



moonlite

MOOCs for Social Inclusion & Employability

The MOONLITE Meta-MOOC

**A MOOC detailing how to
design and utilize MOOCs for
refugees**



www.moonliteproject.eu



With the support of the
Erasmus+ programme
of the European Union

Editor

Timothy Read

Co-editor

Beatriz Sedano Cuevas

Contributors

Elena Bárcena, Markus Bick, Anthony F. Camilleri, Alastair Creelman, Corina Löwe, Charlotte Traeger, John Traxler, Katerina Zourou, Darco Jansen.

EADTU, ESCP Europe, Knowledge Innovation Center, Linnaeus University, UNED, The University of Wolverhampton, Web2Learn

Document Title	How to design and utilize MOOCs for refugees
Project Title	Moonlite
Grant Agreement No	2016-1-ES01-KA203-025731
Part of Deliverable	O5 report
Work package	WP 5 – <i>Course and learning resources: How to design and utilize MOOCs for refugees</i>
Confidentiality Status	Public

Contents

1 Introduction: why develop a Meta-MOOC?	6
2 The Meta-MOOC: design, development, deployment and publicity	8
3 The Course Modules	14
3.1 Module 0. Presentation.....	14
3.1.1 Course guide.....	14
3.1.2 Overview of the course: Reading	20
3.1.3 The MOONLITE project: Video and Document	23
3.1.4 Module 0 forum.....	27
3.2 Module 1. Introduction to inclusive MOOCs (week 1)	27
3.2.1 Overview of module 1	27
3.2.2 The concepts of migrant and refugee	28
3.2.3 Refugees' challenges and educational needs	34
3.2.4 MOOCs and a sample of MOOCs of potential relevance for social integration and employability.....	36
3.2.5 Basic principles for the development and use of MOOCs for displaced people.....	45
3.2.6 Testimonials of refugees on free online education.....	49
3.2.7 Module 1 forum.....	50
3.3 Module 2. Case studies 1: LNU, ESCP (week 2).....	50
3.3.1 Overview of Module 2	50
3.3.2 Case Study: Linnaeus University (LNU)	51
3.3.3 Case Study: ESCP Europe Wirtschaftshochschule Berlin	56
3.3.4 Module 2 forum.....	62
3.4 Module 3. Case studies 2: WLW, UNED (week 3)	63
3.4.1 WLW scenario	64
3.4.2 UNED scenario	68
3.4.3 Module 3 forum.....	74
3.5 Module 4. MOOC cost-benefit analysis tool (week 4)	74
3.5.1 MOOC cost benefit analysis in terms of their sustainability	76
3.5.2 MOOC sustainability and business models.....	77
3.5.3 Module 4 forum.....	87

3.6 Module 5. Best practices for the application of inclusive MOOCs (week 5)	88
3.6.1 Overview of module 5	88
3.6.2 A synthesis of the previous modules	90
3.6.3 The profile of MOOC participants	97
3.6.4 The design of inclusive MOOCs	103
3.6.5 MOOC credentialisation and recognition	114
3.6.6 Institutional and national policies for MOOCs	124
3.6.7 Final reflections activity	132
3.6.8 Module 5 forum	133
4 Course analyses	135
4.1 Forum analyses	136
4.2 Questionnaire analyses	143
4.3 Course activities analyses	150
5 Conclusions	153
6 References	157

1 Introduction: why develop a Meta-MOOC?

This report presents the activities undertaken in Output 5 of the MOONLITE project (2016-1-ES01-KA203-025731). Given that the underlying objective of this project is to explore the general suitability of MOOCs for social inclusion, specifically for refugees and migrants, then actually producing a MOOC to illustrate the process, is arguably more effective than just talking about how to do it! Such an approach is an example of what is referred to as an “eat your own dog food” exercise¹. As noted in Wikipedia, it is a way to demonstrate the effectiveness of a “product” or service, showing the confidence of the developers, act as quality control, and provide testimonial advertising.

In this case, three MOOCs have been developed. One so called Meta-MOOC, since it is a MOOC that uses the format of these courses to actually present the research undertaken in this project, and two Language MOOCs (LMOOCs), that illustrate the details of how MOOCs can be designed, developed and deployed for refugees and migrants. Specifically, the Meta-MOOC follows the structure of the project and focusses on the application of MOOCs for displaced people (refugees and migrants), their access to employment, and to higher education. After an introduction to the topics being considered here, a contextualization of open and online education for displaced people, related to language learning and employability, is presented. Subsequently, four case studies of this application, undertaken by project partners (ESCP in Germany, LNU in Sweden, UNED in Spain, and UW in the UK) are presented. These studies are very different and reflect the different educational and social panorama present in European countries. This variety is hopefully relevant for the participants in the course, since wherever they may come from, at least one of the scenarios should reflect at least some of the realities of the country in which they find themselves.

Subsequently, a tool for a cost-benefit analysis of the triple-bottom line (economic profitability, social responsibility and environmental sustainability) of MOOC applications is presented. In

¹ https://en.wikipedia.org/wiki/Eating_your_own_dog_food

these difficult politically turbulent times, where the costs associated with the use of open education can be questioned by institutions, it is important to understand the benefits of doing so, in terms of this triple-bottom line, so that such initiatives can be both understood and justified in the context of the mission statements of different institutions. Finally, a synthesis of the best practices of the application of inclusive MOOCs is presented. The arguments and techniques presented in this project are arguably of relevance to broader questions of social inclusion beyond those directly addressed for refugees and migrants. While the focus of the Meta-MOOC is on the design, development and application of MOOCs for displaced people in a situation of vulnerability, it should also be relevant to anyone who wants to develop or use MOOCs in a more inclusive way. As such, the course is intended for a wide social group: teachers, researchers, social workers, educational authorities, people at MOOC providers, associations and foundations, support groups, and other NGOs.

The Meta-MOOC has been run once as an activity in Output 5 of the project and might be run again subsequently. It will however be permanently available as an open educational resource beyond the life of the project, although the course forums will not be monitored since the course is not live. Hence, once the project finishes, people interested in the actual process of how MOOCs can be used for social inclusion, can either enter the course and follow its structure, make use of its content and interactions in the forums, or alternatively, download this report, that contains essentially the same content, but in a purely textual format.

As was noted above, as well as the Meta-MOOC, two LMOOCs have been developed by UNED, as part of their educational scenario for this project, that illustrate the specifics of how MOOCs for displaced people should be structured and undertaken, how the students actually interact with the content and activities in the course, and what they think of such courses. These courses will also be covered in this report.

