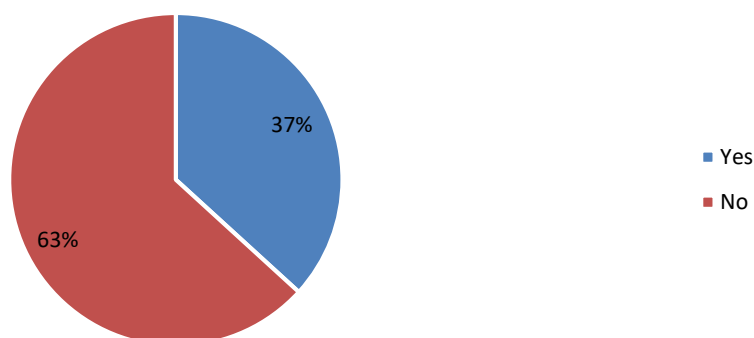


Figure 6: My institution is developing MOOCs to be re-used by other institutions (S2017)

When looking at the use of existing MOOCs (Figure 7), 56% of the responding HEIs (re-)use existing MOOCs for students in continuous and/or degree education. I.e., those HEIs are deploying MOOCs as part of their regular educational offering.

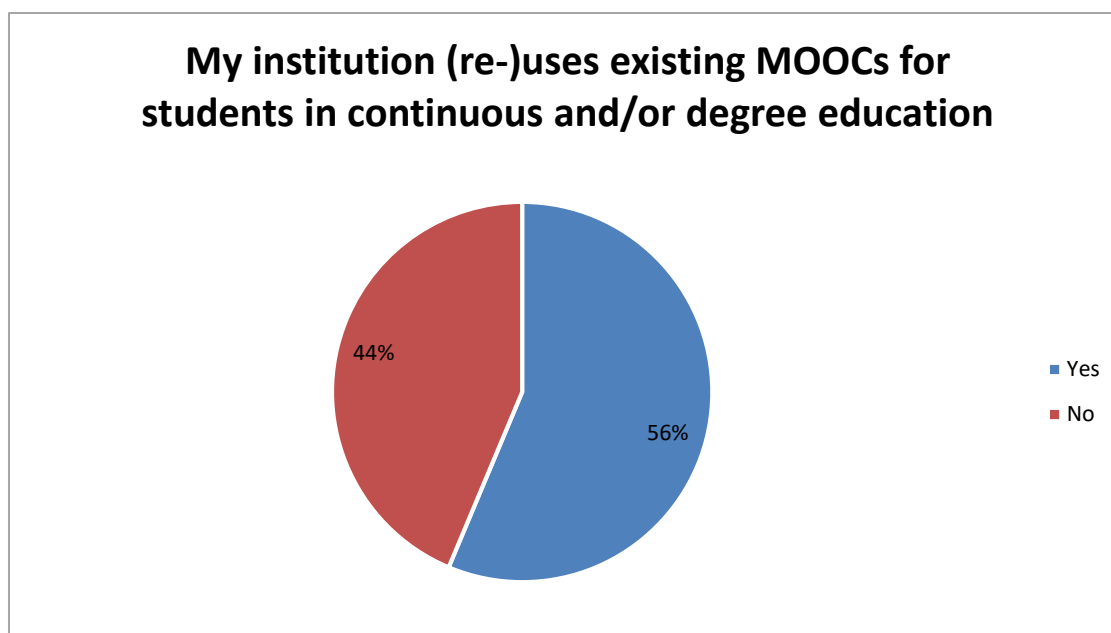


Figure 7: *My institution (re-)uses existing MOOCs for students in continuous and/or degree education (S2017)*

Figure 8 depicts the answers to the question *What should be the main target group for MOOCs?* The vast majority of the respondents (57%) agreed that *MOOCs should be for everyone, not for specific target groups*. This indicates that MOOCs are still connected to their initially social inclusion goals, giving everyone access to quality education. In this context the low percentages stating that MOOCs should be *specifically targeting those potentially left behind (e.g., unemployed, persons with disabilities, migrants and refugees)* (1%), and the same for *people without access to the traditional educational system* (1%) seem somewhat surprising¹ as some MOOC platform providers report relative large percentages of MOOC participants from those groups (e.g., FutureLearn). However, this only stresses that the design/development of MOOCs should apply standards for Web-accessibility, accessible Information and accessible learning in order to serve these specific target groups as well².

Another 13% of the institutions believed that the main target group should be *further education students (including lifelong learners - Continuous Professional Development)*; 6% feel *part-time students* should be the main target group; 2% of the HEIs think *full-time students enrolled at other universities* should be the main target group, whereas 2% considers the main target group to be *students from other universities*.

Other target groups mentioned (by 8% of the respondents) included *'the general public', 'working force, future students', 'lifelong learners', 'secondary level students', and 'specific types of audience based on the language of instruction, level of study and other technical and structural features'*.

¹ But confirming the same low score in the 2016 survey.

² For example, [W3C accessibility](#), [WCAG 2.0 according to EC](#), [Guidelines for Accessible Information](#) and guidelines for [Universal Design for Learning](#)

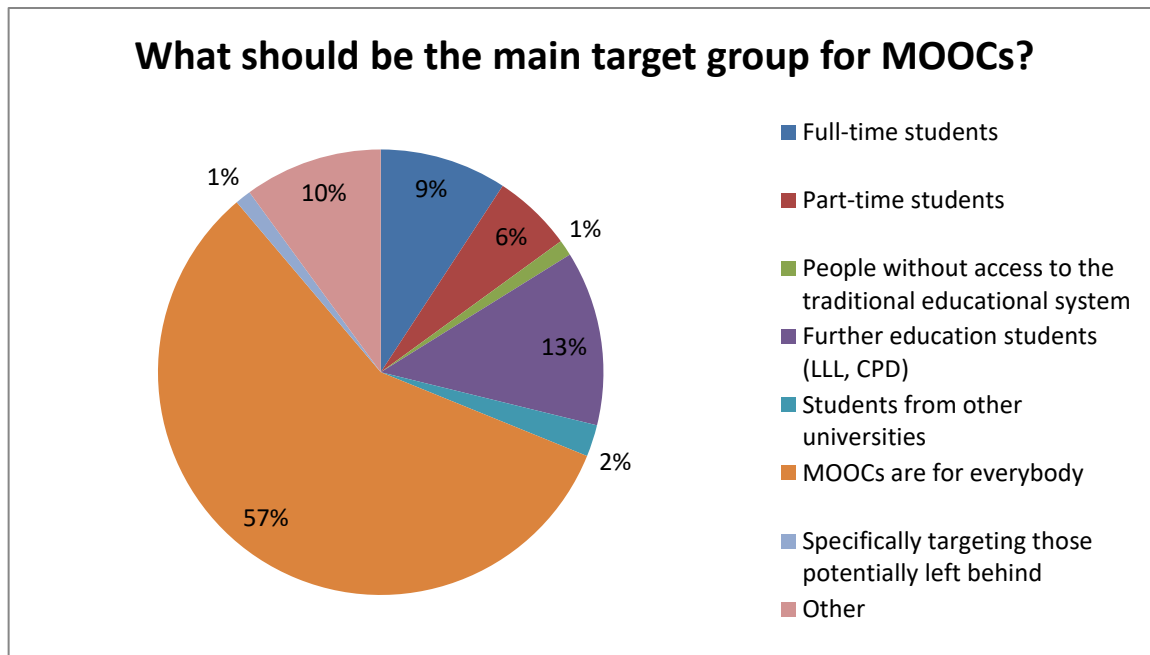


Figure 8: *What should be the main target group for MOOCs? (S2017)*

Role of MOOCs compared

In this section the results of the survey questions are discussed that were identical to the ones of the US Survey of 2013 (Allen & Seaman, 2014). All questions were also repeated in the European survey of 2014 (Jansen & Schuwer, 2015), the overall survey of 2015 (Jansen & Goes-Daniels, 2016), and the 2016 survey (Jansen & Konings, 2017).

Figure 9 presents the answers to the question whether *Credentials for MOOC completion will cause confusion about higher education degrees*. This year's results – about half of respondents disagrees with the statement - conform to those of the 2014- and 2015-survey, with 2016 as a one-time exception it seems. Also the percentage of institutions that actually agrees that this leads to confusion (15%) and those that are neutral (36%) conform to the scores of 2014 and 2015. This question was only included in the 2013 US survey (Allen & Seaman, 2014) where over 60% responded positive on this statement.

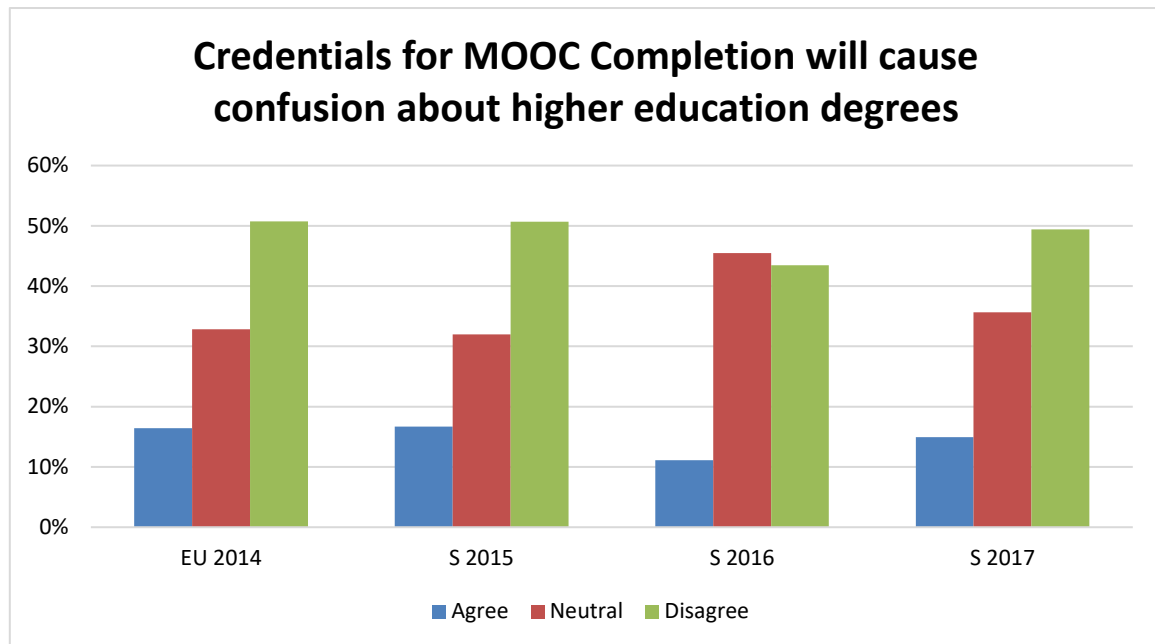


Figure 9: Replies to the question “Credentials for MOOC completion will cause confusion about higher education degrees?” (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016, S2017)

Overall, MOOCs are still seen as important for institutions to learn about online pedagogy as revealed in Figure 10. Overall, in already four consecutive surveys, European HEIs are much more positive towards using MOOC to learn about online pedagogy (against neutral in the US, Allen & Seaman, 2014 and 2015).

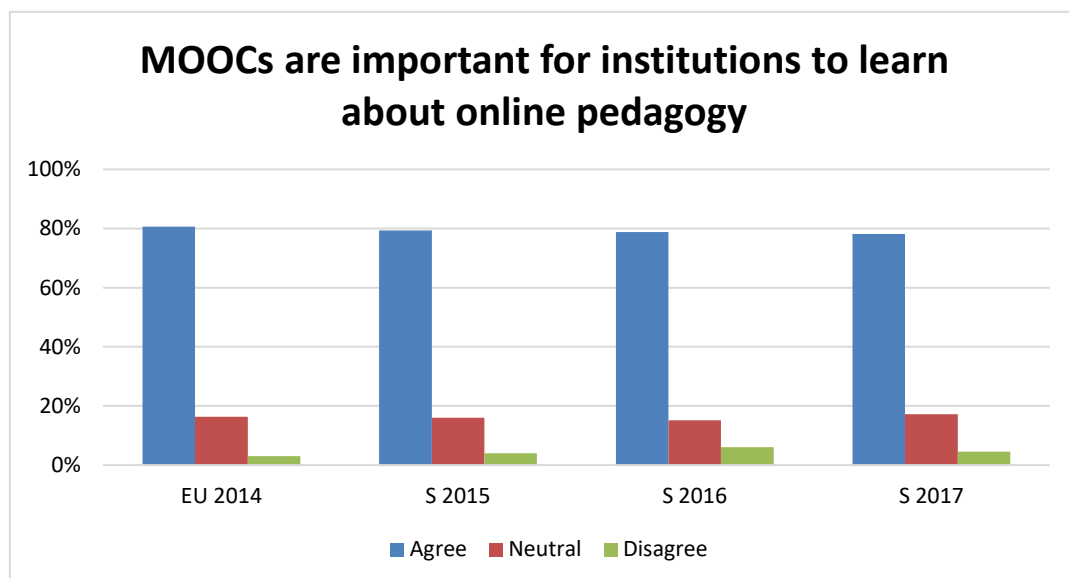


Figure 10: Replies to the question “MOOCs are important for institutions to learn about online pedagogy” (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016)

As shown in Figure 11, more than half of the respondents consider MOOCs to be a sustainable method for offering courses for already four years on a row.

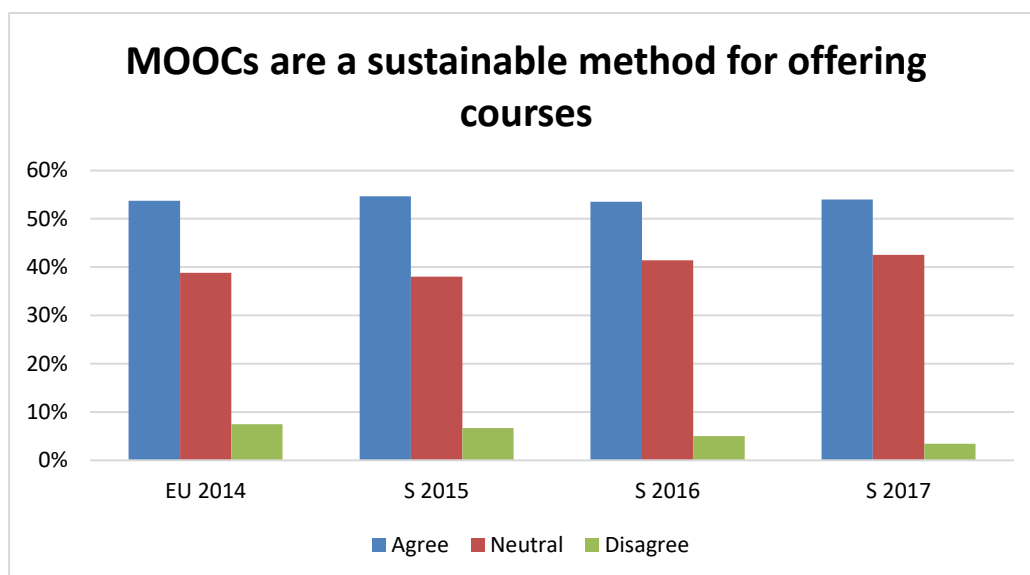


Figure 11: Replies to the question “MOOCs are a sustainable method for offering courses” (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016)

Institutional objectives on MOOCs

This section deals with the institutional objectives of Higher Education Institutions with respect to MOOCs.

The question *How well are MOOCs meeting institution's objectives* was adopted from the US survey (Allen & Seaman, 2014). In the US, over 65% of institutions found this too early to tell in 2014. Figure 12 shows the results of European HEIs on this question in four consecutive surveys since. In this year's survey (S2017), again 47% of the respondents agreed that MOOCs meet most or some of their institution's objectives (first two categories combined). This score seems to be stable over the past three surveys. The percentage meeting most/all objectives shows a slow but steady growth. From 6% in 2014 to 13% in 2017.