2 The Meta-MOOC: design, development, deployment and publicity

The first decision to be taken by the group was the name to be given to the MOOC. The name chosen was:

The value of developing and using MOOCs for refugees and migrants in the European context

Subsequently, a design document was prepared collaboratively of the Meta-MOOC, between all members of the project team, detailing all of its functional and structural aspects. It started by indicating how long the course would last, its objectives, overall structure, and the details of each module. In total, there were 6 modules, focusing on a presentation of the course, its educational context and the MOONLITE project; an introduction, in the form of a contextualization of open and online education for displaced people related to language learning and employability; a set of case studies, divided over two modules to provide more time to study them, the application of a cost-benefit analysis tool to the triple-bottom line of MOOC applications; and finally, a synthesis of the best practices of the application of inclusive MOOCs. Every module has its own forum (there is a total of seven forums: one for general discussion and six others, one for each module).

Apart from Module 0, which presented the course, all the other modules lasted one week each. For each module, an overview was produced comprising a list of the topics to be covered, the learning materials that would be needed, the associated learning activities, and a list of the project team member responsible for each part of the module. Having this document helped the team share a common vision of the course and resolve any differences of opinion about how its different parts should fit together and function.

Since UNED was responsible for the Meta-MOOC, its project members provided a series of templates for the different elements of the course and a plan for how they would be developed. For example, what follows in table 1, is an example of a video template used in module 3:

Title	The Scenario at UNED
Actor(s)	Elena Barcena & Beatriz Sedano
Description	The UNED context. Role of RSGs. Design, development and deployment of two LMOOCs.
Type (Interview, Presentation, Webinar)	Presentation
Duration	5 minutes
How it was recorded	Studio UNED
Format	MP4

Table 1. Example video template used for course

Module 0 was designed to help the course students familiarise themselves with the MOOC platform at UNED, Open EdX, how the course was structured, and the study tools available. As will be seen in section 3.1.1, a course guide was provided for this purpose.

While there are many different MOOC platforms available to teachers wishing to develop and run a MOOC, the choice of which they are going to use, is typically not open to them, since it has already been taken by their educational institution. Only in some cases, where teachers do not belong to such an institution, are they freer to choose the platform they want to use.

Regardless of the platform to be used, before a course can be designed and developed, the project team need to be familiar with the idiosyncrasies of the platform to be used together with any limitations it has. For example, in the case of Open EdX, there is no mechanism that tracks whether a student has completely read a document or watched a video. So for the system to track the progress of the student, it is necessary for him/her to indicate explicitly that the associated task has been undertaken. This is done by a tick box that is presented for the reading / watching task for the student to select, as can be seen in figure 1.

Reading Verification
1/1 point (graded)

Please, confirm that you have read this text. Click on 'Yes' and submit:

☒ Yes ✓

Figure 1

Another important factor that shapes the structure of a given MOOC, and what kind of scenarios can be undertaken there, is the type of educational resources and learning activities that the platform permits, and how the students' performance is incorporated into their course grade. It is important that any teacher wanting to prepare a MOOC is fully aware of the range of resources and activities that a platform permits. In the Open EdX platform used by UNED for the Meta-MOOC in this project, the following are available:

- Educational resources:
 - Textual: Regardless of how the documents are prepared, using one processor or another, the final documents are all uploaded to the platform in PDF.
 - Audio and video: The platform is not provisioned to stream large audio-visual materials so all recordings are uploaded to the UNED MOOC channel in YouTube and are linked back to the course.
 - Other external resources: Any external resource can be linked into a course. For example, as part of the collaborative activities undertaken in the Meta-MOOC Google Docs are used. So, where relevant, links to these documents are included in the given course module. However, three things need to be taken into account. Firstly, in order for students to access the external resource, they need to have an account on the service that provides it. Secondly, there is no way to get any results back from the external service that can be evaluated automatically by the platform as part of the students' grade. More is said about this below. Thirdly and finally, unless the students want to set up secondary "anonymous" accounts on these external services (e.g., for Google or

Facebook), then their personal details will appear in any external resource in which they have contributed.

- Activities:
 - Individual: Most activities that are undertaken by the students and logged as part of their overall course progress are individual. These activities are typically reading and watching videos. Core assessment is undertaken in the form of closed multiple-choice tests with questions about material studied in the corresponding module. In order to get a certificate for the course 60% of these activities must have been completed.
 - Collaborative:
 - Forum discussions: the forums are a very important tool within a MOOC, not only for asking questions (either content-based or ones on the functionality of the platform). They are also used to discuss what has been seen in the course modules and talk about topics arising based upon, but not directly related to, issues that arise in the course.
 - Peer-to-peer: there is a special tool for P2P activities, which is used in two phases: Phase 1: a task needs to be undertaken by a student and the results included in the tool. Phase 2: the student is presented with a correction rubric and a link to the result prepared by another student, so that feedback can be given about the task. Subsequently, the students can go back to their original task result and see the feedback provided by two other people on the course.
 - External: any other online tools, such as for example, Google docs, sheets or Facebook groups, can be linked in for the students to undertake tasks there.

It should be noted that the collaborative tasks are important for the students and can greatly help their learning, but are not included as part of the overall course grade. Thus, it is important for students to be aware of the value of undertaking these tasks above and beyond the grade they will receive for the course.

Once the Meta-MOOC had been designed, and the preparatory tasks divided between the partners, the course materials, texts, videos, etc., were developed using project templates, so that all content was both homogenous and also included the relevant open Creative Commons licences. The textual materials are easily prepared using word processing software. The recording of the videos was more challenging and, as can be seen by watching them, was undertaken using a range of approaches from self-recording using mobile phone cameras, through to recordings undertaken by professional video recording teams, either on a HEI campus or in a TV studio.

Once the educational resources had all been prepared, UNED undertook the preparation of the course environment on the Open EdX platform. The general course structure was developed first and then each module. As the course development progressed, partners were able to review it and refinements were made. Given the specifics of the refugee profile, the mobile technology they use, and their often-limited online access, attention was given to preparing as much material as possible for offline use and also the correct deployment of the course on smartphones and tablets.

As is usually the case in UNED MOOCs, the course was structured so that each module lasts one week. There are five main modules (Introduction, Case studies I and II, A MOOC cost-based analysis tool, and Best practices for the application of MOOCs for social inclusion), together with an overview module, that details how the platform works and how the course is structured.

In parallel with the development of the Meta-MOOC, once the starting dates were agreed between the partners, a publicity sheet was prepared, as can be seen in figure 2 below, and all partners undertook a publicity campaign. The information was placed in high visibility locations on the web portal of each partner, shared extensively on a range of social networks, and sent directly by email to over 150 relevant people and groups in a different European country. In order to log this distribution process a shared table prepared, which can be seen in table 2, where all contacts made about the Meta-MOOC could be logged.

MOONLITE member	Country targeted	Institution or professional body targeted	Type of institution (regional- or national- or european- wide	If individual please share e-mail adress (all data confidential)	Date contacted	Reactions / Results
-----------------	------------------	---	---	--	----------------	---------------------

Table 2. Publicity log structure of dissemination contacts made

New MOOC coming soon!

The value of developing and using MOOCs for refugees and migrants in the European context

- For teachers, researchers, social workers, educational authorities, MOOC providers, & people from foundations, support institutions & NGOs interested in the design, development & application of MOOCs for the social insertion, employability & access to higher education of displaced people
- Certified by UNED & free of charge.



Registration open from 14/12/2018 here: <https://bit.ly/2CnXnCy>

Course dates: 8/1-11/2/2019



Figure 2. Meta-MOOC publicity sheet

3 The Course Modules

This course is made up of five modules:

- Module 0: Presentation of the course, its educational context and the MOONLITE project in which this MOOC has been developed.
- Module 1: Introduction. Contextualization of open and online education for displaced people related to language learning, employability, and access to higher education.
- Module 2: Case studies part 1. Analysis of the application of MOOCs for displaced people and students in two European higher education institutions.
- Module 3: Case studies part 2. Analysis of the application of MOOCs for displaced persons in two other higher education institutions.
- Module 4: The application of a cost-benefit analysis tool to the triple-bottom line for MOOCs: economic profitability, social responsibility and environmental sustainability.
- Module 5: Synthesis of the best practices of the development and use of inclusive MOOCs.

Every module starts/includes an overview section with a downloadable document where the contents, materials and activities of the correspondent module are explained.

In the following sections, the course modules are described in detail.

3.1 Module 0. Presentation

Before starting the course, there was a Module 0 with 3 components: the course guide with online information, a document with the overview of the course, and an introduction to the MOONLITE project, in the form of a video and a summary document.

3.1.1 Course guide

The course guide contains five different subsections:

Course menu and structure

In the course menu (the horizontal bar at the top of the screen), you can see the following pages:

- "Home": all the news and general information about the course.
- "Course": links to the course itself.
- "Discussion": forums for communicating with other participants and teachers.
- "Progress": for students to check and control their progress on the course.
- "Resources and Publications": useful resources and publications related to the course topics.

On the "Course" page (the vertical bar on the left-hand side), are the following sections:

- Module 0 (where you are now): Presentation of the course and the MOONLITE project.
- Module 1: Introduction (week 1).
- Module 2: Case studies 1: LNU & ESCP (week 2).
- Module 3: Case studies 2: WVL & UNED (week 3).
- Module 4: The MOOC Cost Benefit Analysis Tool (week 4).
- Module 5: Best Practices for the Application of Inclusive MOOCs (week 5).

Each module is divided into sections and each section consists of a number of activities. In order to advance in the course and do all its activities progressively, a student must always click on "Next" to move forward to the next item. If, for whatever reason, a student wants to review a previous activity, s/he must click on "Previous".

The course is planned to be studied over a 5-week period. Every week the teaching team will focus its activity in the forum that corresponds to each module. However, all modules, activities and forums will be open from the first day of the course for each participant to undertake at their own pace.

This course has four types of activities that are evaluated toward the final grade:

- Reading activity: this consists of reading a PDF text.

- Watching activity: this consists of watching a brief video recording.
- Reading & Watching activity: this is used for sections with different types of activity.
- Questionnaire activity: there are two questionnaires in this course, one to be completed before you start the course, and one at the end, after you have finished it.

Undertaking all these activities counts toward the final certification, so it is very important for a student to click the checkbox after having done each one. Therefore, every time s/he undertakes one of the above activities, s/he should click on the check box underneath and then click on 'Submit', as per figure 3.

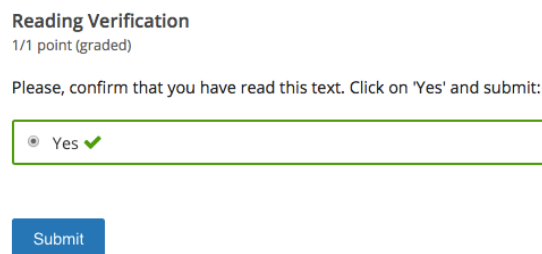


Figure 3. Content verification process

Important: Please note that if a student does not click on the checkbox before clicking on 'Submit', s/he will be scored as if it were an incorrect answer and no further attempt will be provided to try again.

Peer to peer activities

The following information is provided to the students:

A 'peer-to-peer' (generally referred to as 'P2P') activity is a type of activity in which you evaluate the work of other participants in the MOOC and, in turn, they evaluate yours. Although the P2P in this course will not influence your final score and Certificate, we strongly recommend that you do it. Evidence shows that it is useful for learning.

In order to undertake a P2P objectively and accurately, a rubric, that is to say, a series of explicit standard criteria, must be followed. It can be accessed in due course.

If you have never done a P2P activity before, please follow these steps:

1. PREPARE YOUR WORK

You will see a text box stating what needs to be done and the rubric to be used for the P2P assessment. On this platform, these instructions are referred to as a prompt. You must develop your work in the text box underneath called response:

You can save your work and return to it later to complete it or re-edit it by saving it with the Save Your Progress button. Once you are ready to submit it, you can do so with the Send your answer button and move on to the next step. Once sent, you cannot retrieve it again to re-edit it. You only have one submission opportunity.

2. PEER REVIEW

Your work will be assessed by one or two peers. Similarly, you are expected to assess the work of one or two peers. Once you have submitted your work, you will see that of a colleague from the course to assess. To that end, you will have to use the evaluation rubric in the prompt (as you will see a set of criteria have been added to assist you with your evaluation, although not all of them need to be present). This process is completely anonymous. In order to provide more complete feedback, there is an additional text box where you can add any comments you deem convenient, including corrections to your peer's response.