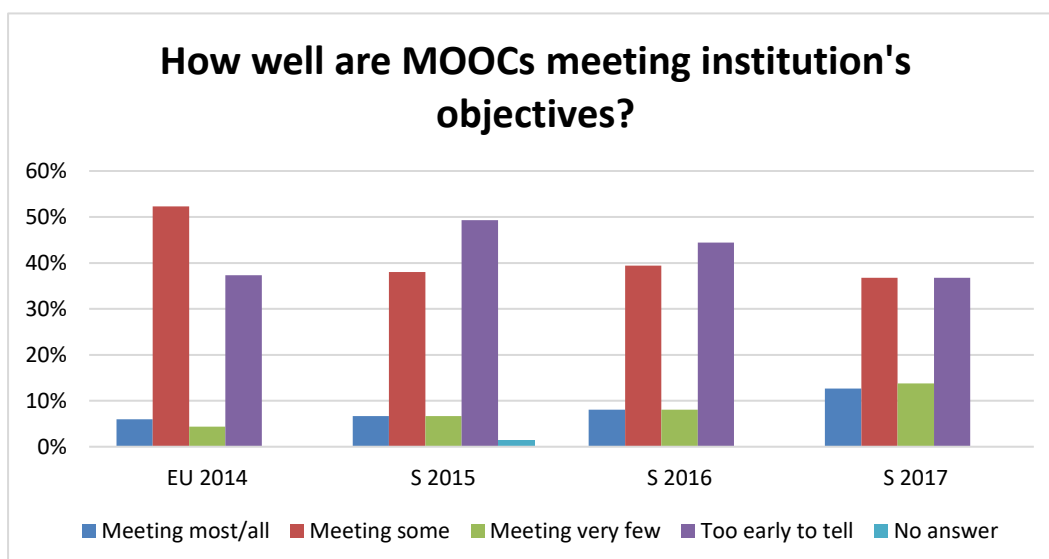


Figure 12: Replies to the question “How well are MOOCs meeting institution's objectives?” (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2017)

Figure 13 lists the HEIs primary objectives to offering MOOCs. The response over the four consecutive surveys in 2014, 2015, 2016 and 2017 is in general consistent. Generating income, learning about scaling and exploring cost reductions are believed to be the least important objectives to institutions in all three surveys (EU2014, S2015, S2016, S2017). While *increase institutional visibility* and *flexible learning opportunities* are seen as the most important objectives for HEIs to be involved with MOOCs.

However, the objective to *increase institutional visibility* has decreased in relevance for the third year in a row, while *flexible learning opportunities* has remained stable since it became the most important objective last year. The rest of the respondents were of the opinion that reaching new students and innovative pedagogy are the main reasons to offering MOOCs.

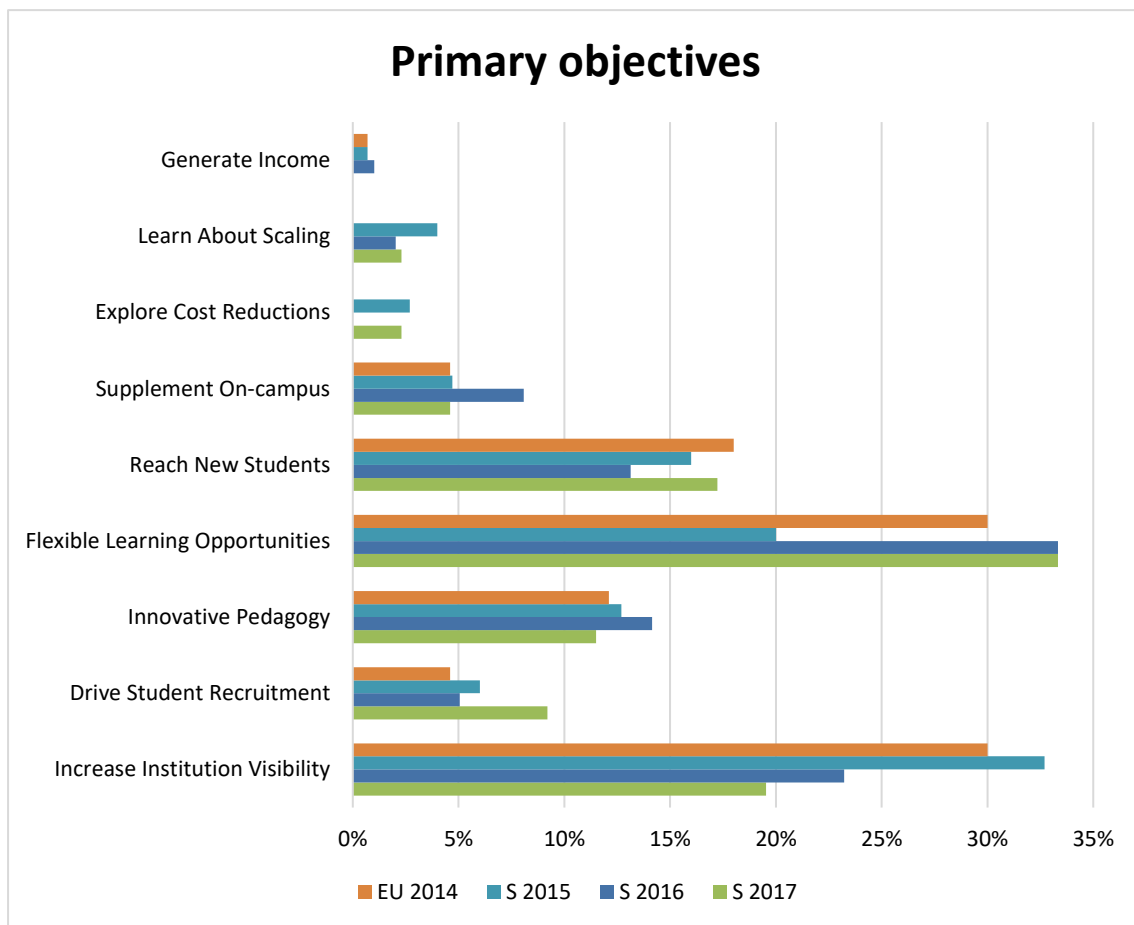


Figure 13: Primary objectives to offer a MOOC (S017) compared with the responses in previous surveys (EU 2014, S2015, S2016)

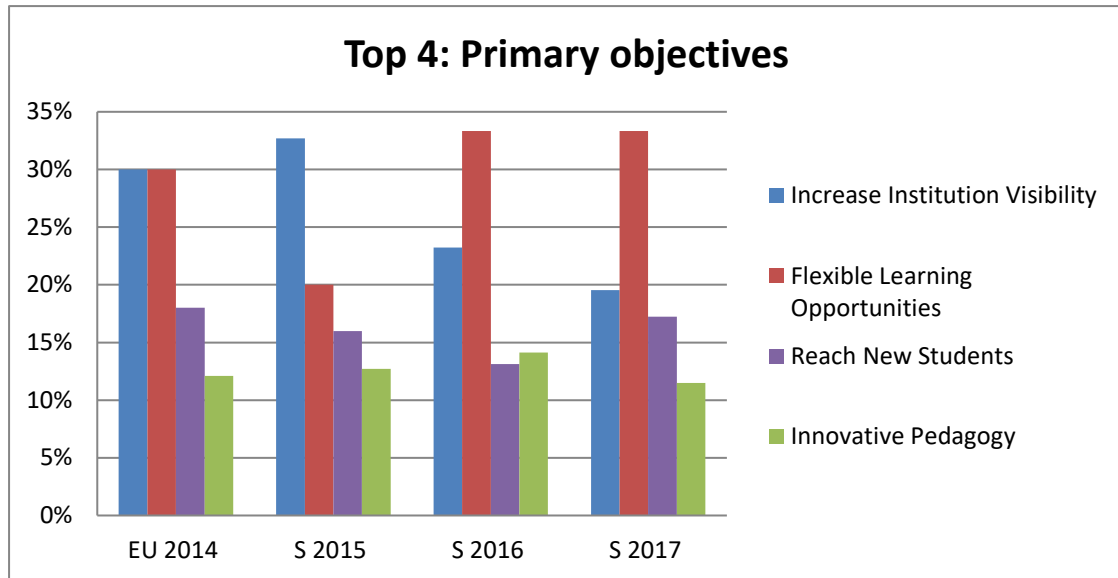


Figure 14: Top 4: Primary objectives to offer a MOOC (S017) compared with the responses in previous surveys (EU 2014, S2015, S2016)

Note that the response related to *innovative pedagogy* is relative low (11% in 2017) compared to the previous question “MOOCs are important for institutions to learn about online pedagogy” (Figure 10; 78% agrees in 2017). This difference might be explained by the fact that it is (very) important for the responding HEIs, but is not seen as the primary objective for MOOCs.

In Figure 15 the relevance for four cluster objectives are outlined. I.e., respondents can indicate the relevance instead of choosing the primary objective as in previous question. The rationale behind these four clusters of objectives are extensively elaborated on in the European report “*Institutional MOOC strategies in Europe, Status report based on a mapping survey conducted in October - December 2014*” (Jansen & Schuwer, 2015).

The institutional participants of this survey assessed *reputation/visibility* to be the most important cluster of objectives (Figure 15). In total, 80% of the respondents consider this to be (highly) relevant for their institutions, closely followed by MOOCs as an *innovation area* ((highly) relevant for 78%), and *demands of learners and societies* (71%). *Financial reasons* are the least important objective, only 19% of the institutions viewed this as (highly) relevant.

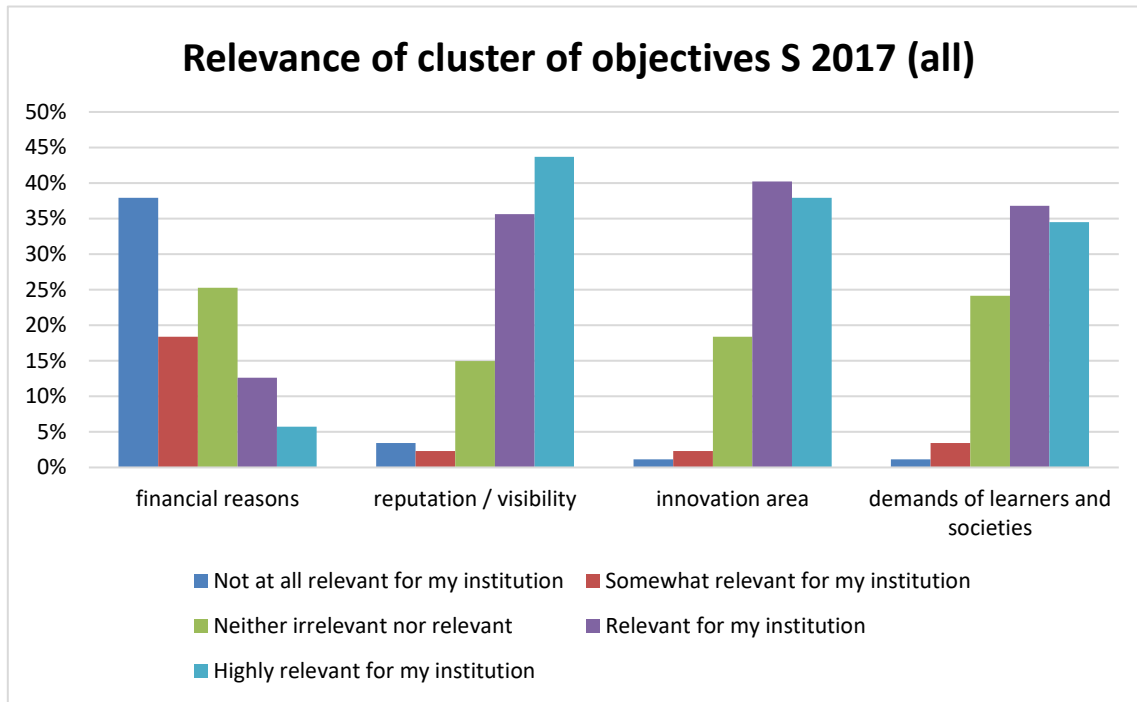


Figure 15: *Relevance of four different clusters of objectives (S2017).*

Figures 16, 17, 18, and 19 show the results of the four surveys for each of the four clusters of objectives. When comparing the response with the three previous surveys, the results are very consistent over the years. In all four surveys (EU2014, S2015, S2016, S2017) the use of MOOCs as innovation area is seen as a (highly) relevant objective for respondents' institutions (respectively 87%, 79%, 81% and 78% - Figure 16).

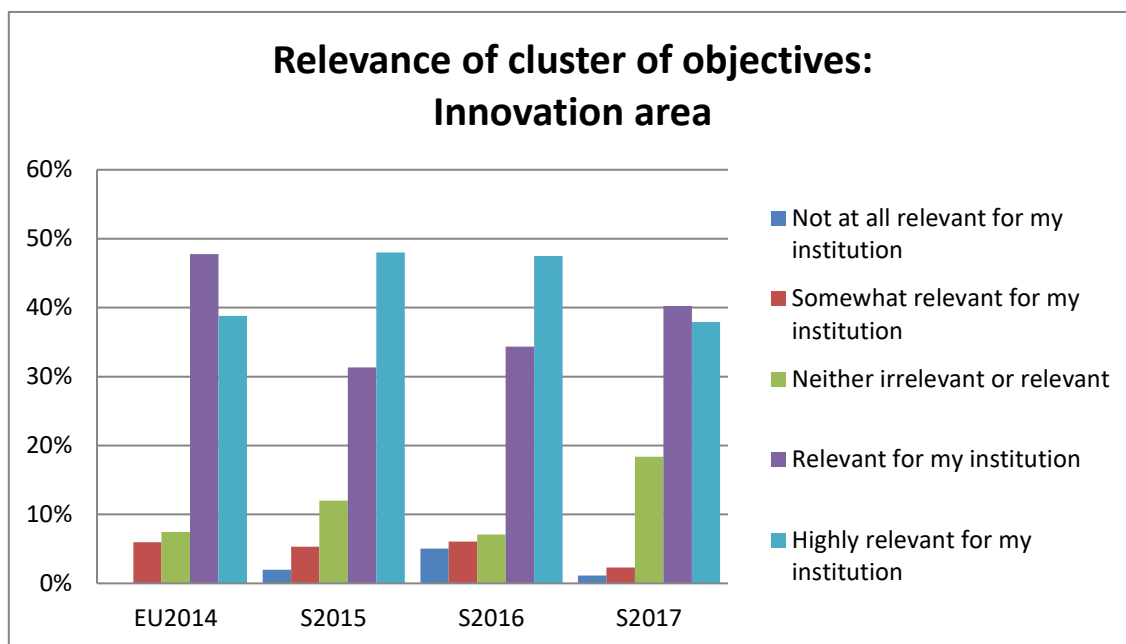


Figure 16: Using MOOCs as innovation area (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016)

Figure 17 shows that the same applies to deploying MOOCs for the reputation/visibility of most institutions over the years (86%, 78%, 73% and 80% resp.) and its slowly decreasing relevance over the first three surveys seem to have stabilised.

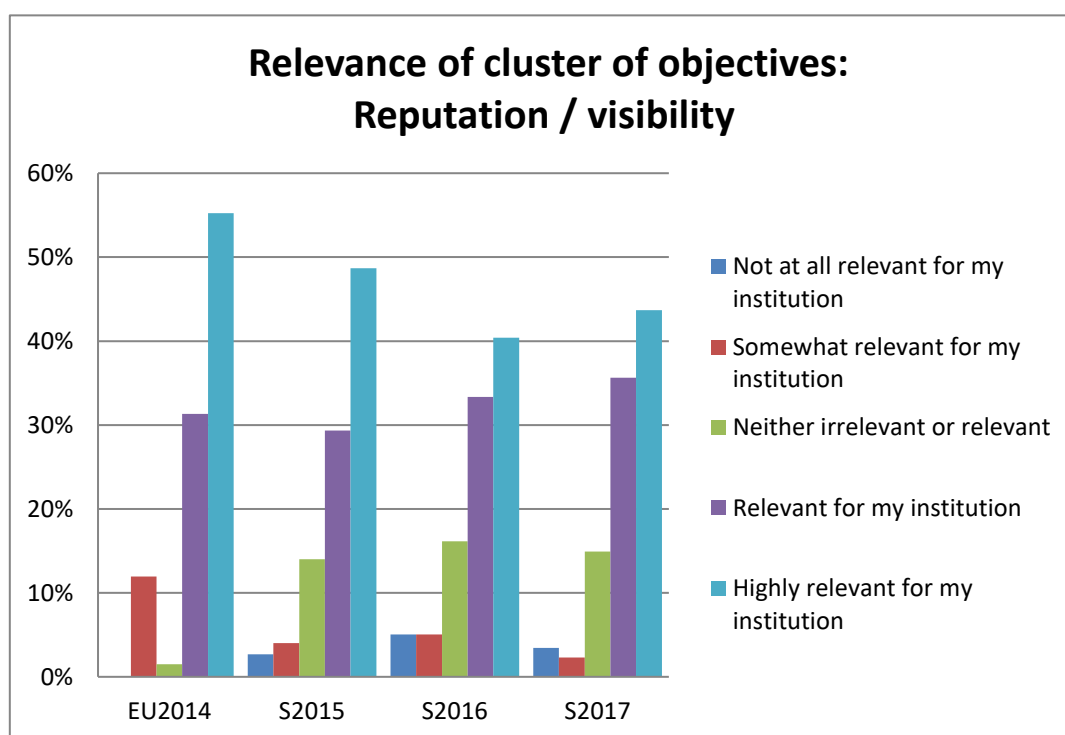


Figure 17: Using MOOCs for Reputation/visibility (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2017)

The same applies to the relevance of MOOCs in *responding to the demands of learners and societies*. After an initial slow decrease in relevance by almost 10% each year, it has now stabilised (Figure 18).