3. HOW DOES THE P2P ACTIVITY AFFECT YOUR GRADE?

This activity does not affect your overall grade. However, it is a very valuable activity since it helps reinforce your learning.

Collaborative activities

The course includes optional collaborative activities that enable students to edit Google Documents in order to build summaries and group reflections. Even though these activities are optional, and do not count toward the final course grade, they are very useful to reinforce learning. It is well accepted that working together on these documents can

harness "collective intelligence" to produce a result that is superior to the sum of the individual contributions.

Furthermore, the final documents produced, after having been edited by the module moderator, will be added to the project website as PDF for open access to anyone interested. It should be noted that contributions are anonymous by default but interested parties can add attribution information if desired.

Forums

Please, read the following instructions on how to participate in the forums in this course:

This course has a total of seven forum. There will be a General discussion forum and six other forums, one corresponding to each module. The General discussion forum is for you to ask questions or make comments about the course in general. If your question is of a technical nature, we advise you to go to the Technical support topic within the General discussion forum. If your question is related to the contents of the course, please use the forum for the corresponding module. All forums will be open during the life of the course.

The module forums are intended for undertaking activities related to the content studied therein, as indicated in the corresponding materials. They can also be used to ask questions or engage in discussions. Every time you have an activity that entails discussion in a forum, you can post your contribution there in two complementary ways: firstly, directly from within the activity; secondly, by accessing the forum in the horizontal menu above in 'Discussion'.

Please, bear in mind the following rules about forum participation:

1. Use the forums properly. You have forums organized by topics (commonly referred to as threads).

2. In order to participate in a given topic, you can either click on 'Add a response' (to reply to the first message in the topic) or 'Add an answer' (to reply to a particular message).
3. Technical support (doubts about the use of the platform, problems viewing the content, etc.) is provided through the Technical support topic. You can see the doubts already solved by other students here. If a query is related to a previous one, but is not completely resolved by the comments made by the students or the staff of Open UNED, it is preferable to add an additional question by clicking 'Add a response' or as comments to an existing message. Only if the doubt or problem is different, should the query be added by clicking on 'Add a post', indicating that the message type is a new question and choosing the Technical Support forum within the Topic area.

Rules to be followed in the forums:

- Write clearly, logically and concisely. Your colleagues are more likely to read your comments. Please limit each comment to a maximum of 200 words.
- Be respectful in the form and content of your messages. Do revise them before posting. Don't worry about making mistakes.
- **DON'T WRITE EVERYTHING IN CAPITALS** because it can be interpreted as shouting.
- Be understanding. It is easy to be misunderstood in written comments especially by non-native speakers.
- Ignore silly responses or personal attacks. If you feel offended by anything please let us know.
- If you see behaviour that is offensive or disrespectful, mark it with the red flag instead of adding your own comment. Teachers reserve the right to remove offensive comments.
- If you like a post, you can click on the green plus.

- Mark with a blue star the forums and posts you are interested in following. In order to receive updates in your email about the posts marked with a blue star, click on the green envelope.
- Write your comments in your own words. If you include a reference to someone else's work/words, include the full reference (author, name of the book, link, etc.).
- Participate in all the forums and keep the discussion alive!

Evaluation and certification

If a student wants to request an official Certificate at the end of the course (with the institutional logo, your full name, course duration and its equivalence as 1 ECTS), s/he will need to complete the mandatory activities, which are the following:

- Watch all the videos.
- Download and read the PDFs.
- Participate in all the forums at least once.
- Contribute to the collaborative tasks at least once.
- Fill out the initial and final questionnaires.
- Make a payment of 15€. It should be noted that the certification of the two Language MOOCs produced in this output of the Project are both certified for free. This is the case because the LMOOCs are intended for refugees and migrants. Since this course is not intended for a vulnerable social group then the same certification fee exists for it as it does for any other UNED MOOC.

Any questions that the students have about the certification, can be raised in the 'Certification' topic of the General Discussion forum.

3.1.2 Overview of the course: Reading

Introduction

As noted above, this course is made up of five modules and requires approximately 25 hours of study time, 5 hours a week on average. The modules are the following:

- Module 0: Presentation of the course, its educational context and the MOONLITE project in which this MOOC has been developed.
- Module 1: Introduction. Contextualization of open and online education for displaced people related to language learning, employability, and access to higher education.
- Module 2: Case studies part 1. Analysis of the application of MOOCs for displaced people and students in two European higher education institutions.
- Module 3: Case studies part 2. Analysis of the application of MOOCs for displaced persons in two other higher education institutions.
- Module 4: The application of a cost-benefit analysis tool to the triple-bottom line for MOOCs: economic profitability, social responsibility and environmental sustainability.
- Module 5: Synthesis of the best practices of the development and use of inclusive MOOCs.

The first edition of this course ran from 8 January to 11 February 2019 as can be seen in table 3.

Module	Study period
0. Overview/introduction (this module)	8 January 2019
1. Introduction	8-14 January 2019
2. Case studies 1: LNU, ESCP	15-21 January 2019
3. Case studies 2: WLV, UNED	22-28 January 2019
4. A MOOC cost-benefit analysis tool	29 January-4 February 2019
5. Best practices for the application of inclusive MOOCs for displaced people	5-11 February 2019

Table 3. Module start dates

Course objectives

The general objectives of this MOOC are the following:

- To help all interested parties gain a better understanding of the nature of the problems that refugees and migrants have to face in the host countries and how MOOCs can be used to help them.

- To familiarize MOOC providers with the learning specifics of refugees, migrants and support groups (associations, foundations and NGOs).
- To help support groups gain awareness of open online education, especially that related to the development of linguistic and entrepreneurial skills.
- To provide a better understanding of how MOOCs are developed/executed and their underlying sustainability/business model.
- To create a dialogue between MOOC providers and support groups around how to exploit open education in the context of higher education institutions for refugees and migrants.

Learning outcomes

Anyone undertaking this MOOC will have learnt and explored the following topics:

- Some basic principles and concepts related to the use of inclusive MOOCs, including conceptual definitions of refugees and migrants in a legal and practical sense, what is the existing offer of MOOCs for refugees and migrants in terms of languages and entrepreneurial skills, and the learning requirements and circumstances of displaced people that need to be considered when developing new MOOCs for them.
- Case studies from various higher educational institutions to explore illustrative examples of the context in which educators might find themselves when considering how to provide inclusive MOOCs for this particular target audience. These case studies highlight the importance of national and institutional policy and the support they may provide for teachers and course designers.
- A MOOC cost-benefit analysis related to different aspects of the notion of sustainability. Such analysis, structured into a triple-bottom line (financial, social and environmental), is fundamental for an institution and related staff to demonstrate the affordability and value that these courses have. This is necessary for the whole initiative to be sustainable and practically feasible in the long term.
- Best practices about inclusive MOOCs: how to acquire knowledge about the different target groups and translate it into an inclusive MOOC design, what existing guidelines and quality frameworks exist for developing inclusive MOOCs, why universities and

organisations may want to consider developing MOOCs, and what different policies exist to strengthen the development of inclusive MOOCs.

Course dynamics

As noted above, the course is made up of five modules. All modules contain textual materials, and all but the first one, videos as well. However, the first and fifth modules are more collaborative than the second to forth, which are more reflexive in nature.

The former two include collaborative activities using Google documents to develop collective summaries and broader conclusions. The latter two include forum discussions around the contents of each module, allowing participants to compare and contrast their opinions and experiences.

3.1.3 The MOONLITE project: Video and Document

The third section of the Module 0 is dedicated to the project and its contextualisation. This section contains a video recorded in UNED TV studios (<https://www.youtube.com/watch?v=fBmHTNSOqCk>) and a document with the project history, objectives and results so far:

Introduction

MOONLITE is a project funded by the European Commission as part of its ERASMUS+ KA203 programme (2016 – 2019; ref.: 2016-1-ES01-KA203-025731).

MOONLITE is an acronym that stands for Massive Open Online courses eNhancing LInguistic and TransvErsal skills for social inclusion and employability.

The project is composed of partners from Germany (ESCP), Greece (Web2Learn), Holland (EADTU), Malta (KIC), Spain (UNED), Sweden (LNU) & UK (UW).

Why did we propose this project?

According to the UNHCR (<http://www.unhcr.org/5b27be547.pdf>), in 2017 (more recent data than those used when we prepared the project proposal but the trends are the same) there were 68.5 million people forcibly displaced worldwide, of which 25.4 million are refugees, 40.0 million are internally displaced people, and 3.1 million are asylum-seekers. This number has been added to by around 44,400 new displacements every day.

As academics with a broad experience and long history of open education we perceived the value that Massive Open Online Courses (MOOCs) could have for this community to help them gain some of the basic knowledge, training, and skills, that they might be useful for them to help with social inclusion, employment, and entering into higher education.

Objectives of the project

The MOONLITE project aims at developing cross-national cooperation to explore larger-scale uptake of MOOCs in Europe. While the offer of MOOCs increases, it remains (1) unclear how the skills acquired via those MOOCs are recognized and (2) how those MOOCs can be used to enhance skills needed by disadvantaged populations to foster their social inclusion.

Specifically, each of the partners from higher education institutions (HEIs), namely ESCP EUROPE, LNU, UNED and UW, implement different scenarios as pilot-projects, within the scope of the project.

As such the MOONLITE project encourages the use of open online learning to

- Widen and improve the HEIs teaching for registered student, refugees and migrants;
- Create new educational pathways for refugees/migrants and;
- Build entrepreneurial and language skills among those groups;

As well as addressing the general question of how open learning can be used to support refugees and migrants, a range of specific problems and issues are targeted within the scope of the project to explore and detail the most effective way that this process can be undertaken, namely:

- Reflect and adapt the project objectives to the educational and social realities in different HEIs.
- Explore the problem of the recognition of the learning undertaken in MOOCs and how certification can be undertaken and credits can be awarded.
- Develop a tool that enables the costs and benefits of the application of open online education to be specified.
- Establish a series of best practices for HEIs, MOOC providers, and refugee support groups, regarding the use of these courses for refugees and migrants.
- Given that mobile devices are the main computer tool that this community have, it is necessary to explore how mobile learning can be used for the deployment of these courses, even in circumstances where low intermittent network connections are the only ones available.
- Typically, most MOOCs are not available to students all the time, there are specific registration and course execution times. How can this problem be overcome?
- How to overcome the learning styles of refugees and migrants, that may follow an oral tradition, with resistance to open social learning, and with the presence of language difficulties.

Project Outputs

The project has a total of five outputs.

1. A report on MOOC strategies of European institutions.

The report presents the results of a MOOC survey amongst European Higher Education Institutions conducted from 2016–2017. It also discusses some initial trends in European MOOC strategies based on similar surveys in 2014 and 2015. It is available here: <https://goo.gl/8ejMm1>

2. A report that considers how MOOCs can be used by refugees and migrants to access and progress in higher education and the employment market.

The report explores the paths that ease students and refugees' access to Higher Educational Institutions (HEIs) and/or to the labour market. After having identified the appropriate path, each partner HEIs implements its scenario in its institution. The report is available here: <https://goo.gl/my1rCp>

3. The development of a cost benefit analysis tool

The tool should serve to inform institutional leaders as to the cost-effectiveness of implementing MOOC programmes within their institutions and give some guidelines on how to assess the effectiveness of their implementation.

At the moment it is work in progress. It is due to be released by December 2018 (details to appear on project website)

4. A MOOC for refugee support groups, MOOC providers, HEIs, etc.

This MOOC has been developed to turn the project reports and tools into tutorials, videos, slide sets, etc., to help interested parties understand the realities presented therein. This course will engage MOOC providers and

refugee support groups and will also integrate the outcomes of discussions, new ideas and collaborations.

A report proposing a viable role for MOOCs in European HEIs: the vision and some key recommendations.

5. The final project report will present a set of guidelines for policy makers at university level and at regional/governmental level how to maximise the potential of MOOCs for the educational system and for society. This report is due by September 2019 (details to appear on project website).

3.1.4 Module 0 forum

The students are provided with the following indications on using this forum:

To get things going, please use the forum topic below to introduce yourself and tell everyone what your interest and experience are in the field of open online education for displaced people, why you have decided to do this MOOC, what you hope to learn here, and how you plan to apply this knowledge in the future.

3.2 Module 1. Introduction to inclusive MOOCs (week 1)

3.2.1 Overview of module 1

In this first week, the students will learn the underlying principles and concepts necessary for inclusive MOOCs. This is necessary to understand the subsequent contents of the course: the case studies, the cost-benefit analysis tool, and the subsequent set of best practices.