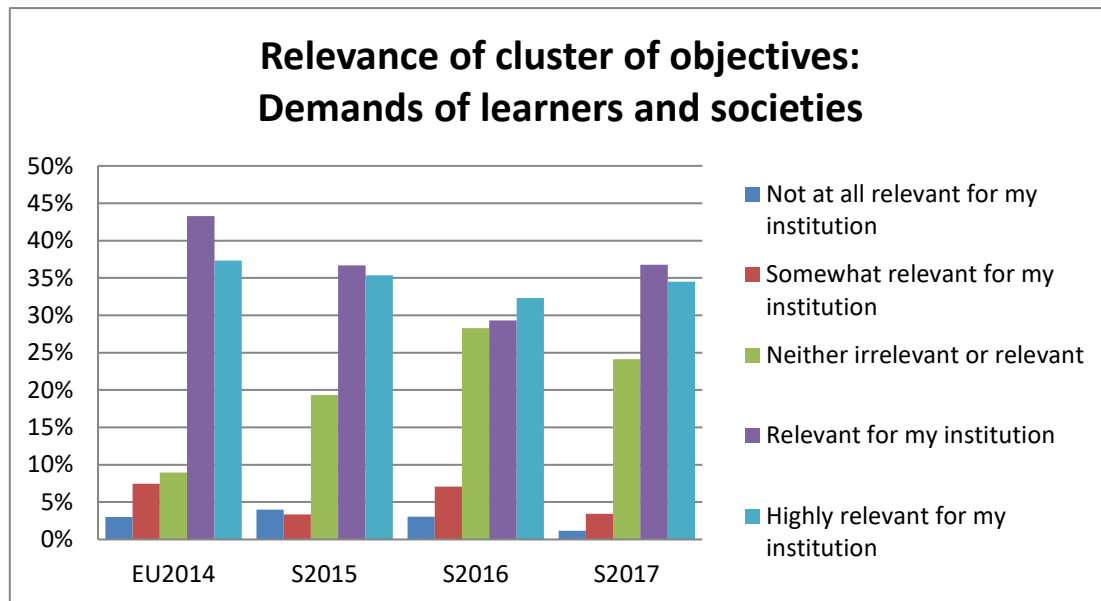


Figure 18: *Responding to the demands of learners and societies (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016)*

The relevance of using MOOCs for financial reasons seems to shift over the years (Figure 19). When adding responses on *not at all relevant* and *somewhat relevant* the joint score shows a slight increase over the past three years (45%, 53% and 56% resp.). Between the two categories however, *not at all relevant for my institution* is strongly increasing while *somewhat relevant for my institution* is decreasing. Also, the score on highly relevant for my institution has decreased for the third year in a row (10%, 8% and 6% resp.) Thus, the large majority of universities does not see the objective *MOOCs for financial reasons* as important, which is consistent with the low score on the objective to generate income (Figure 13).

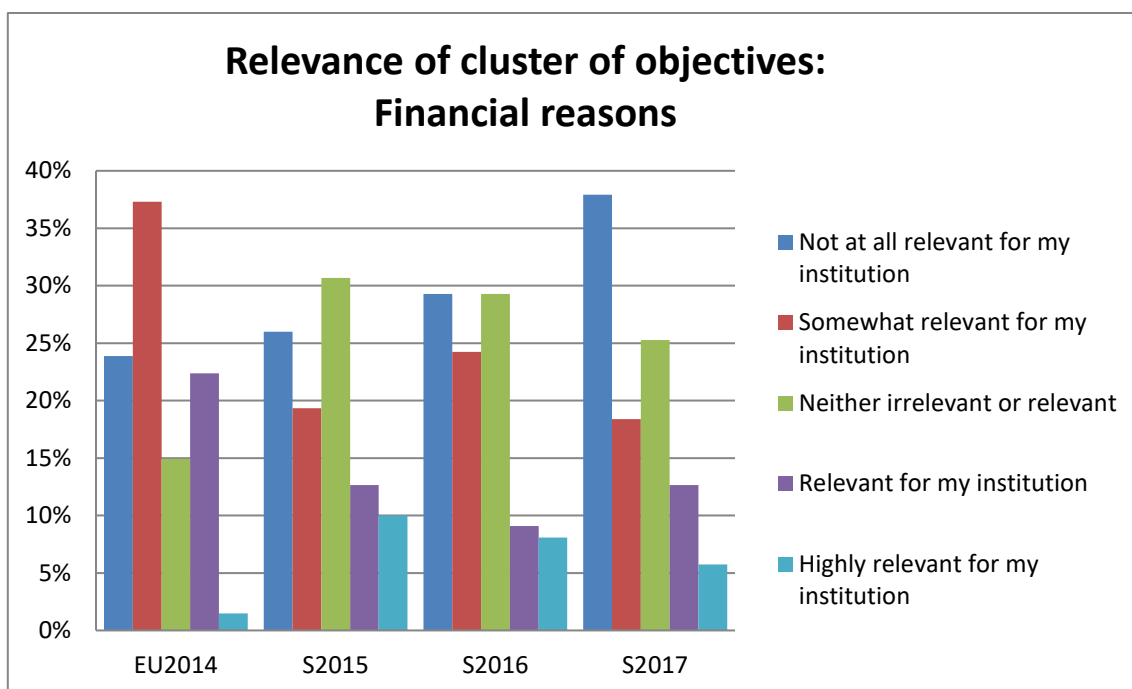


Figure 19: *Using MOOCs for financial reasons (S017) compared between with the responses in previous surveys (EU 2014, S2015, S2016)*

Collaboration or Outsourcing of services in MOOC offering

Services HEIs are likely to collaborate on

Most European universities are not accepted by the big MOOC platform providers (e.g., edX, Coursera, FutureLearn, MiriadaX, etc.) by lacking the reputation (in ranking) and/or the finances to become a partner. HEIs are therefore looking for alternatives by developing their own MOOC platform mainly based on OpenedX and Moodle; using a cloud solution like Canvas; or starting a regional collaboration (e.g. FUN in France, EduOpen in Italy, CADUV in Czech Republic). Results presented earlier (Figure 5) already stated that 31% of the respondents choose to get involved with one of the big MOOC platform providers.

That the uptake of MOOCs in Europe is maturing at a high level, is mainly an achievement of the current, partially language-bound platforms. However, many European HEIs that want to develop MOOCs report that (regional) support structures are missing and/or existing structures are unknown to them. The regional differences in languages, cultures and pedagogical approaches hinder the development and uptake of MOOCs in large parts of Europe. Hence, effective collaborations and scalable services for emerging MOOC provisions have to be made available at a cross-institutional or even cross-national level.

In this section the likelihood of institutional collaboration with other Higher Education Institutions is discussed. In the survey, the HEIs were asked whether they were likely to collaborate with other institutions in the following fifteen different areas:

1. Design and development of MOOC materials
2. Co-creating MOOCs with other institutions

3. Sharing and re-using of (elements of) MOOCs
4. Support on licensing-copyright-copyleft
5. Quality assurance framework
6. Authentication, proctoring and certification services
7. Recognition of each other's MOOCs
8. Co-creating cross institutional programmes (e.g., micromasters, nanodegrees)
9. Learning Analytics
10. Translation services
11. Collective research, e.g., by pre-/post surveys
12. Promoting MOOC offerings on a (worldwide) portal
13. Marketing and branding of MOOC offerings
14. Development/use of a MOOC platform
15. Additional support services for MOOC participants

Figure 20 shows the results of the 2017 survey, while Figure 21 presents the results of the identical question in the 2016 survey, with Figure 22 showing the results of the 2015 survey (which a slightly different set of options). It is generally observed that European HEIs are very much willing to collaborate on services like *design and development of MOOC (materials)*, *co-creating MOOCs with other institutions*, and *sharing and reusing elements from MOOCs* and *co-creating cross-institutional programmes*. Also, *recognition of each other's MOOCs* and cooperation on *learning analytics* scores favourably.

Collaboration on services like *translation services* and *support on licensing (copyright-copyleft)* is perceived as less likely. Also, the importance of joint *development/use of a MOOC platform* is remains relatively and consistently low over the years.

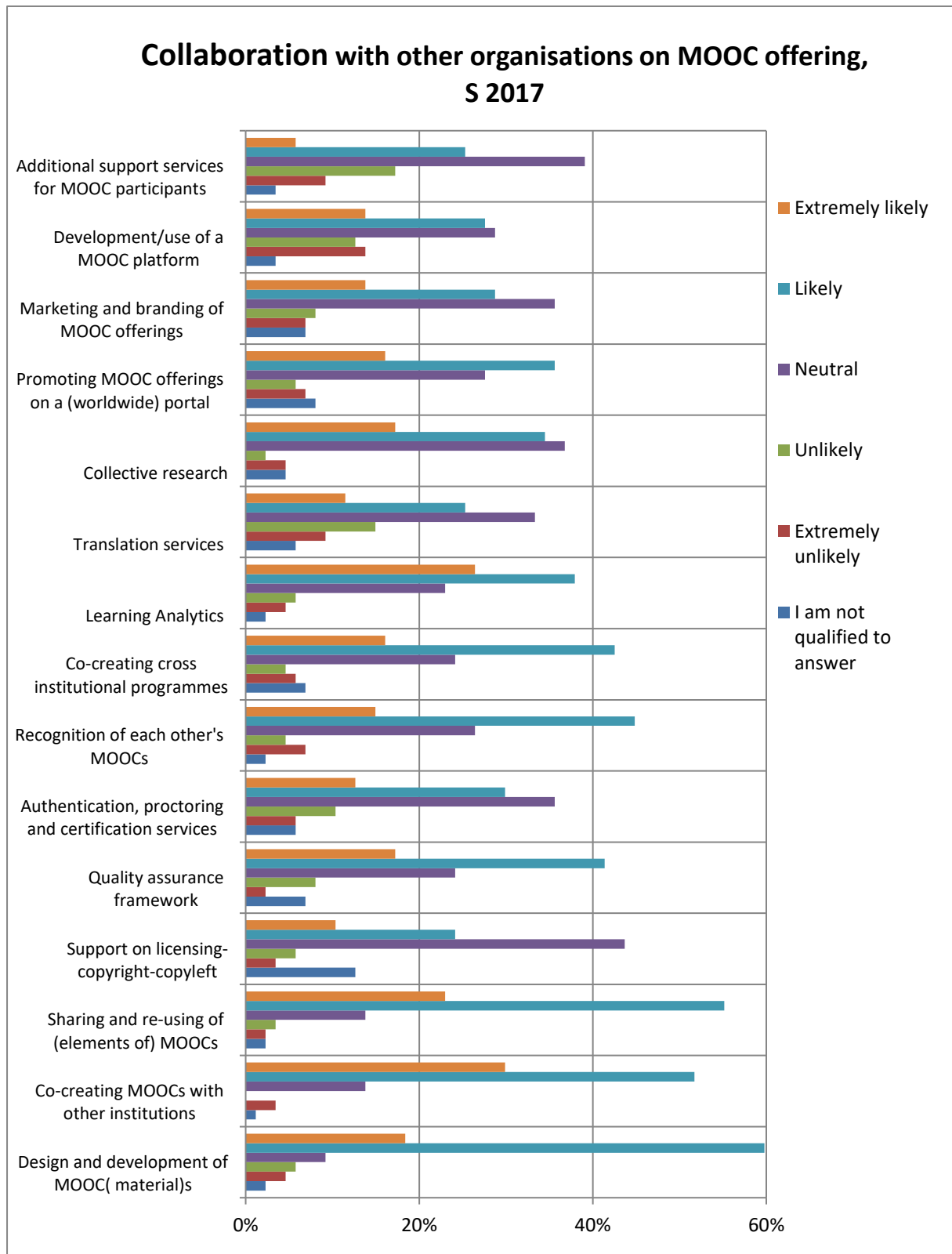


Figure 20: Likeliness of areas on which institutions in overall survey (S2017) would collaborate with other HE institutions.

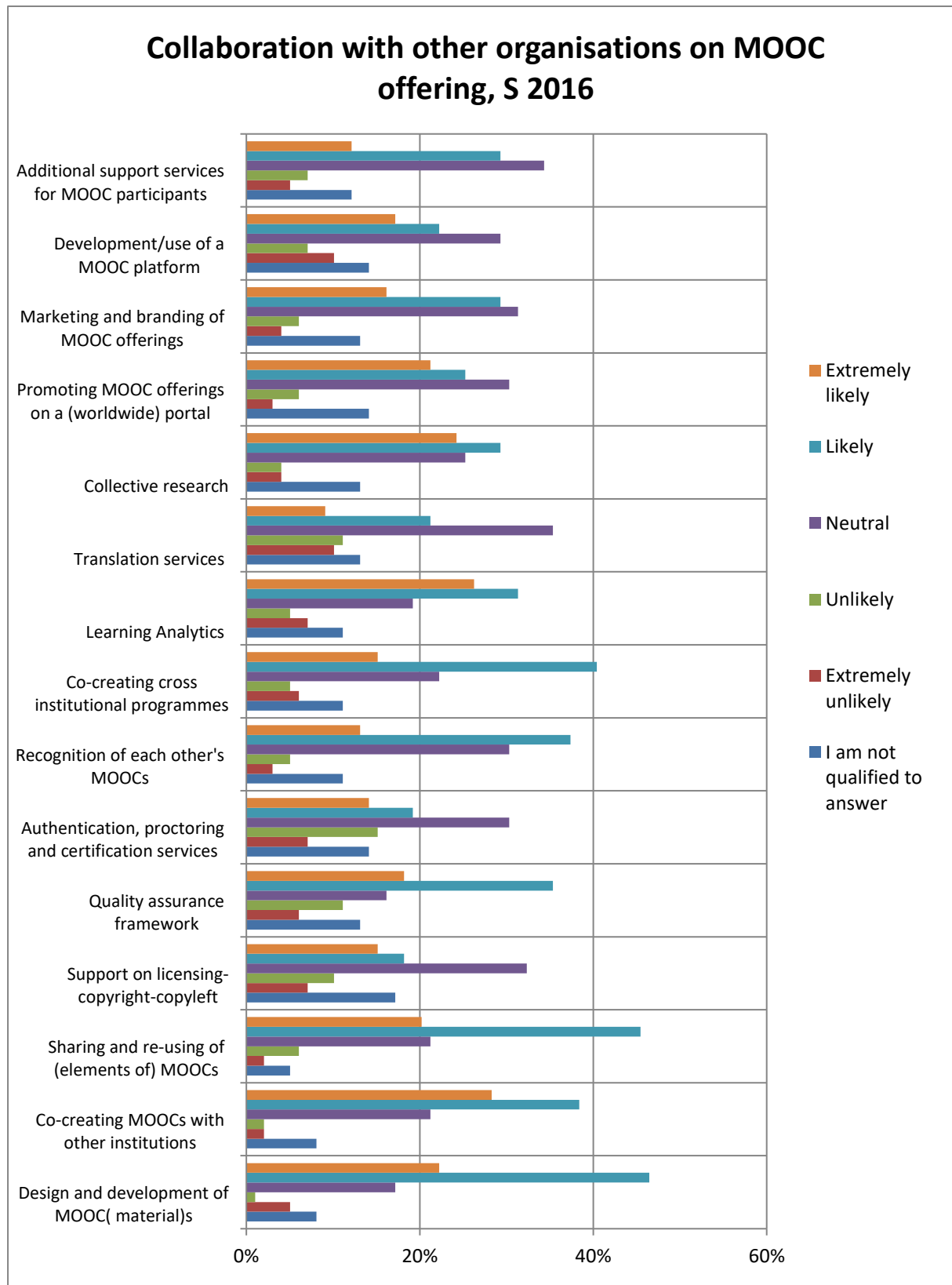


Figure 21: Likeliness of areas on which institutions in overall survey (S2016) would collaborate with other HE institutions.

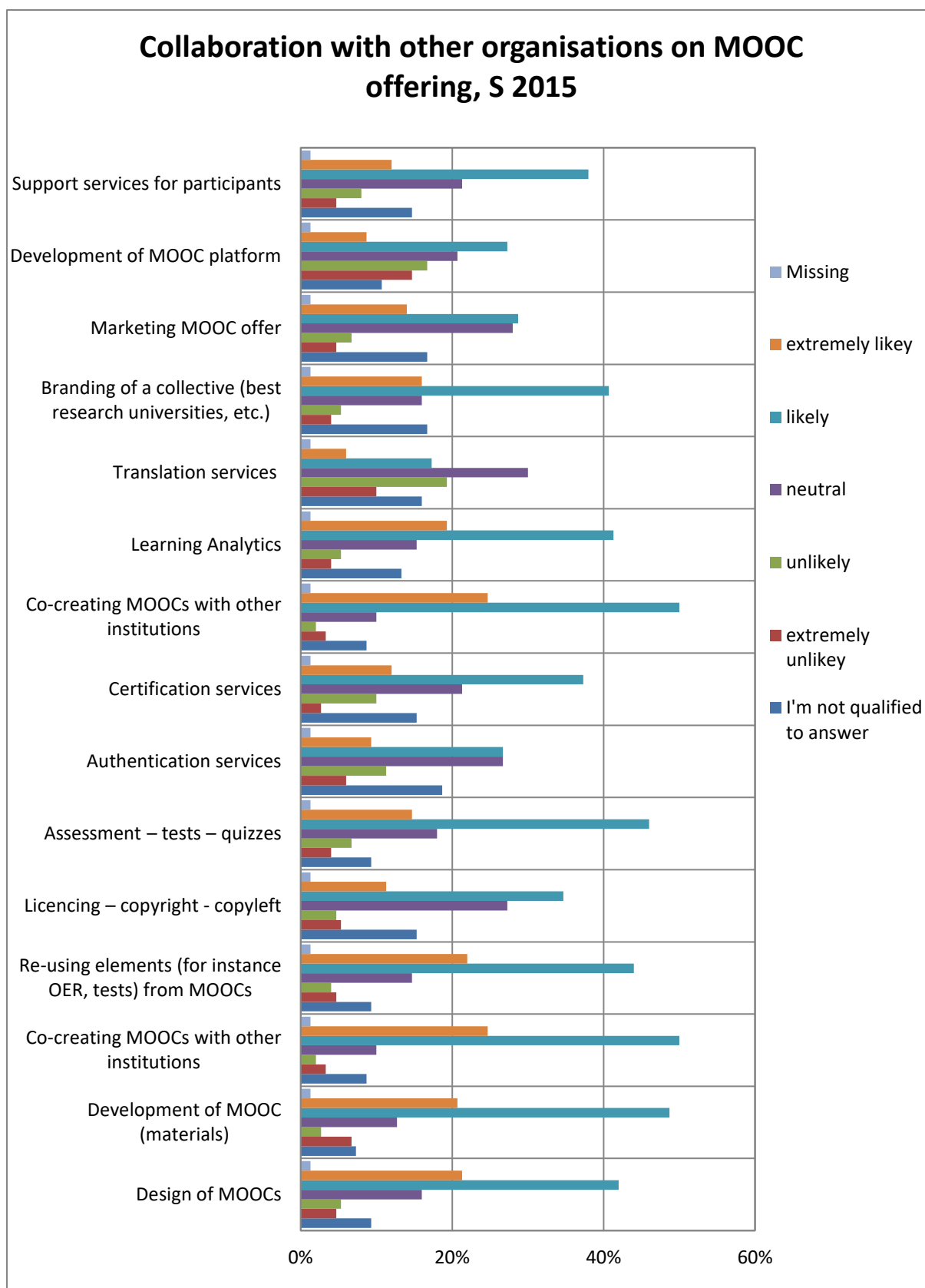


Figure 22: Likeliness of areas on which institutions in overall survey (S2015) would collaborate with other HE institutions.

Comparison of four surveys on collaboration in MOOC offering

The question on the likeliness of areas on which institutions would collaborate with other HE institutions is also conducted amongst OpenupEd partners (referenced in Table 2 as Survey OpenupEd) and amongst participants of four different (multiplier/trainings) events organised by SCORE2020 in 2016 and early 2017 (references as Survey SCORE2020). Results of those surveys are discussed in a separate report (SCORE2020, 2017). Table 2 summarises the most important support services to collaborate on according to respondents of those 4 surveys, indicating an overall consistency on services HEIs in Europe want to collaborate on.

Table 2: Summary of response of the most important services to collaborate on. Bold are those services with highest score in respective surveys.

Survey SCORE2020	Survey OpenupEd	S2017	S2016	S2015
design and development of MOOCs	support OpenupEd partners with the design and development of MOOCs (expert seminars, training, guidelines, etc.)	design and development of MOOC materials	design and development of MOOC materials	<i>development of MOOC (materials)</i> <i>design of MOOCs</i>
<i>co-creating MOOCs with other organisations</i>		co-creating MOOCs with other institutions co-creating cross-institutional programmes	co-creating MOOCs with other institutions	co-creating MOOCs with other institutions
	<i>promote the sharing and reuse of MOOCs</i>	sharing and re-using of (elements of) MOOCs	sharing and re-using of (elements of) MOOCs	re-using elements (for instance OER, tests) from MOOCs
<i>a quality assurance framework</i>	support the improvement of the quality of MOOCs by offering a quality assurance			

	framework and tools to partners			
<i>development/use of a MOOC platform</i>				use of MOOC platform
<i>learning analytics</i>		learning analytics		
	(quality label, institutional quality review)			
<i>recognition of each other's MOOCs</i>	<i>develop a network of regional/national MOOCs, or other educational support structures</i>			co-creating cross-national educational programmes based on MOOCs with other institutions

Reasons (not) to collaborate or outsource services

The survey has the following open question: *What would be the primary reasons for your HEI (not) to collaborate with others on MOOCs?* An overview of answers given is listed in Annex 2. Overall, the responses in favour of cooperation refer to efficiency considerations (sharing expertise, scarce resources, costs) and the expected higher quality of the MOOC(s). Reasons not to cooperate include legislative barriers, including copyright issues, and considerations of competition and branding.

Outsourcing of MOOC services to other (public or private) providers is less likely than cooperation with other HEIs. On the question *What would be the primary reasons for your HEI (not) to outsource some MOOC services to others like private companies?* lack of funds, remaining in control, branding, and concerns about educational quality are mentioned. At the same time, major reasons mentioned in favour of outsourcing are a lack of expertise and institutional capacity, and cost-efficiency. So, the (lack of) funds and capacity may be considered both a reason to outsource or not, probably depending very much on the local context. Annex 3 contains an overview of the responses.

Organisation of MOOC support

Geographical organisation of MOOC support

This survey also asked *If MOOC support in the development and use/uptake from MOOCs:*

- can easily be provided by each HEI separately
- is best to be done by collaboration in a regional/national support centre
- is most effectively facilitated by a European MOOC consortium
- is best dealt with by a global market player

The results as presented in Figure 23 show that European HEIs have difficulty in choosing between these options. On each of the four options the 'Neutral' response scores highest, while the next highest score is on 'Agree' for the three seemingly mutually exclusive options: '*can easily be provided by each HEI separately*', '*is best done in a regional/national support center*', and '*by a European MOOC consortium*'. There seems some shared support in favour of 'local' or European solutions over a global collaboration with a global market player however. This might be related to the earlier result (Figure 5) that 69% of the respondents with MOOC offering choose not get involved with one of the big MOOC platform providers.

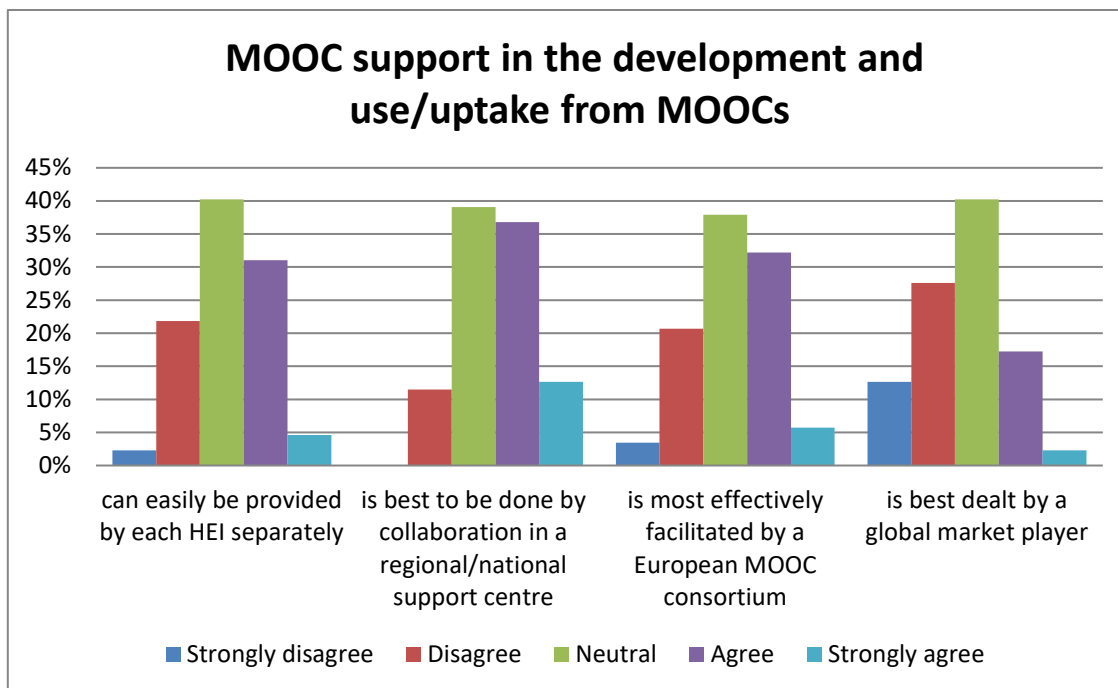


Figure 23: *MOOC support in the development and use/uptake from MOOCs (S2017)*

Financing the support services in Europe(an regions)

The survey also asked if those support services should be provided by for profit organisations. Only 10% of HEIs strongly agreed or agreed with this (see Figure 24), confirming last year's score. A large part of respondents (43%) believe that support services in Europe(an regions) should not be provided by mainly for-profit organisations.

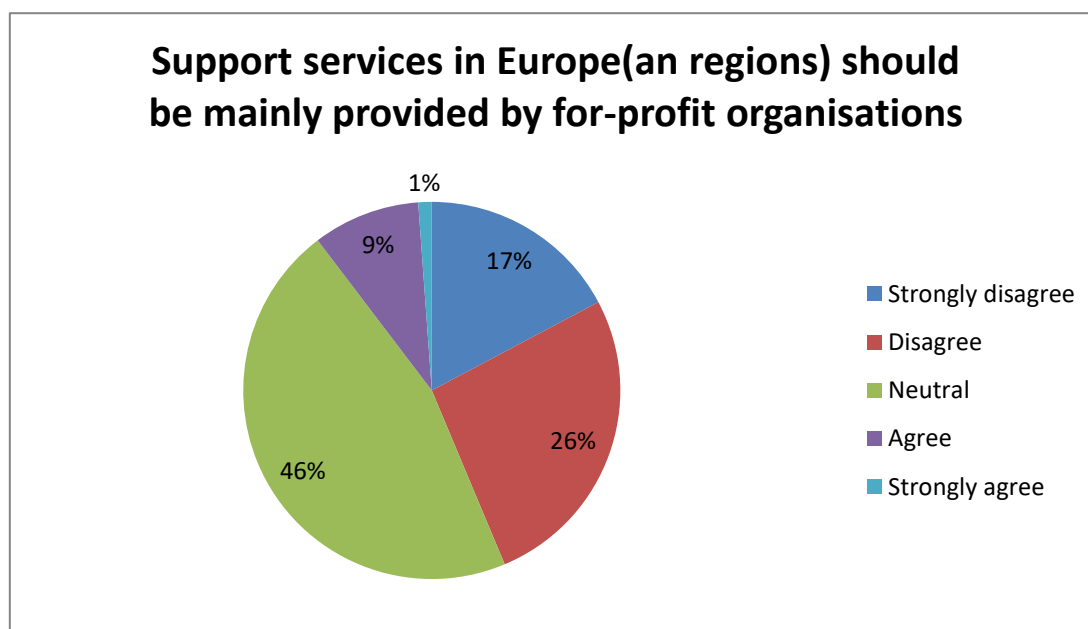


Figure 24: *Support services in Europe(an regions) should be mainly provided by for-profit organisations (S2017)*

The SCORE2020 survey (SCORE2020, 2017) had a related question on “*MOOC support in the development and use/uptake from MOOCs is mainly financed by..*” with three options (private parties, public means and by participants). The vast majority of the SCORE2020 respondents (62%) believed that MOOC support should mainly be financed by public means, whereas 27% thought it should be financed by paid for services of the MOOC participants. In total, 11% of the survey respondents believed that MOOC support in the development and use/uptake from MOOCs should mainly be financed by private parties.

Other studies confirm that the social dimension of MOOCs is seen as an important feature in Europe (Jansen & Goes-Daniels, 2016) and that this requires that MOOC investments, including the support structure, should be financed by public means. This is in contrast on how the big MOOC platform providers are now shifting towards financial models where less services are still offered for free and more-and-more (additional) services need to be paid for by MOOC participants. This observation requires a more fundamental discussion between European stakeholders on how they should use and finance MOOCs.

Opportunities and barriers for mature MOOC uptake

On this topic the survey asked two open questions: “*What are the main barriers that prevent a mature uptake of MOOCs?*” and “*In your opinion, what would boost the use/uptake of MOOCs in your region?*” A complete overview of responses is listed in Annex 4 and Annex 5 respectively.

The overriding barrier to the uptake of MOOCs cited by about three-quarters of respondents is a lack of funding and resources. Other important barriers include systemic variables like the lack of recognition of MOOCs, and the fact that present organizational and financial models of HEIs are not conducive to MOOCs. Developing and offering MOOCs is considered to be costly, while a sustainable business model for MOOCs is still missing. Also, the lack of skills, understanding or even outright negative attitudes towards online teaching and MOOCs from teachers as well as management prevent their effective uptake. And last but not least, student attitudes towards MOOCs may also be negative.

Not surprisingly, the various actions suggested to boost the use and uptake of MOOCs are in direct response to these barriers. Reacting to the question “*In your opinion, what would boost the use/uptake of MOOCs in your region?*” many suggest that additional funding for MOOCs are needed. Also (policies on) credits and recognition are seen as needed to boost the uptake of MOOCs. Awareness and marketing are mentioned by many respondents as well, with dedicated actions to increase awareness amongst senior management and policy makers, both at institutional and national level.

Identification of opportunities and barriers for recognising MOOC-based learning

In addition, two closed and two open questions addressed the potential barriers and opportunities in recognising MOOC-based learning. Figure 25 shows that a majority (74%) of the respondents (strongly) agrees with that statement that *it is essential to offer a formal (ECTS) credit next to more informal certificates like for example a certificate of participation*. Figure 26 demonstrates that even a larger majority (82%) believes that *these formal (ECTS) credits should be recognised in formal bachelor/master programs of the institution that offers the MOOC* and these (ECTS) credits should be

recognised by other HEIs as well (78%). To realise this, 75% of respondents agrees that this will require a framework for the recognition of micro-credentials and formal MOOC credits. As such, this response shows a strong willingness to incorporate MOOC in regular education offering and recognise credit accordingly. This is in line with results presented in Figure 9 that given credits will not cause confusion about higher education degrees.