To this end, they are provided with the the following text:

Introduction

Overall study time module 1: 5 hours on average Duration: one week (8-14 January 2019)

Learning outcomes week 1

In this first week you will learn some basic principles and concepts related to the use of inclusive MOOCs, specifically:

- How to define the concept of refugees and migrants in a legal and practical sense.
- What are MOOCs and a sample of MOOCs of potential relevance for social integration and employability.
- The learning requirements of refugees and migrants that need to be considered when developing new MOOCs.

Overview learning activities

This module is clustered into different topics. Learning activities during the module are split into reading exercises, discussion tasks, and a productive collaborative task. Regarding the latter, all MOOC participants will collectively work on a document providing additional information and data on these topics. If enough data and text is provided, the document will be transferred in a collective publication.

In summary, Module 1 will be organised as presented in table 4.

Topic / supporting document	Learning activities	Average study time
0. Overview/introduction (this doc)	1 reading exercise	10 minutes
1. The concept of migrant and refugee	1 reading exercise 1 forum discussion	50 minutes
2. The challenges and educational needs of displaced people	1 reading exercise 1 forum discussion	50 minutes
3. What are MOOCs and a sample of MOOCs of potential relevance for social integration and employability	2 reading exercises 1 forum discussion	50 minutes
4. The need for inclusive MOOCs	1 reading exercise 1 forum discussion	50 minutes
5. Testimonials of refugees on free online educational experiences	1 watching activity 1 forum discussion	50 minutes
6. Collaborative reflection on topics 1-5	1 productive task	60 minutes

Table 4. Module 1 organization

3.2.2 The concepts of migrant and refugee

It is important that the students on the course understand the relevant terminology, i.e., what is the difference between migrants and refugees.

Definitions

The legal definition of refugee is as follows:

A refugee is a person who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country, or to return there for fear of persecution" (UNHCR 1951 Convention relating to the Status of Refugees and 1967 Protocol).

The terms refugee and migrant are often confused in public discussion. According to United Nations High Commissioner for Refugees (UNHCR) the main difference is:

- Refugees leave because of political reasons, or the threat of persecution and cannot return safely to their countries unless there is a change in the situation.
- Migrants leave their country voluntarily to seek a better life for economic/financial or personal reasons. If they come back to their country they will continue to receive the protection of their government (UNHCR, 2007).

Refugees are entitled to receive ‘international protection’ given by “properly functioning government”. The act of crossing a border is one of the key triggers for setting the machinery of ‘international refugee protection’ into motion.

UNHCR refer to 'refugees and migrants' when referring to movements of people by sea or in other circumstances, where both groups may be present. The term 'refugees' is used when referring to people fleeing war or persecution, who have crossed an international border. The term 'migrants' is used when referring to people who move for reasons not included in the legal definition of refugee (UNHCR, 2015:

<http://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>).

The IOM (International Organization of Migration) defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is. IOM concerns itself with migrants and migration related issues and, in agreement with relevant states, with migrants who are in need of international migration services (IOM, 2011).

Despite the legal definitions there is a lot of ambiguity about migrants/refugees because of restrictive refugee and migration legislation, sometimes due to political interests. International migration is a very wide umbrella concept because it includes very different profiles: displaced or refugees; people looking for jobs with little qualification; workers with high qualification looking for better jobs; retired people changing their place to live, etc.

Categories of Refugee

(IOM, 2011: <http://www.epim.info/wp-content/uploads/2011/01/iom.pdf>)

- De facto refugee- Persons not recognized as refugees within the meaning of the UN Convention Relating to the Status of Refugees, 1951 and Protocol 1967, and who are unable or, for reasons recognized as valid, unwilling to return to the country of their nationality or, if they have no nationality, to the country of their habitual residence.
- Refugee in orbit: Refugees who, although not returned directly to a country where they may be persecuted, are denied asylum or unable to find a State willing to examine their request, and move or are moved from one country to another in a search of asylum.
- Refugee in transit: Refugees who are temporarily admitted in the territory of a State under the condition that they are resettled elsewhere.
- Refugee *sur place*/in situ: Persons who are not refugees when they leave their country

of origin, but who become refugees (that is, acquire a well-founded fear of persecution) at a later date. Refugees sur place may owe their fear of persecution to a coup d'état in their home country, or to the introduction or intensification of repression or persecutory policies after their departure. A claim in this category may also be based on bona fide political activities, undertaken in the country of residence or refuge.

- Refugee prima facie: Persons recognized as refugees, by a State or UNHCR, on the basis of objective criteria related to the circumstances in their country of origin, which justify a presumption that they meet the criteria of the applicable refugee definition.
- Refugee mandate: A person who meets the criteria of the UNHCR Statute and qualifies for the protection of the United Nations provided by the High Commissioner, regardless of whether or not he or she is in a country that is a party to the 1951 Convention or the 1967 Protocol, or whether or not he or she has been recognized by the host country as a refugee under either of these instruments.
- Refugee status determination is the process (conducted by States and/or UNHCR) to determine whether an individual should be recognized as a refugee in accordance with applicable national and international law.

Education for social inclusion and employment

To accelerate employment amongst refugees, European countries in general offer integration 'courses'. Those courses are designed to facilitate the assimilation of approved refugees, helping them to obtain necessary linguistic skills, as well as softer cultural skills and understanding of their host country. Such courses include cultural "orientation" units introducing European / national society and culture, as well as contact hours of language instruction. Most language certificates are minimum level - A1 or A2 of the Common European Framework of Reference for Languages (CEFR). However, low pass rates for integration courses and the CEFR language certificate are reported. In the Netherlands for example about 50% passed the first exam², and two-third chose the minimum level although many have a

² In the Netherlands newly arrived migrants can select those integration and language courses out of a number of 'recognised' providers. They get max €10.000 as a loan – and that will be a grant if they pass the exam within

completed a secondary or even tertiary education. Most of these course are face-to-face and only limited online tools are used (only Skype sessions).

Online learning, and perhaps MOOCs, can be used as part of these integration and basic language courses. On one hand they can function as additional support (by specific apps and as online courses/MOOCs). On the other hand MOOCs might be used as a formal part of these integration courses. This however requires that they are used and recognized by the providers of those integration and basic language courses.