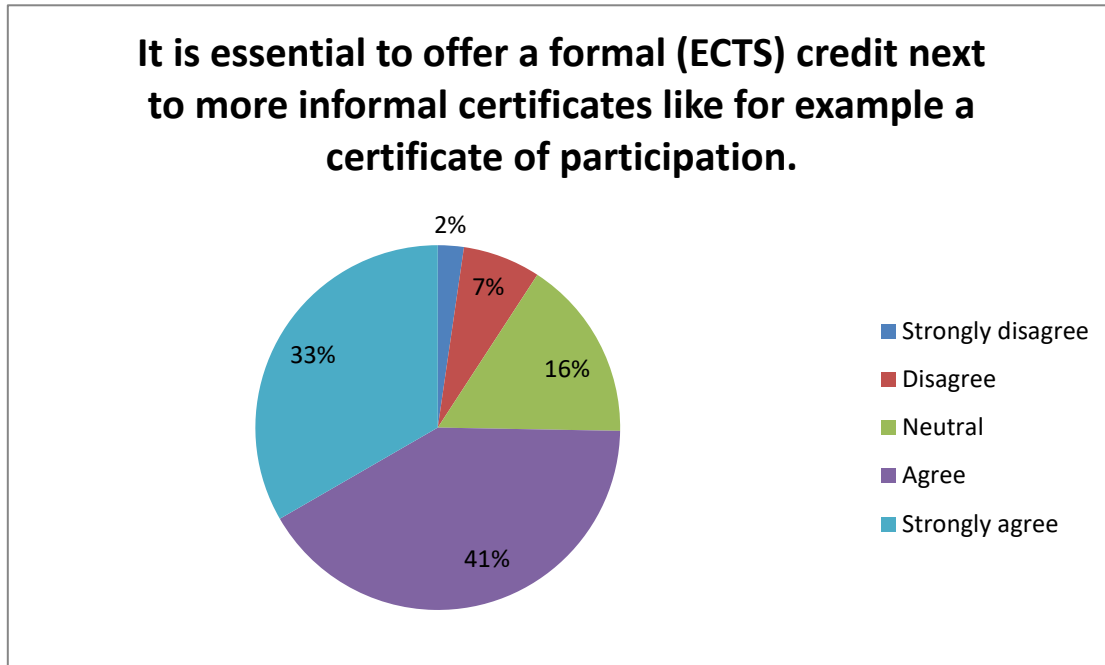


Figure 25: *It is essential to offer a formal (ECTS) credit next to more informal certificates like for example a certificate of participation (S2017)*

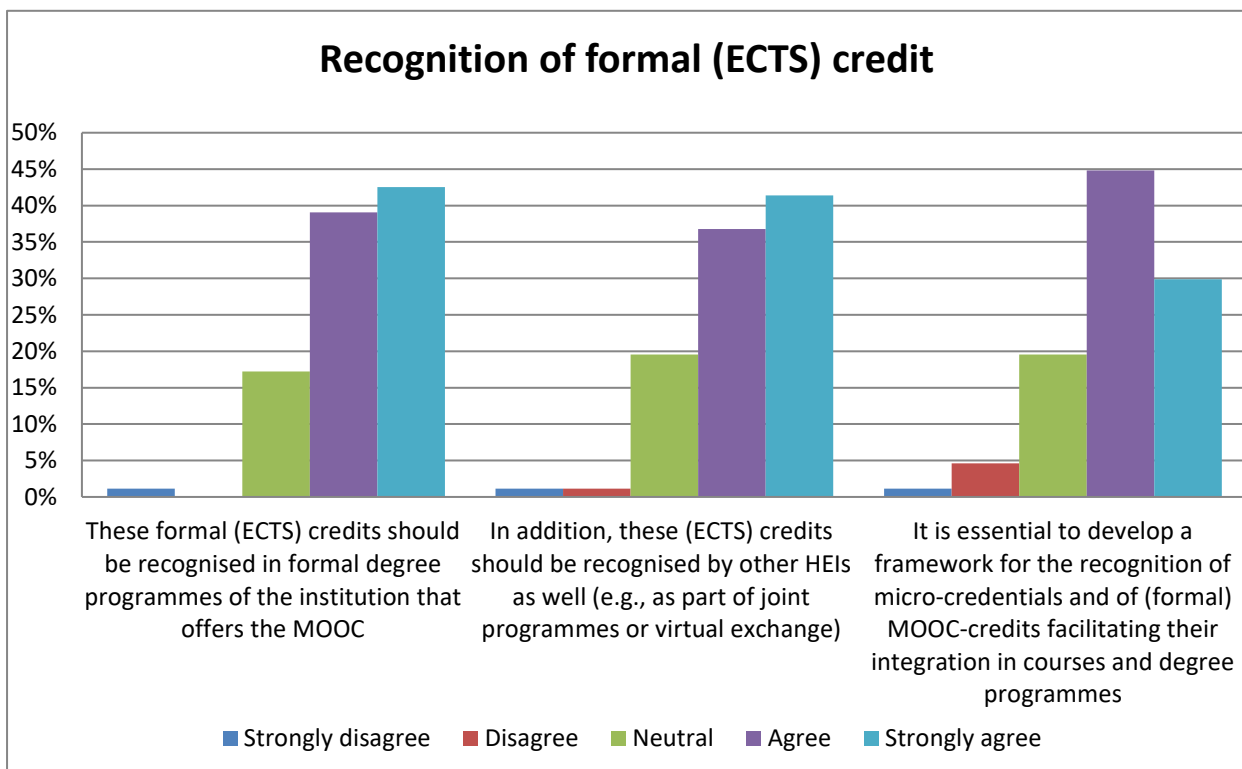


Figure 26: *Recognition of formal ECTS credits (S2017)*

Three open questions further explored the issues involved in creating such a framework for the recognition of micro-credentials and formal MOOC credits: *“What are the main challenges for such a framework for MOOC recognition”* (see annex 6 for the responses), *“What are, in your opinion, the opportunities for recognising MOOC-based learning”* (annex 7), and *“What are, in your opinion, the barriers for recognising MOOC-based learning”* (annex 8).

Most of the opportunities listed by the respondents refer to the increased uptake of MOOCs once such a framework will be in place, and the fact that this will allow HEI's to service new target groups. As summarised by one respondent: *“The biggest opportunity will be the readiness of HEIs to recognise alternative forms of learning and to integrate them in their programmes and titles offering. Another important dimension is the opening to target groups that are not included in the traditional target groups of conventional HEIs.”* Other opportunities cited stress the benefits of MOOCs, like increased flexibility, the opportunity to study with internationally renowned institutions, and fostering lifelong learning, or as summarised by one respondent: *“Flexible, tailor-made education, learner control and responsibility, the individual's ability to set and pursue own learning goals, motivation and engagement.”*

To realise these opportunities, challenges related to quality assurance- and certification procedures and -mechanisms need to be addressed at institutional, national, and European level. Also mechanisms for reliable (online) student assessment and proctoring are repeatedly mentioned.

When asked about the barriers for recognising MOOC-based learning, respondents frequently indicate uncertainty about the quality of MOOCs, the way how to ensure quality, the lack of a clear model for recognising MOOC based learning, problems with reliable assessment, and legislative issues. But also conservative attitudes on behalf of teachers and the educational system in general hinder the recognition of MOOC-based learning: *“Negative stereotypes about MOOCs and, more generally, about online HE learning.”*

MOOCs for opening up education

MOOCs started with the promise to open up quality education for all. Open Education has many potential benefits for society (see for example UNESCO-COL publication by Patru & Balaji, 2016). One of these is related to providing educational opportunities to those potentially left behind, thus deploying MOOCs for social inclusion (for example targeting unemployed, persons with disabilities, migrants and refugees). However, by now it is recognised that special measures are needed to make educational offers like MOOCs suitable for those target groups. In this context the following open questions was asked: *“What kind of measures for opening up education to those potentially left behind, are in your opinion, essential?”*

The replies (see annex 9) covered a wide range of measures, which can be categorised under the following topics:

- **Costs.** The MOOCs themselves should be free, but also the use of computer facilities and internet access should be free.
- **Support.** Extensive support, not only in studying the MOOC, but also in the area of basic computer skills. This may need to be extended to tutor groups and face-to-face support.

- **Marketing.** Specific actions are required to reach the target group and create awareness of MOOCs' potentials.
- **Accessibility.** Learners with disabilities, but also cultural aspects, require specific pedagogical approaches to facilitate access.
- **Recognition.** Also, for disadvantaged groups formal recognition may be an important aspect in deciding whether or not to study in a MOOC.

In addition, several respondents stress that open and online education should be available at all levels of education when targeting disadvantaged groups: *"I think that education in very general level should be opened to those potentially left behind but it is not the higher-level institutions only ..."*

When asked *If HEIs should develop a policy to open up their educational offer to those potentially left behind*, 77% (strongly) agrees (see Figure 27). When asked *whether Collaboration with NGOs and civil society organisations is essential to guarantee the use of MOOCs to those potentially left behind* (Figure 28), 64% (strongly) agrees with this statement and 28% is neutral towards this.

In view of the response to the earlier question *"What should be the main target group for MOOCs"* where only 1% indicated *"specifically targeting those potentially left behind"* (Figure 7), this may seem surprising. Possibly this indicates that although HEIs should not specifically develop their MOOCs for those potentially left behind, HEIs should address potential barriers like costs, support, accessibility and accessibility for these groups.

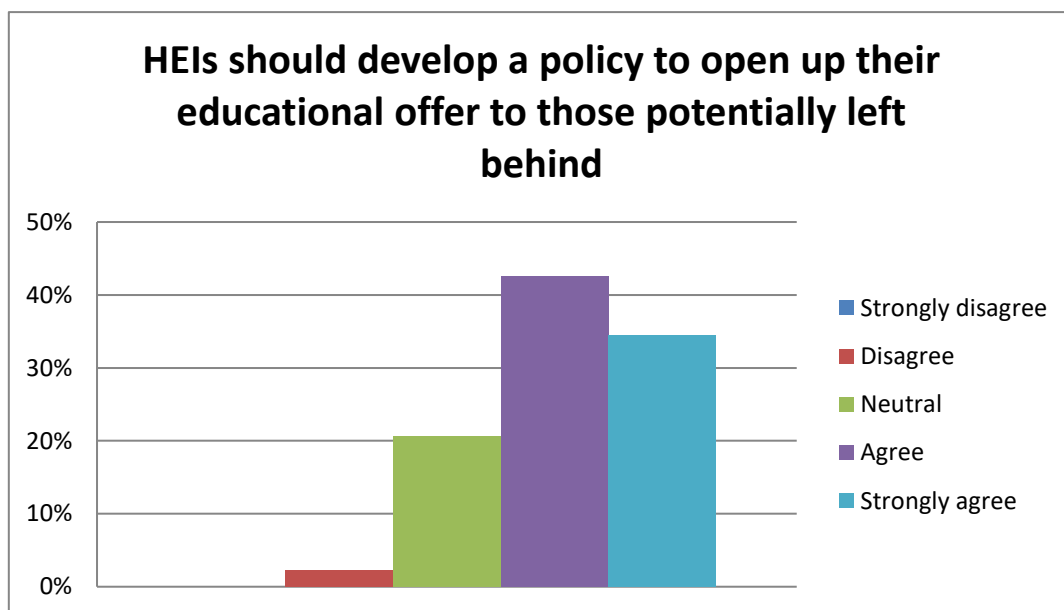


Figure 27: *HEIs should develop a policy to open up their educational offer to those potentially left behind (S2017)*

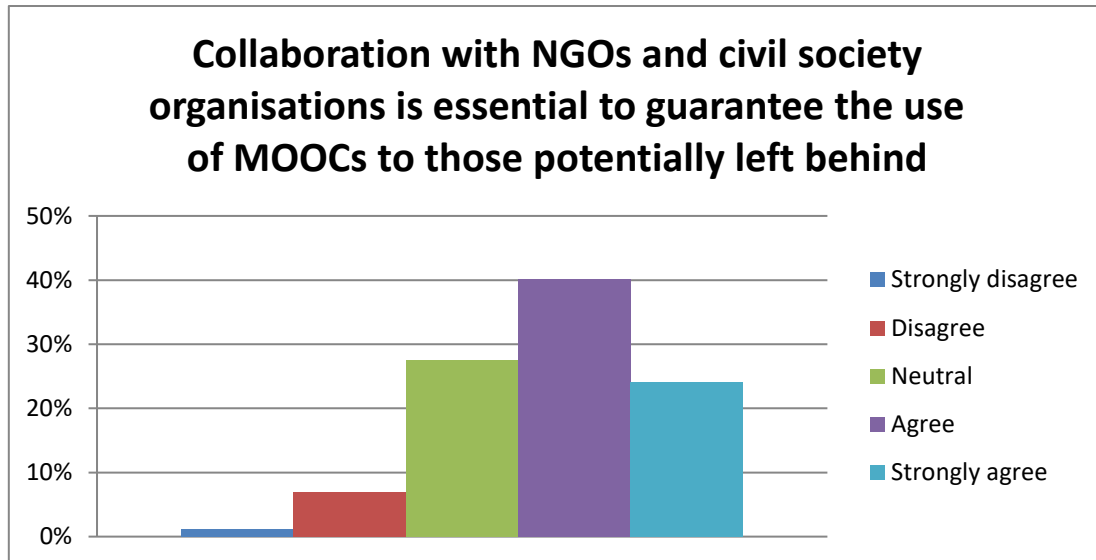


Figure 28: *Collaboration with NGOs and civil society organisations is essential to guarantee the use of MOOCs to those potentially left behind (S2017)*

When asked *If the institution delivers MOOCs on topics that are highly interesting for those potentially left behind*, 36% responds positively (Figure 29). On the one hand these topics are specifically directed at refugees, human rights, and language courses; and on the other hand, cover a wide range of social topics like civic education, communication skills, inclusion, etc. Also, basic – introductory - course on a wide range of topics like computer skills, programming, science, philosophy, etc. are mentioned. See annex 10 for the complete list of topics given.

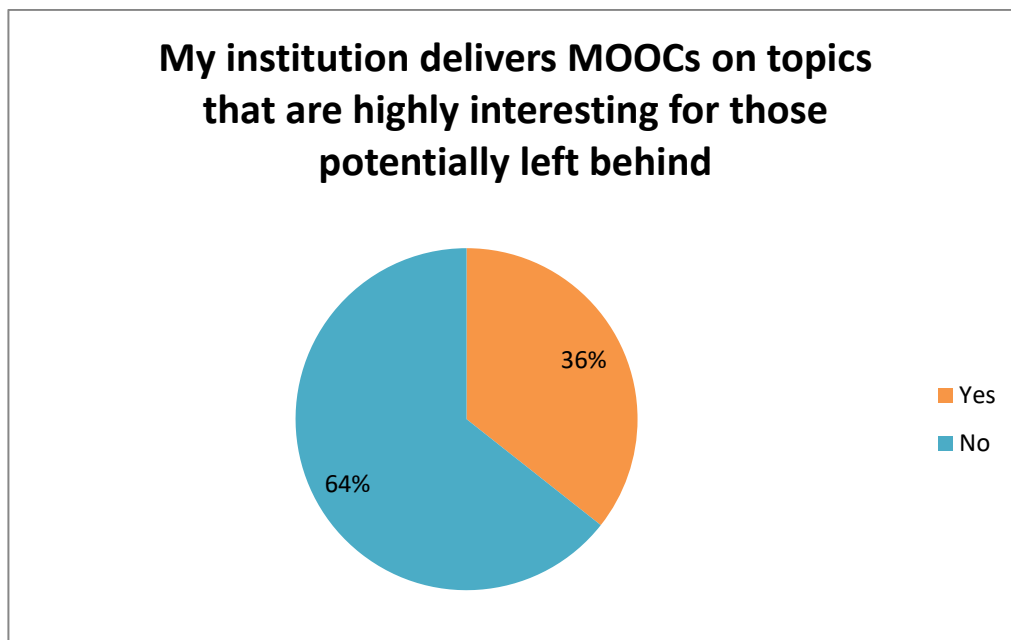


Figure 29: *My institution delivers MOOCs on topics that are highly interesting for those potentially left behind (S2017)*

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Annex 1: Complete survey

Comparing institutional MOOC strategies (2017/2018)

First results available May 2018

* Required



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Erasmus+ Programme
of the European Union



Introduction

This survey focuses on strategies of higher education institutions (HEIs) regarding MOOCs (Massive Open Online Courses | see definition <http://bit.ly/1DrMxXy>).

The main purpose of the survey is to determine the strategies of HEIs on MOOCs and their reasons (not) to be involved and to address the possible differences and similarities between HEIs in different regions. For this reason some questions are identical to the U.S. surveys by Allen and Seaman (see e.g., their report of 2014 <http://bit.ly/16rUSvr>).

The survey is largely a repetition of the surveys of the last three years. Reports of previous years are available online: 2014 survey (<http://bit.ly/2AXHPmU>), 2015 (<http://bit.ly/2eo1HrE>); 2016/2017 (<http://bit.ly/2AEWsyf>). This survey was initially conducted by the HOME project (<http://home.eadtu.eu/>) and is now continued as part of the MOONLITE project (<https://moonliteproject.eu/>).

You are encouraged to complete the questions even if your institution decided not to offer MOOCs (yet). Please complete this survey only if you are familiar with the reasons why your institution is or is not involved in MOOCs.

This questionnaire has 11 sections and will take about 15-20 minutes to complete.

Profile Information

1. Full name of institution *

2. Country of institution *

Mark only one oval.

- ☐ Afghanistan
- ☐ Åland Islands
- ☐ Albania
- ☐ Algeria
- ☐ American Samoa
- ☐ Andorra
- ☐ Angola
- ☐ Anguilla
- ☐ Antarctica
- ☐ Antigua and Barbuda
- ☐ Argentina
- ☐ Armenia
- ☐ Aruba
- ☐ Australia
- ☐ Austria
- ☐ Azerbaijan
- ☐ Bahamas
- ☐ Bahrain
- ☐ Bangladesh
- ☐ Barbados
- ☐ Belarus
- ☐ Belgium
- ☐ Belize
- ☐ Benin
- ☐ Bermuda
- ☐ Bhutan
- ☐ Bolivia
- ☐ Bosnia and Herzegovina
- ☐ Botswana
- ☐ Bouvet Island
- ☐ Brazil
- ☐ British Indian Ocean Territory
- ☐ Brunei Darussalam
- ☐ Bulgaria
- ☐ Burkina Faso
- ☐ Burundi
- ☐ Cambodia
- ☐ Cameroon
- ☐ Canada
- ☐ Cape Verde
- ☐ Cayman Islands

- ☐ Central African Republic
- ☐ Chad
- ☐ Chile
- ☐ China
- ☐ Christmas Island
- ☐ Cocos (Keeling) Islands
- ☐ Colombia
- ☐ Comoros
- ☐ Congo
- ☐ Congo, The Democratic Republic of The
- ☐ Cook Islands
- ☐ Costa Rica
- ☐ Cote D'ivoire
- ☐ Croatia
- ☐ Cuba
- ☐ Cyprus
- ☐ Czech Republic
- ☐ Denmark
- ☐ Djibouti
- ☐ Dominica
- ☐ Dominican Republic
- ☐ Ecuador
- ☐ Egypt
- ☐ El Salvador
- ☐ Equatorial Guinea
- ☐ Eritrea
- ☐ Estonia
- ☐ Ethiopia
- ☐ Falkland Islands (Malvinas)
- ☐ Faroe Islands
- ☐ Fiji
- ☐ Finland
- ☐ France
- ☐ French Guiana
- ☐ French Polynesia
- ☐ French Southern Territories
- ☐ Gabon
- ☐ Gambia
- ☐ Georgia
- ☐ Germany
- ☐ Ghana
- ☐ Gibraltar

- ☐ Greece
- ☐ Greenland
- ☐ Grenada
- ☐ Guadeloupe
- ☐ Guam
- ☐ Guatemala
- ☐ Guernsey
- ☐ Guinea
- ☐ Guinea-bissau
- ☐ Guyana
- ☐ Haiti
- ☐ Heard Island and McDonald Islands
- ☐ Holy See (Vatican City State)
- ☐ Honduras
- ☐ Hong Kong
- ☐ Hungary
- ☐ Iceland
- ☐ India
- ☐ Indonesia
- ☐ Iran, Islamic Republic of
- ☐ Iraq
- ☐ Ireland
- ☐ Isle of Man
- ☐ Israel
- ☐ Italy
- ☐ Jamaica
- ☐ Japan
- ☐ Jersey
- ☐ Jordan
- ☐ Kazakhstan
- ☐ Kenya
- ☐ Kiribati
- ☐ Korea, Democratic People's Republic of
- ☐ Korea, Republic of
- ☐ Kuwait
- ☐ Kyrgyzstan
- ☐ Lao People's Democratic Republic
- ☐ Latvia
- ☐ Lebanon
- ☐ Lesotho
- ☐ Liberia
- ☐ Libyan Arab Jamahiriya

- ☐ Liechtenstein
- ☐ Lithuania
- ☐ Luxembourg
- ☐ Macao
- ☐ Macedonia, The Former Yugoslav Republic of
- ☐ Madagascar
- ☐ Malawi
- ☐ Malaysia
- ☐ Maldives
- ☐ Mali
- ☐ Malta
- ☐ Marshall Islands
- ☐ Martinique
- ☐ Mauritania
- ☐ Mauritius
- ☐ Mayotte
- ☐ Mexico
- ☐ Micronesia, Federated States of
- ☐ Moldova, Republic of
- ☐ Monaco
- ☐ Mongolia
- ☐ Montenegro
- ☐ Montserrat
- ☐ Morocco
- ☐ Mozambique
- ☐ Myanmar
- ☐ Namibia
- ☐ Nauru
- ☐ Nepal
- ☐ Netherlands
- ☐ Netherlands Antilles
- ☐ New Caledonia
- ☐ New Zealand
- ☐ Nicaragua
- ☐ Niger
- ☐ Nigeria
- ☐ Niue
- ☐ Norfolk Island
- ☐ Northern Mariana Islands
- ☐ Norway
- ☐ Oman
- ☐ Pakistan

- ☐ Palau
- ☐ Palestinian Territory, Occupied
- ☐ Panama
- ☐ Papua New Guinea
- ☐ Paraguay
- ☐ Peru
- ☐ Philippines
- ☐ Pitcairn
- ☐ Poland
- ☐ Portugal
- ☐ Puerto Rico
- ☐ Qatar
- ☐ Reunion
- ☐ Romania
- ☐ Russian Federation
- ☐ Rwanda
- ☐ Saint Helena
- ☐ Saint Kitts and Nevis
- ☐ Saint Lucia
- ☐ Saint Pierre and Miquelon
- ☐ Saint Vincent and The Grenadines
- ☐ Samoa
- ☐ San Marino
- ☐ Sao Tome and Principe
- ☐ Saudi Arabia
- ☐ Senegal
- ☐ Serbia
- ☐ Seychelles
- ☐ Sierra Leone
- ☐ Singapore
- ☐ Slovakia
- ☐ Slovenia
- ☐ Solomon Islands
- ☐ Somalia
- ☐ South Africa
- ☐ South Georgia and The South Sandwich Islands
- ☐ Spain
- ☐ Sri Lanka
- ☐ Sudan
- ☐ Suriname
- ☐ Svalbard and Jan Mayen
- ☐ Swaziland

- ☐ Sweden
- ☐ Switzerland
- ☐ Syrian Arab Republic
- ☐ Taiwan, Province of China
- ☐ Tajikistan
- ☐ Tanzania, United Republic of
- ☐ Thailand
- ☐ Timor-leste
- ☐ Togo
- ☐ Tokelau
- ☐ Tonga
- ☐ Trinidad and Tobago
- ☐ Tunisia
- ☐ Turkey
- ☐ Turkmenistan
- ☐ Turks and Caicos Islands
- ☐ Tuvalu
- ☐ Uganda
- ☐ Ukraine
- ☐ United Arab Emirates
- ☐ United Kingdom
- ☐ United States
- ☐ United States Minor Outlying Islands
- ☐ Uruguay
- ☐ Uzbekistan
- ☐ Vanuatu
- ☐ Venezuela
- ☐ Viet Nam
- ☐ Virgin Islands, British
- ☐ Virgin Islands, U.S.
- ☐ Wallis and Futuna
- ☐ Western Sahara
- ☐ Yemen
- ☐ Zambia
- ☐ Zimbabwe

3. Type of institution (Finance) *

Mark only one oval.

- ☐ Mainly publicly financed
- ☐ Mainly privately financed
- ☐ Mixed

4. Type of institution (Education) *

Mark only one oval.

- ☐ Mainly online/distance provision
- ☐ Mainly on campus provision
- ☐ Mixed

5. Total number of students enrolled at your institution *

6. Your name

7. Your position at the institution *

Status of MOOC offering at your institution

8. My institution *

Mark only one oval.

- ☐ will not be adding a MOOC
- ☐ has not yet decided about a MOOC
- ☐ is planning to add MOOC offering(s)
- ☐ has MOOC offering(s)

9. Total number of MOOCs offered by your institution (from 2012 until now) *

10. URL to your MOOC offerings (optionally, only for those HEIs that already offer MOOCs)

11. Platform that your institution uses to offer MOOCs (optionally, only for those HEIs that already offer MOOCs)

Mark only one oval.

- ☐ we are involved in one of the big MOOC platform providers (e.g., edX, Coursera, FutureLearn, Miriada X, etc.)
- ☐ we are collaborating on a MOOC platform in our own region/country (e.g., FUN, France)
- ☐ we have installed existing software for our own institutional MOOC platform (e.g., Moodle, OpenedX, etc.)
- ☐ we have developed our own dedicated institutional MOOC platform

12. My institution (re-)uses existing MOOCs for students in continuous and/or degree education *

Mark only one oval.

- ☐ Yes
☐ No

13. My institution is developing MOOCs to be re-used by other institutions *

Mark only one oval.

- ☐ Yes
☐ No

14. If so, could you please specify how your institution is stimulating re-use (parts) of MOOCs

15. What should be the main target group for MOOCs? *

Mark only one oval.

- ☐ Full-time students enrolled at your university
☐ Part-time students enrolled at your university
☐ Students from other universities
☐ Further education students (including lifelong learners - Continuous Professional Development (CPD))
☐ People without access to the traditional educational system
☐ Specifically targeting those potentially left behind (e.g., unemployed, persons with disabilities, migrants and refugees)
☐ MOOCs are for everybody, not for specific target groups
☐ Other: _____

Your opinion on the following statements

(same questions as in the US studies)

16. MOOCs are a sustainable method for offering courses *

Mark only one oval.

- ☐ Disagree
☐ Neutral
☐ Agree

17. Credentials for MOOC Completion will cause confusion about higher education degrees *

Mark only one oval.

- ☐ Disagree
☐ Neutral
☐ Agree

18. How well are MOOCs meeting your institution's objectives? *

Mark only one oval.

- ☐ Too Early to Tell
☐ Meeting Very Few
☐ Meeting Some
☐ Meeting Most/All

19. MOOCs are important for institutions to learn about online pedagogy *

Mark only one oval.

- ☐ Disagree
☐ Neutral
☐ Agree

Primary objective for your institution's MOOCs

(or what would be a primary objective if you are planning to offer a MOOC in the near future)
Same question as in the US studies

20. *

Mark only one oval.

- ☐ Generate Income
☐ Increase Institution Visibility
☐ Reach New Students
☐ Drive Student Recruitment
☐ Innovative Pedagogy
☐ Flexible Learning Opportunities
☐ Learn About Scaling
☐ Explore Cost Reductions
☐ Supplement On-campus

21. Comments on primary objective

For example elaborate on your choice or put forward ideas just in case your primary objective is not covered by the list above.

Relative importance of the following objectives for your institution's MOOCs

(or if you plan to offer a MOOC in the near future)

22. Using MOOCs for financial reasons *

(e.g., reduce costs, generate additional income)

Mark only one oval.

	1	2	3	4	5	
Not at all relevant for my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly relevant for my institution

23. Using MOOCs for reputation / visibility reasons *

(e.g., student recruitment, marketing potential / reach new student)

Mark only one oval.

	1	2	3	4	5	
Not at all relevant for my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly relevant for my institution

24. MOOCs as innovation area *

(e.g., improve quality of on campus offering, contribute to the transition to more flexible and online education, improve teaching)

Mark only one oval.

	1	2	3	4	5	
Not at all relevant for my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly relevant for my institution

25. Responding to the demands of learners and society *

(e.g. responding to the demand of open education in society)

Mark only one oval.

	1	2	3	4	5	
Not at all relevant for my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly relevant for my institution

26. Please add other important objectives for your institution's MOOCs

(or if you plan to offer one)

Stimulation of the use/uptake of MOOCs

Collaboration between European HEIs, governments and civil societies seems to accelerate the development, delivery as well as the use/uptake of MOOCs. But this seems to differ between countries and regions.

27. Are there any policies and strategies in your region regarding MOOCs? *

If yes, could you please describe them and provide information about this? Do you participate in this? If not, what are the main reasons why such a policy – strategy is not in place? Examples of such policies are: regional or governmental initiatives that promote the development and/or use of MOOCs ; specific frameworks for MOOCs as part of a systemic policy for OER or Open Education, etc.

28. What are the main barriers that prevent a mature uptake of MOOCs? *

E.g., the educational system, lack of funding, study awards, recognition, legal barriers, etc.

29. In your opinion, what would boost the use/uptake of MOOCs in your region? *

Collaboration on MOOC offerings

30. Below is a list of areas your institution may want to collaborate with other HE institutions. How likely would your institution collaborate on these areas? *

Mark only one oval per row.

	I am not qualified to answer	Extremely unlikely	Unlikely	Neutral	Likely	Extremely likely
Design and development of MOOC(material)s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing and re-using of (elements of) MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on licensing-copyright-copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication, proctoring and certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of each other's MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross institutional programmes (e.g., micromasters, nanodegrees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Analytics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective research (e.g., by pre-/post surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting MOOC offerings on a (worldwide) portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and branding of MOOC offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development/use of a MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Collaboration with other HE institutions

What would be the primary reasons for your HEI (not) to collaborate with others on MOOCs?

32. Outsourcing of services to other (public and/or private) providers

What would be the primary reasons for your HEI (not) to outsource some MOOC services to others like private companies?

Organisation of support services

33. MOOC support in the development and use/uptake from MOOCs *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
can easily be provided by each HEI separately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is best to be done by collaboration in a regional/national support centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is most effectively facilitated by a European MOOC consortium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is best dealt by a global market player	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Support services in Europe(an regions) should be mainly provided by for-profit organisations *

Mark only one oval.

	1	2	3	4	5
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree					

Identification of opportunities and barriers for recognising MOOC-based learning

35. It is essential to offer a formal (ECTS) credit for MOOC completion next to more informal certificates like for example a certificate of participation. *

Mark only one oval.

	1	2	3	4	5
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree					

36. These formal (ECTS) credits should be recognised in formal degree programmes of the institution that offers the MOOC *

Mark only one oval.

	1	2	3	4	5
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree					

37. In addition, these (ECTS) credits should be recognised by other HEIs as well (e.g., as part of joint programmes or virtual exchange) *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

38. It is essential to develop a framework for the recognition of micro-credentials and of (formal) MOOC-credits facilitating their integration in courses and degree programmes *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

39. If so, what are the main challenges for such a framework for MOOC recognition

40. What are, in your opinion, the opportunities for recognising MOOC-based learning

41. What are, in your opinion, the barriers for recognising MOOC-based learning

MOOCs for opening up education

MOOCs started with the promise to open up quality education for all. Open Education has many dimensions (see for example UNESCO-COL publication | <http://bit.ly/2bAQX8L>). One dimension is related to those potentially left behind and as such are related to using MOOCs for social inclusion (for example targeting unemployed, persons with disabilities, migrants and refugees). However, by now it's recognised that special measures are needed to make educational offers like MOOCs suitable for those target groups.