MOOCs in further language education

In addition, job-related language training courses are offered for refugees. The goal is to help trainees improve their language skills in order to graduate from vocational training programs, or gain subject-specific language knowledge. The language skills required for these programs go beyond the standard integration courses – applicants must demonstrate language skills at B1 CEFR level in order to be admitted. However, for B1 language courses also low success rate are reported (below 60% Germany).

Recognition of MOOC-based learning in degree education

Haywood et al. (2015) stated that “The possibility of gaining credit from study on a MOOC does exist, but to a limited extent.” And that “MOOCs and other open education appear to be viewed by QA agencies as primarily the responsibility of the institutions offering them as they do not lead to a degree, or to ECTS credits.” Over the past years, this has changed drastically as most MOOC providers are now offering the possibility to get a credit to their course offering.

Moreover, those credits are increasingly recognised as part of formal degree programs. One example is the MOOCs for Credit initiative in which TU Delft for example gives opportunities to students to follow a MOOC from other partner universities in their virtual exchange program.

Another example, relevant for migrants, is the case of KIRON and their recognition options of MOOC-based learning. Kiron is not a recognized university in Germany and does not award

three years. Research tells us that that refugees choose the most easy level although many have a higher education background in their country of origin. Success rate on an exam varies between 5% (Eritrea), 9% Ethiopia to 50% (Syria).

degrees. But 22 partner universities in Germany and other countries currently allow Kiron students to transfer into their degree programs, usually after completion of four semesters of study at Kiron University.

MOOCs in continuing education

Online education will upscale the area of continuing education (CE) and continuous professional development (CPD) by offering flexible courses and programmes with a larger outreach responding to the needs of learners at work, who face longer careers and career shifts. MOOCs are seen as the flexible provision to address a number of actions in the new Skills Agenda for Europe. Moreover, they are already used for training in topics and skills related to Skill shortages and gaps in European enterprises (CEDEFOP) and strongly contribute to the “e-Skills for Jobs” campaign of the EC. As such MOOCs provide a good alternative for various groups including migrants.

In this context it is not only credit given to a single MOOC that is important. Many MOOC platforms offer various short learning programmes (SLP), such as nanodegrees, micromasters and even full online programmes including credit to those programmes. SLPs are organized around a specific topic, responding to the demand of large numbers of students for a shorter study and to immediate economic knowledge and skills requirements in enterprises, to cultural, social and environmental needs and personal development in society. They vary in the number of credits (largely between 5 and 60 ECTS). To be effective, SLPs must be developed in a coherent design with specific pedagogies, adapted to the target groups envisaged and preferably in collaboration with stakeholders (companies, innovation managers, etc.). SLPs can be taken in combination with a job at all stages of life and could be an alternative path to employment for many refugees. It is vital, however, that SLPs lead to credible qualifications (e.g. certificates, diplomas), corresponding to the EQF (European Qualification Framework). In this way online/blended SLPs are flexible and scalable to serve large numbers of learners, which is necessary to close the knowledge and skills gap in Europe. It is important that SLPs are regarded as building blocks to formal degrees. Students should be able to integrate credits obtained by SLP modules and courses as building blocks in broader degree programmes. If SLPs are not

recognised appropriately, students might be afraid that it is not valuable or less valuable. Recognition should build trust both on the labour market and in academia.

3.2.3 Refugees' challenges and educational needs

When considering how open education can be used to support refugees, it is important to understand the specific challenges they have to deal with.

Introduction

Thanks should be given to the following people, who have provided the rest of the text in this section, in a series of interviews undertaken by project members:

- Suhayl Chettih, Ideas in Motion, Project manager
- Alix Creuzé, The French Institute of Madrid, responsible of pedagogical innovation
- Victoria Khraiche Ruiz-Zorrilla, Association of Linguistic Integration for Migrants in Madrid (ASILIM), Association Secretary and Coordinator- teaching training courses in Spanish as a foreign language for migrants and refugees.
- Elin Lindkvist, collaboration coordinator at the office for external Relations at LNU. Elin coordinates the integration network for our university and the region we live in. She has contacts with refugee organisations on daily basis and a profound knowledge of the situation of refugees and their needs.
- Biljana Papic, Arbetsmarknad Vuxen, administrator supporting integration into the labour market
- Ronny Röwert, formerly at Kiron Open Higher Education as responsible for academic partnerships

Several challenges and needs were highlighted that refugees face once they arrive in their host-country. Firstly, refugees lack understanding for the host-country systems (e.g. daily life, regulations, job market, recruitment process, system of application, financial support, HE system...). Secondly, refugees lack linguistic skills, which are in most European countries a pre-requisite for entering the job market and/or the HE system. Thirdly, they encounter important cultural challenges, having no previous knowledge in the host-country culture, and lack social contact with local people. Fourthly, they have difficulty getting their knowledge and

competence recognized.

Psychological challenges

Victoria Khraiche Ruiz-Zorrilla from the Association of Linguistic Integration for Migrants in Madrid (ASILIM) is the association founder and coordinator of linguistic programmes. She explained that refugees have difficulty with discipline, consistency and motivation because most are experiencing a stressful situation (and, a lot of refugees are on medication). Some of them came from the “Dublin Regulation process” and do not want to stay in Spain. Ronny Röwert, added that “refugees face important uncertainty because of their insecure situation in their host-country”. Those dimensions have to be taken into account when working with refugees.

Educational needs

Suyhal Chettih, project manager at Ideas in Motion, explained that most of the refugees that he is working with, experience difficulties linking theory with practice. The refugees might be overwhelmed by “too” theoretical teaching. Furthermore, in some countries such as Sweden, the lack of flexibility of the system makes it difficult for refugees to access HEI, especially as a good level of Swedish is necessary before being able to access the HE system.

Our refugee experts recommended offering personalized advice and supporting refugees by finding the appropriate study track. Victoria Khraiche Ruiz-Zorrilla named several initiatives that respond to refugees’ educational needs: “welcoming plan, study groups (collaborative work with other students), practical learning, specific places for studying (e.g. libraries), timeline flexibility, teacher support and constant feedback, and structured work in short and frequent sessions”.

Recognition of qualifications and legal obligations in the host- country

Ronny Röwert declared that “refugees experience difficulties to get their academic background recognized by European HEI” (Ronny Röwert). Further challenges have been mentioned by our refugee experts such as the refugees’ daily administrative obligations and meetings with the host-country administration. Those obligations represent important constraints in terms of time and might hinder their capacity to attend meetings.