42. What kind of measures for opening up education to those potentially left behind, are in your opinion, essential? *

43. HEIs should develop a policy to open up their educational offer to those potentially left behind *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

44. Collaboration with NGOs and civil society organisations is essential to guarantee the use of MOOCs to those potentially left behind *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

45. My institution delivers MOOCs on topics that are highly interesting for those potentially left behind *

Mark only one oval.

☐ Yes

☐ No

46. If yes, these topics are...

Thank you!

47. Are you available for an additional interview?

Mark only one oval.

☐ Yes

☐ No

☐ Maybe

48. Would you like to receive the final report of this survey?

Mark only one oval.

☐ Yes

☐ No

49. If yes, please provide your email address:

Annex 2: What would be the primary reasons for your HEI (not) to collaborate with others on MOOCs?

- We developed MOOCs in collaboration, it's much more fun and the result is more interesting :)
- Common production of MOOCs
- Copyright
- Reasons regarding competition issues would prohibit collaboration
- Development of new programs (micromasters or equivalent)
- Collaboration is always welcome. Sharing ideas, tips, tricks, support.
- The primary reasons would be to pool resources and utilise each other's strengths.
- International collaboration and branding of the university
- To learn and share the best practices, to be aware of the latest trends in the realm of online learning. Also to belong or develop network on universities/institutions offering online learning – this is important for self-development.
- To share experiences and to learn from best practices of others.
- Sharing costs
- The Finnish Ministry of Education and Culture encourage HE institutions to collaborate with others on education in general. This concerns also MOOCs.
- Synergy, offering flexibility
- Combining resources and staff competences. More visibility
- Cost-efficiency (sharing resources and expertise). Co-operation in creating MOOCs with other institutions.
- co-creating courses
- If the collaboration would somehow utilize our institution e.g. we would be able to market our institution and get new students
- We are collaborating with other HE institutions. If at all, it would be the organizational overhead and pure lack of resources/personnel/time to collaborate in more projects.
- It would be important for HOU to strengthen its position among HEIs in Greece, by exploring its expertise and experience in distance teaching and in MOOCs.
- To support more flexible short courses for campus-based student and to offer pathways to full online and blended degree programmes
- Research on quality frameworks, learning models and data-driven continuous improvements of MOOCs models are field of interest of my institution
- Promoting research on the MOOC
- Collaboration on joint high-quality partnership ventures would be of interest
- highest quality of MOOC
- MOOCs help to increase institutional visibility
- sharing knowledge
- Quality assurance framework
- Project type collaboration, financing
- Translation services
- Too many issues to be agreed between different institutions.
- clear copyright questions
- Sharing experience, new practices

- for example with KTU: using of human and material resources as qualified IT specialists, intellectual resources; blended learning
- clear business case for the investment in this
- collaboration with others reduces costs and can increase quality and makes credentials more easy
- We do collaborate already in many ways with many partners. (1) It is important to work with trusted partners, that is what gives confidence to teachers and students about the quality. (2) we have a MOOCs for SDG's initiative with 17 worldwide (Coursera) partners (3) we collaborate in production and knowledge exchange with several MOOC providing universities in the Netherlands.
- Common research and common funding
- Little previous experience of digital collaboration
- Sharing and reusing content; increase offer
- Creating of a joint degree programme (even nano or small) in STEM
- National project funding for the establishment of a extension school of northern universities: University of Porto, University of Minho and University of Trás-os-montes e Alto Douro.
- win-win situation
- Yes - Multiply potential and cut costs
- Saturated work team; I would need more technical and content staff
- Create better MOOC
- Combining resources is a primary reason for collaboration
- Currently we are having legislative issues (barriers) to be able to collaborate with other institutions.
- Sharing experience
- Competition
- We have already collaborated with Universities of Liverpool and Sheffield on a co-developed MOOC.

Annex 3: What would be the primary reasons for your HEI (not) to outsource MOOC services?

- Outsourcing of services to other (public and/or private) providers
- money ?
- None
- If the responsible people in our organisation have no time for producing MOOCs.
- Independence
- neutral
- Other companies can be used in areas where our institution does not already possess the knowledge, skills or tools required as a cost-saving measure.
- Branding
- Lack of resources
- Lack of resources and money.
- A cost-effective and versatile service with proper tools that support MOOCs
- Cost-efficiency, quality in teaching and services.
- If it would be cheaper for us to offer MOOCs in that way
- We do this, e.g. with our proctoring system.
- On the technical side, we are thinking about going into a technical cloud like Amazon and of course we are using YouTube and other platforms for streaming or communication (Slack, WhatsApp, Facebook, Twitter), but the production of a MOOC must be inside the institution, because MOOC production is like an innovation lab inside the university and you need this know how.
- It is not likely that HOU outsources services to others, as it has the know-how, the people and the finances to develop by itself any aspect of MOOC services.
- For student learning and support services
- As a digital, online University, structured on a research-based psycho-pedagogical and organizational model, we tend not to outsource didactic-related services. Private companies cooperate with us as subcontractors or partners in specific projects/activities, for technical implementations of models already defined at user requirement / functional level, starting from a psychological and pedagogical perspective.
- Additional support services
- Specialist services e.g. translation, video can be more cost-effective if external
- Cooperation, added value
- Better technology (better platform)
- Lack of funding
- To make close relations with private companies
- Visibility, new relations, new practices
- financial, publicity
- Keep control ourselves, so no outsourcing
- We want to do the development ourselves to learn from it for our blended courses.
- "In 2010-2012 we developed a very successful SPOC platform 'Elevate' and have a for over five years experienced with complete Online Education for different institutions. Small group learning and moderation are extremely important for quality of online education.
- 'Elevate' is a private company supported by Utrecht University and Utrecht Medical Institute."

- Only when there is a trusted relationship and shared style and high quality ambitions
- Not considering MOOC as a central part of the course portfolio
- Lack of time to develop content and infrastructure and lack of expertise in offering massive online courses.
- we don't have enough staff and equipment
- No - high costs, lack of control, uncertainty with rights
- Efficiency, cost - but only with very trusted partners.
- Too expensive
- We need to control the quality of content produced
- Again there are several legislative problems that barrier us to collaborate with private companies.
- We would always try to accommodate development internally first.

Annex 4: What are the main barriers that prevent a mature uptake of MOOCs?

- People are afraid of online teaching/learning. The university directors/heads of department/heads of study programs are afraid of and/or don't understand innovation in learning. The teachers are afraid of not being able to control the class anymore. I'm involved in teacher training - teachers are often very very conservative.
- Costs, missing strategy
- teacher do not want their material to be public available
- The main barrier is time / support to create and produce a MOOC.
- funding
- Educational system
- Time needed for creating MOOC. Lot of teachers have quality content to share, but there is needed more support staff which could help teachers to put content together (so it would meet standards of modern e-content).
- lack of time
- Lack of resources (time and funding), lack of management support and belief in MOOCs
- The financial model for universities
- It is a combination of factors; one of the pressing ones is lack of funding and instructional support in creating online courses, as well as problem with understanding of e-didactics: for example, lack of academic research in the field, methodological training, publicity as well.
- One of the main barriers is the recognition of the MOOC students. At the moment there is no easy way of recognizing a MOOC student. Also giving certificates in massive scale, is an obstacle for us.
- small language group in international level, lack of funding
- Mostly lack of funding
- Lack of funding, pedagogical solutions
- Lack of funding as well as lack of other resources.
- Lack of resources (time, money, didactical skills)
- Time allocation, resources, language barrier, irregular offering of studies by mooc-providers
- Finland is a small country and as well our universities are quite small. To design a good mooc needs quite lot of a money. Our universities can't afford to invest such amount of money. Input and output will not be in balanced. There has been discussions between universities to do moocs together perhaps but as well as I know only Aalto university in Finland has made some moocs.
- Lack of funding, doubts about the verification of credits, recognition
- the educational system, lack of funding, lack of resources
- Lack of resources, recognition and legal barriers
- Will our effort/resources put into offering MOOCs pay back
- Lack of funding and time for teaching in MOOCs (teachers who teach in MOOCs need to be paid and they should also be allocated time for coaching in MOOCs, teachers in MOOCs are often the same persons who teach in university courses)
- lack of funding
- Lack of funding, recognition correspondence between ECTS and workload / contact hours in moocs

- If you define a "mature uptake of MOOCs" as turning MOOCs into an alternative to conventional studies at a university, then I would say that it's a combination of the educational system, unclear recognition of certificates and legal barriers.
- However, I do not see why MOOCs should try to compete with regular studies at a university. At least in many parts of Europe, where regular studies are affordable I do not see this as the direction we should head for. I'm pretty sure, and that's also the feedback we get from the learners, that those who participate in the MOOCs are not interested in that. They like the combination of high quality content with a less formal format, the flexibility, within the given timeframes and the nice certificate (although they know that the recognition of this certificate is not granted and depends a lot on the person/institution, which has to credit it somehow, e.g. a university's study office or an employer).
- Of course the production costs and the federal education system in Germany. MOOCs or digital education overall need a concentration, but the 600 universities in Germany don't cooperate and each university for themselves is too small for a MOOC platform.
- The mindset of educational leaders! The uptake of MOOCs is considered as a threat to formal higher education or, at least, as an unknown territory which cannot be included in the priorities of HEIs. But it is true that the recent financial situation in Greece has its impact in higher education and is a real negative factor for the uptake of MOOCs.
- Lack of funding, lack of standards and national and European policies
- The main barrier is lack of funding for recognition of online learning delivery models for generally in Ireland
- Organizational models. Traditional universities don't have organizational models designed for online learning, so design and production of online courses is still a barrier; it leads to cheap executions or to stop after piloting some online learning initiative such as MOOCs; professors involvement can be a barrier in traditional universities;
- Business models. Above all, sustainability. For an online university as UNINETTUNO is clear to define a "freemium" model, letting people access selected contents for free, but asking them tuition fees when they look for (human) tutoring and ECTS credits. For traditional universities, this could be more complicated.
- Credit recognition in formal programs. Despite the abovementioned guidelines document produced by Rector Conference, there isn't a shared framework at national level for MOOCs recognition in formal programs.
- the educational system
- lack of funding, acceptability of open education, certification recognition
- Lack of funding; Credentialing + recognition; Lack of awareness of MOOCs
- lack of funding, recognition
- small country, few learners, easier just to come to university
- Study in Lithuanian language
- recognition
- educational system
- human resources
- lack of funding, skills
- lack of funding
- Lack of funding, strong classical traditions of learning
- Lack of funding and conservatism of HE.
- Recognition

- Lack of funding, languages barriers
- Lack of funding
- Lack of funding and not enough good practice examples
- Teachers do not believe in MOOC quality and their needs in traditional studies.
- most important - recognition and the next one -lack of funding
- the lack of funding
- lack of funding, study awards, recognition
- I think educational system, lack of funding.
- Would not speak of barriers. It is part of our mix of offerings, and that is fine as it is.
- lack of time of the teachers to develop MOOCs
- Quality pedagogy of MOOCs is depending of the amount of moderation.
- With MOOCs it is not possible to provide response/feedback to individual students.
- Developing MOOCs is very expensive and there is no business case
- Credentialing is a problem
- On campus students mainly prefer f2f education. So a MOOC is extra for the teachers institute. We also notice that students have more interest in MOOCs when they can get EC's for it. When we started to develop MOOCs, we did not focus on MOOCs covering an equivalent of campus course, so most of our MOOCs cannot be used for EC's.
- The same as for OER (see recent study of Ben Janssen and myself)
- A mix of everything. There are no drive towards "MOOC" as at strategic category anymore. MOOCs are one of many mediation-methods towards a mixed group of students and learners to meet the demand for quality and flexibility of higher education research and teaching.
- Lack of funding and insight, legal barriers and business models
- Academic culture
- I would rather list "soft barriers" rather than institutional ones, such as not much enthusiasm among the authorities, lack of vision, lack of knowledge on what it really is, lack of time (complicated legal settings of HE that are ever changing etc.)
- the educational system,
- Lack of recognition, funding. Not enough content production and interest of teachers.
- Educational system, lack of funding, legal barriers
- Lack of funding
- Recognition
- the lack of knowledge what a MOOC is / the credentials
- Instructors Fear to be dismissed
- Lack of funding, study awards, recognition
- La falta de apoyo institucional
- Lack of funding
- Recognitio
- Economical directives
- Funds
- Lack of national guidelines and incentives. Legal barriers - universities are not allowed to charge fees for certification etc.
- Recognition, lack of re-funding of courses
- Legal barriers and administrative system
- Lack of funding, lack of understanding regarding importance of openness in education, lack of online learning and teaching experience, lack of technological support

- Recognition problems
- Technology barriers
- Recognition, legal barriers
- lack of knowledge,
- The main barrier of MOOCs for our university is the educational system and student involvement. Students don't want to participate in online courses.
- They have not yet found their way into the mainstream academic curriculum
- Lack of experience with online learning.
- credit transfer and credit accumulation
- Resourcing - finding the time in busy academic schedules to accommodate the shift in thinking required from campus based to online learning and teaching delivery.

Annex 5: In your opinion, what would boost the use/uptake of MOOCs in your region?

- If the Austrian ministry would support the creation of MOOCs financially. It did so for e-learning about 10 years ago and this had a big impact.
- university-wide commitment to MOOCs
- interest to increase visibility
- If there are more institutions offering MOOCs to come upon with a pull situation caused by students (i.e. students demand)
- funding and training
- Modular education
- Good methodology, checklists and how-to-do materials, tutorials, more staff to help teachers with content creation. Series of trainings and production of supportive materials are planned on 2018.
- the support of the leadership
- Governmental and regional objectives to increase online learning offers, including allocation of funding
- A national strategy and another financial model
- Availability of funding, support in creating/designing courses (availability of manuals, templates to create the course as well as involvement of instructional designers).
- We would need an automatized student recognition system and automatized student data system for MOOC credentials.
- funding, cooperation
- We are not so familiar to use MOOCs (question about quality of MOOCs)
- Financial support
- If one or more MOOCs were part of compulsory university studies or if MOOCs are part of entrance examinations to universities.
- Sufficient resources for developers
- Policy, systematic offering of mooc-studies by the providers
- It is difficult to say.
- Spreading information more efficiently, making benefits of MOOCs visible
- Availability of video production support and facilities for teachers. Strategic collaboration of several educational institutions in Tampere region.
- The changes in attitudes, awareness and know how
- special project financing
- MOOCs will certainly be taken if MOOCs would be offered.
- more funding
- Making MOOCs eligible to replace current parts / courses / modules of the curriculum.
- Publicity. In the case of our very introductory linux course, e.g. a short notice on heise.de brought us about 5,000 new users almost overnight. In my opinion, the worst thing that can happen to MOOCs is that they are getting institutionalized, formalized, and over-regulated.
- A central independent new organisation for free education could offer new digital education courses. But this cost a lot of money. The old universities could not invent such a new platform. Germany need a new concept with a digital strategy not only for MOOCs, it need it for digital certificates, Badges, OER and much more like videos, webconference etc.

- It is important to find the resources, human and material, to develop some valuable first MOOCs (eg 10-15 of them) in the Greek academic landscape, to advertise them, and use the media and role models to enhance the learners' experience with MOOCs.
- Certification of completion
- A more inclusive funding model which recognises online modes of delivery alongside of more traditional campus-based education
- From the student perspective, MOOCs are being used since their introduction at global level, both for personal development and for technology-related training for free (when they were actually for free).
- From an institutional perspective, a clear framework on MOOCs quality standards foreseeing their recognition as credits in formal degrees, university masters or short programs can be a success factor.
- External stakeholders involvement, for example tech companies providing their expertise in defining the needs to be addressed and competences and skills to be the focus of new MOOCs, can boost universities' involvement in MOOC production and delivering and increase the number of students participating in MOOCs.
- The marketing
- certification recognition
- Specific institutional frameworks for OE; recognition of teacher input to MOOCs
- special funding for creating and delivery of MOOCs
- Study in other language
- recognition of MOOC certificate
- funding
- strategic decisions and financing
- clear vision, funding opportunities
- to get a funding for these programs
- New initiatives, funding
- Special fundings and HE institutional engagement.
- Recognition
- Improvement of digital competence
- Special funding programmes
- Pilot projects which helps clearly indicate benefits of MOOCs
- Cost, language, teachers are very busy.
- legalization and recognition
- financing, recognition
- recognition of courses (especially for students), marketing
- I can not answer.
- Should not be boosted
- Less work pressure on the teachers.
- collaboration with partner institutes with high educational standard
- Microcredentialling
- Use is in our institution not such a problem; publishing is.
- Cooperation between educational institutions and public / comercial busenes
- An understanding of how MOOCs can create more flexible, scalable and transparent courses for a larger group of students
- Management interest and engagement on top level at the university

- Recognition of MOOCs on the wide scale by the leading universities.
- Providing the wider access to knowledge, education and MOOC courses.
- Funding for content development
- Certificates recognition
- Funding and legal recognition.
- Recognition
- improve basic education
- Information and Regulations (ex., that a teacher is forbidden to be substituted by an instructor in a mooc
- With official recognition for both students and teachers
- Más difusión, reconocimiento de créditos,, reconocimiento institucional
- More resources for MOOC development
- Fine
- Economical directives
- Funds
- Resolution of the barriers stated in previous answer.
- MOOCs are not well known among non-academics. More media coverage is needed.
- MOOCs offering credits
- We are a leader depended culture. So, if the decision makers (administrators) launches initiatives and provide some resources, all the universities might start MOOC initiatives. So convincing decision makers, such as Higher Education Council in Turkey might help.
- Recognition of courses
- Nothing
- recognition, quality of the MOOC content
- training the desicion makers for moocs advantages
- We need to ready students for this type of learning environments. Because of the Turkish educational system, they are not good self learners. Students used to just memorize subjects. We have to overcome this problem with a solid educaitional system change.
- Greater openness to credit-bearing MOOCs
- a marketing budget
- accreditation
- A solid business case.

Annex 6: What are the main challenges for such a framework for MOOC recognition

- When we offered our cope14 and cope15 MOOCs I spoke with all teachers individually to convince them to give their students some freedom and let them learn in the MOOC without control from the teacher ("emergent learning") - so the main challenge: how to convince the teachers?
- The willing of cooperating companies
- Validation of exams/evaluation
- Quality assurance of MOOCs
- The national educational system
- Synergising working load as well as the content and fit of a given MOOC with the portfolio of already existing courses among partner universities.
- Different university cultures
- Consolidating the different objectives, demands of curriculum, crediting systems etc. of different institutions to enable transparency and credibility
- The recognition should be a part of a local curriculum planning in universities.
- The content is probably a bit different in different MOOCs even though the subject would be the same.
- Normally is just doing, because each university has a process and a admission board. After Lissabon everything must be there. But the members of the board must know that MOOCs are existing.
- The main challenge and prerequisite is the development of a QA framework for MOOCs.
- Moocs should be designed with clearly specified learning outcomes and a robust certification methodology
- Any such framework needs to have international not just regional recognition and status
- ECTS credits got to be provided after a final exam performed or in a real environment (not online) or through totally secure online systems.
- Variety of MOOC-based credentials + their quality remain barriers. Difficulty of examining students at distance / proctoring systems not fully reliable
- more students
- To promote recognition of national quality assessment institutions
- To prepare and to sign common declaration about MOOC recognition
- Institutional financial interests.
- European Commission strategy
- legal documentation in institutional and national level
- legalization, solutions on assessment forms to be accepted
- Legal regulation, different per country
- how to validate that the learner masters the content of the MOOC
- the quality standard of HEI differs and that makes recognition of micro-credentials very difficult/impossible
- It's not the MOOC alone: we only recognize with additional on campus proctored exams and sometimes extra assignments before recognizing the MOOC for EC's. So the framework should include the extra assessment.
- It is a question of willingness to carry out this change

- HE fears that will lose students especially for the courses that are better somewhere else and that students will only claim degrees. Which is financially threatening public HE (financed among other per student).
- A system of certificate validation
- national policy
- Costs, weak technologies, teachers protest
- Developing standards
- Methods for secure identification of MOOC students
- Economic feasibility, establishing official recognition
- Administrative tasks
- Shortage of understanding about importance of openness in HEI among decision makers, lack of legislations.
- Excessive regulation and quality assurance
- Getting assurance that the same levels are recognised the same way across differing HEIs. Exactly the same as CATS.

Annex 7: What are, in your opinion, the opportunities for recognising MOOC-based learning

- Today students are more heterogeneous and every student needs individual support - integrating MOOCs into a study program would broaden what can be learned. By the way: a very nice service would be to help teachers choose which MOOCs to use for their students
- to get certificates from world known universities
- Offering a brighter range of knowledge
- Lifelong learning
- Flexible, tailor-made education, learner control and responsibility, the individual's ability to set and pursue own learning goals, motivation and engagement
- That it can be integrated in an ECTS-course
- If the question is related to the implications of recognizing the MOOCs, then this will help students and institutions to add additional expertise that is otherwise not provided or available in a limited scale. If the question is related to creating opportunities for recognizing MOOCs, then one of such possibilities will be to try to find common areas of expertise and synergies in existing portfolio of courses.
- You can study a MOOC in your own schedule and in your own home. You can also choose a suitable time for your studies (daytime/night time). This gives you a flexibility which is missing from on campus studies. You can also choose topics which really interest you. Why should we offer the same training on campus or as an online course if the same topics are already available as a MOOC?
- Opportunities are very good.
- More flexibility for students and the changing working life
- Competences can be acquired anywhere, such as in a MOOC. They can and should be recognized in formal education.
- Opportunities are good, but we need knowledge about offerings, contents and learning outcomes. The recognizing must be done in degree programmes and curriculums.
- Students in MOOCs would be able to gather the whole degree out of MOOCs
- Moocs are courses for opening the universities for new target groups. They are more flexible and innovative like the old curricula.
- The biggest opportunity will be the readiness of HEIs to recognise alternative forms of learning and to integrate them in their programs and titles offering. Another important dimension is the opening to target groups that are not included in the traditional target groups of conventional HEIs.
- Could stimulate Moocs uptake and adoption of Moocs as an essential Lifelong learning tool
- To provide more inclusive and diverse pathways to higher education
- MOOCs will become small building blocks of more wide programs, and this will boost their usage in students of all ages.
- Greater numbers of International students enrolling
- too early to tell
- reaching broader audience
- Qualitative indicators
- Insufficient general awareness and some kind of delay
- Accessibility of learning
- It is not enough clear on this moment

- open discussions with stakeholders, highest level officials taking designs of recognition and legalization
- not short way
- To be able to integrate MOOCs in your formal education.
- it seems impossible to generally recognize MOOC-based learning. It will stay the responsibility of institutions.
- For now: Offer on campus proctored exams in an alliance of trusted partners.
- Strengthen the competency level in all levels of society
- Demands from students.
- flexibility, deslocalization, lifelong learning
- Information and regulation
- Flexibility for students, recognition of lifelong learning
- Reaching outside the national borders
- Easier if recognized universities start recognizing MOOC-based learning
- Reaching out more learners, providing quality professional development to all who needs, developing a learning culture that values the joy of learning and scientific knowledge based decision making.
- The same as recognising any other form of learning.

Annex 8: What are, in your opinion, the barriers for recognising MOOC-based learning

- uncertainty from the teachers' side - at the moment I offer an online training for teachers with the topic MOOC. We discuss how to integrate a MOOC into class - and someone wrote: who can guarantee that the MOOC I want to include in my course will be available in the next years?
- cheating
- The acceptance of the students
- Legal issues
- Lack of transparency, confusion about the actual worth of MOOC learning, lack of confidence in MOOCs
- If it is not integrated in an ECTS-course
- Difference in requirements and course composition, working load
- The biggest barrier is the recognition of the MOOC students.
- There is not any barriers if mooc course is designed so that its learning outcomes fit to students curriculum. Of course we have to have as a higher level institute right to define what are the learning outcomes that should have to fulfil.
- Verification of participants
- Contents and competences achieved in a MOOC are badly described. The MOOC certificate does not describe the achieved competences either.
- The descriptions of the MOOC courses should be good enough. Attitudes must change positive towards MOOCs. There should also be more know how of MOOCs (including management, directors and teachers).
- Institutions are afraid of loosing degree students because of that
- The same problems like any other new certificates from other institutions out from the universities. But this is not a MOOC problem, it is often called a quality problem.
- Negative stereotypes about MOOCs and, more generally, about online HE learning. Also, competition among HEIs and financial barriers.
- Developing a robust certification methodology. Difficulties in microcredential integrating into courses and degree programmes
- The main barrier currently is lack of time to dedicate to this area of work
- Trust and anti-cheating systems for guaranteeing the identity of the student attending and completing the online course.
- Devising quality assessments that work at scale and at distance
- very conservative educational system
- evaluation of learning results
- maybe qualitative certification
- The strong attitudes to classical learning
- Honesty, Student (Teachers) Authorship Determination
- Classic methods looks more convenient for most lecturers and administrative staff. There is not enough developed students motivation system.
- not clear future of the MOOC method usability, missing recognition, forms of exams and assessment
- "issue of bridging informal and formal learning is not addressed sufficiently"
- The great extent of variation between level en quality of MOOCs

- Quality standards for HEI in European countries will be the main barriers and the quality of pedagogy of MOOCs
- online assessment does not yet comply with requirements for recognition
- Traditional ways of thinking
- Lack of vision for innovative teaching / diverse quality of MOOCs difficult to assess without participation /security and user authentication, legal barriers
- legal barriers
- Lack of tutoring
- fear
- See one but last answer
- Distrust of online learning and the authenticity of the user who performs the tests of overcoming
- Identity issues, security
- Quality assurance
- Faculty members can be hard to convince
- Mindsets of the decision makers about openness, lack of legislations and incentives
- The different reasons for developing MOOCs, It is not always appropriate to have a HE level attached to something intended for public engagement for example.

Annex 9: What kind of measures for opening-up education to those potentially left behind, are in your opinion, essential?

- training! workshops, online course to help teachers get to know MOOCs - discussions how to include MOOCs into class. - At the moment I support 3 teachers who are developing a MOOC around negotiating and meetings (in English) - it's a small MOOC, it is built in wordpress, there will be the students of these 3 teachers (from different study programs and different locations at least), less then 100 students, and hopefully there will be some other learners as well. If this works maybe other teachers of my university will try a MOOC as well.
- MOOCs as OER
- free Internet access
- Connection to the internet
- free access, specific supervision
- Not set yet. Too early to tell.
- targetting unemployed
- Communication, support, recognition of MOOCs
- economic accessibility (making sure that course is affordable or even free of charge), flexible schedule, support during learning process, level of sophistication, digital competency of the target group. Also very basics of skills development: intercultural learning, personal communication, tutorials for obtaining a new skill, suicide prevention etc.
- There should be appropriate study support available for potentially left behind students. Some one helping on issues like how to use computer, how to log into internet, how to start my first online course, how to read an academic book/article, how to write an academic essay and so on.
- guidance services
- Open access to MOOCs
- Easy access courses, systematic feedback, digital study counselling
- migrants and refugees
- In Finland, especially more open study opportunities in HE in English
- I think that education in very general level should be opened to those potentially left behind but it is not the higher level institutions only who should do that. To my mind primary and secondary levels of education could promote this kind of social inclusion better than higher level institutions.
- Guidance, information in different forms easily accessible
- No course fees, freely accessible education
- We need knowledge from the needs of support for those groups.
- Finding a way to reach these groups, i.e. with information on courses being offered
- MOOCs should be to some extent free of charge, accessibility matters should be considered (specially persons with disabilities), no former education requirements
- reduced price, grants, enhanced access
- previous knowledge and learning goals
- "First of all it is a question of internet access. Then it is a question of information and encouragement. The courses themselves also have to be suitable for these target groups. However, the mentioned target groups in my opinion are not really target groups. Unemployed can be unemployed for different reasons. An unemployed doctor of biology has probably different requirements than somebody who is unemployed due a complete lack of training or

education. Also someone who sits in a wheelchair has different needs than blind person or someone with mental disabilities. The same for migrants and refugees.

- In my opinion, except for the various disabilities, it basically boils down to those who have some sort of academic background and those who don't. For those who don't, we have to offer courses on a more introductory level. The good thing about MOOCs is that (even if we have a majority of white educated males) there is always a strong mix of backgrounds and those who take the opportunity to discuss in the course forums can help each other to get further."
- First marketing and the university has to go to the new target groups, like Facebook, YouTube and going to schools and much more. Marketing, Marketing, Marketing
- Development of MOOCs specially dedicated to vulnerable target groups; 2) Financial motivation for vulnerable target groups to be enrolled in HEIs (fee waiver, etc.) 3) Participation of people left behind in relevant consultations and decisions.
- Open access to targeted groups funded by national and international initiatives
- Online programmes need to be recognised and funded by governments.
- Orientation tools (MOOCs marketplaces with assessment and recommendation systems).
Accessibility in course and curriculum design.
- Accessibility
- targeting unemployed
- MOOCs for Social Inclusion
- For migrants
- "providing an adequate infrastructure for online education;
- investing in improving teacher quality;
- stimulating the development of the skills required to be successful in learning."
- more information
- motivation
- easy access
- "The one of the main is two-side cooperation"
- Free of charge recognition of learning experience.
- Recognition system
- MOOC
- Mobilizing stakeholders
- a great opportunity to find MOOCs according their needs for social inclusion projects (social inclusion) with intellectual products (OER, MOOC)
- Training, education
- gratis courses!
- The access to MOOCs without having to pay for it.
- learning analytics
- f2f studygroups and tutorgroups.
- Awareness among policy makers and teachers (see recent study of Ben Janssen and myself, commissioned by UNESCO)
- I have not thought about this and have unfortunately no immediate answers
- Free access to courses (not demanding certificate from secondary education)
- localisation of content and delivery (language and tutor's support)
- "technological and ICT competence barriers"
- free enrolment, relevance of MOOC topics
- Development of the autonomy for self-learning

- offering basic / soft skills
- Information, universal instructional design, technological initiatives
- Give institutional and governance value to these courses
- Más difusión
- Better visibility
- Open course resources, more local support, greater awareness among target groups
- National recognition and acceptance
- Promoting content linked to SDGs
- Access to online technologies is an important issue in Turkey, especially for refugees. They have mobile phones, but not other devices and they do not use mobiles phones for learning. In anyway the cost of internet access is a bit higher in Turkey for everybody. So, access to the Internet is a measure. The pedagogical approaches are also an important barrier. Especially in HE, a big deal of professors as well as institutions offers courses or learning resources in a silver bullet (one does fit for all) manner and ignores the importance of individual/cultural differences. So lack of flexibility in learning materials and processes is an important measure too.
- Do not know
- Unemployed, people who cannot do the job they want,
- Yes
- Better promotion of courses; involvement of education providers at a lower level (e.g. technical colleges)
- Better translation of material and syndication to other platforms for free e.g. Amazon for Kindle, Google Play etc.
- Geopricing
- Equality of access, design for mobile devices. Alternative forms of delivery for those who have no online access

Annex 10: MOOCs with topics that are highly interesting for those potentially left behind

- Human rights, Play Video: International Humanitarian Law International Humanitarian
- Not set yet. Too early to tell. Still in dev.
- Civic education
- Studies in language and communication
- study methods/skills
- All basic courses
- IT
- project management
- Our topics mostly are IT related. We offer many introductory courses on, e.g. Internet Security, Privacy in Social Media, Programming, ...
- Refugees, integration, digital literacy, preparation courses
- A MOOC developed in 2017 entitled "Aspects of the refugee phenomenon" was followed by 6,500 students. Only 700 of them were already students of HOU. The vast majority were newcomers to HOU.
- the educational and integration needs of refugees currently residing in Greece (Press Project)
- We offer a MOOC on how to be a successful online learner
- Language/literacy courses.
- Communication; Basic Science; ICT; Philosophy; Literature;
- low skilled adults
- health, Human rights, future food, child development
- "Scholars at risk", "Introduction to Norwegian" "What works-promising practices in international development"
- digital competence and academic writing
- STEM and transversal topics
- Inclusion (persons with disabilities); multicultural
- Psychology of recognition, finding your business, psychology of talent, Russian as a second language, opportunities of online learning
- We are working on the production of courses for refugees, language courses
- Aprendizaje de idiomas
- Statistics with R, Global Health
- Global health, climate change, human rights, gender, ethics, water management
- Language learning (Turkish), science, arts, sports
- Turkish as a second language for migrants and refugees.
- digital skills
- Ageing, cyber security



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