MOOCs, suitable for building refugees' skills

Our refugee experts declared that MOOCs are suitable for refugees. MOOCs have the capacity to enhance “social inclusion, academic and work improvement” (Victoria Khraiche Ruiz-Zorrilla, ASILIM), therefore they are very suitable to refugees. MOOCs offer high flexibility and enable refugees to “quickly start” with their study (Ronny Röwert). Furthermore, through online learning “refugees can test subjects and if the topic does not fit them, they can change their orientation quicker than in regular universities” (Ronny Röwert). MOOCs offer cheap courses and are less bureaucratic than courses taken in traditional classroom.

3.2.4 MOOCs and a sample of MOOCs of potential relevance for social integration and employability

By definition, participants in MOOCs are typically heterogenous, with different levels of understanding of the topics to be covered in a given course. Hence, in order to be sure that all the students who are undertaking this course understand the basic notions of MOOCs and those that are already available for refugees, the following text is included.

What are MOOCs?

A MOOC is a Massive Open Online Course. The term was first used by Dave Cormier in 2008. MOOCs enable large numbers of people to combine the advantages of open content and open learning for learning, training and personal development. This educational model attempts to promote learning for a large number of people with a shared interest, by removing initial limits of access and attendance, and in some cases, offer credits and/or certificates at very low cost at the end of the course. MOOCs are having a significant impact upon the online educational community, with hundreds of thousands of people undertaking these courses.

Several different factors have combined to make MOOCs possible. Firstly, widespread access to the Web has become a reality, even in a lot of the vulnerable parts of the world (although not for everyone). Secondly, as potential student (that is to say, people who want to study) numbers increase, possibly to more than 100 million by 2020, it will be impossible to attend the demand in standard universities and other similar educational establishments. Thirdly, in a related

fashion, a large percentage of the potential student community is not sufficiently fortunate to be able to afford the costs of attending university, especially the higher echelon of Ivy League universities, whose entry fees are far beyond what most people can afford. Fourthly, even if money were no object, there is not enough space for such an increase in student numbers and more and more campuses would need to be built. Ironically, as the demand for higher education increases, the competition between universities is ever higher for fee-paying students. As a consequence, the socio-economic divide is growing. The MOOC phenomenon appears to have arisen from these factors. Furthermore, the initial impetus for the initiative has come from prestigious universities, which need to attract new students and find new business models. From this perspective, MOOCs represent a potent publicity vehicle.

Therefore, MOOCs did not just appear from thin air as some new educational revolution but represent a natural evolution of previous initiatives. As such, even though the term MOOC has been coined to describe massive, open, online courses, many do in fact violate at least one of letters in the acronym (leading some authors to argue that the term is spurious, fuzzy or has little value (Hill, 2012). To reflect such differences, a number of related terms have arisen (e.g., TOOCs, SOOCs, etc.). Furthermore, when the term is actually examined, a large number of questions arise regarding whether, or not, a given course should be considered a MOOC: how many students must a course have to be considered “massive”? In what way should the course be open? Could there be quantitative, qualitative, financial, administrative, etc., entrance restrictions for MOOCs? Could MOOCs offer blended training and include face-to-face sessions? etc. Authors such as Siemens (2012) have pointed out that the more we try to define the term, the more open-ended we leave it, and the harder it becomes to differentiate MOOCs from other Education 2.0 initiatives.

In the literature, rather than dismissing MOOCs as an independent concept, some authors have tried to actually classify the different types. For example, Clark (2013) identifies eight types: TransferMOOCs, which are a copy of an existing eLearning course hosted on a MOOC platform, using a standard knowledge transfer (from teachers to students) pedagogic framework (e.g., the courses offered by Coursera); MadeMOOCs, which use video materials that have been carefully crafted in an innovative way, together with assignments that contain more

difficulty for the students (e.g., the courses offered by Udacity); SynchMOOCs, which are MOOCs with fixed start, end, and assessment dates, something argued to help students plan their time and undertake the course more effectively (e.g., by platforms like Coursera and Udacity); AsynchMOOCs, which are the opposite of synchMOOCs; AdaptiveMOOCs, which try to present personalised or adapted learning experiences to the students depending upon their progress in the course (e.g., The Gates Foundation promotes this approach for future online courses); GroupMOOCs, which restrict student numbers to promote collaboration; ConnectivistMOOCs or cMOOCs, as per the original MOOC defined by Cormier, defined above; and MiniMOOCs, which focus on content and skills that can be learned in a small timescale and are suitable for specific tasks with clear objectives.

One of the most important differences found in the literature regarding MOOCs is that between what are referred to as xMOOCs and cMOOCs. The former are similar to standard online courses but with larger student numbers. They represent the great majority of existing courses, since they are quite often launched as a continuation of previous e-Learning courses. The latter (connectivist MOOCs) are based upon principles of learning communities with active users contributing content and constructing knowledge, where the key activities are remixing, repurposing and the co-creation of content and interaction (Downes, 2008; Cormier & Siemens, 2010; Daniel, 2012). xMOOCs promote participant diversity, in the sense of transmitting the same message to thousands, whereas cMOOCs focus more on diversity, with activities and resources developed and distributed in many different ways.

cMOOCs are not run centrally from a single platform but distributed across different ones, so they are difficult to control from an institutional perspective. While they have the advantage (for the users) that they contain open education resources, practices and copyrights, which prevent content from being locked into any particular platform or individual, they make it hard

for a given institution to control the educational process. This has been argued to be problematic when trying to guarantee student development (Brennan, 2014). However, as Macness (2013) notes, cMOOCs facilitate immersion better than xMOOCs, but require their participants to be selective because of the large amounts of complex learning resources generated in the course.

MOOCs are not without their critics, who note problems including the unmanageable size (e.g., how to provide feedback and scaffolding) and heterogeneity of the students (geographically distributed, with different profiles and learning goals), problems of attributing authorship of assessment, and the high degree of student dropout (e.g., Read, 2014), among others. Any academic thinking about preparing a MOOC would need to consider the complexity of the learning materials, activities and infrastructure that are considered necessary for developing the capabilities required in his/her discipline. Experience gained so far is enabling the concept to be refined empirically, by focusing on what works best, in terms of factors such as the average number of hours a course requires, the prototypical profile of the students, etc., as well as basic instructional design issues such as selecting suitable methodology and supporting technology (where options are available) (Martín-Monje, Bárcena, & Read, 2013). It is clear that there are a series of issues that need to be resolved before MOOCs can be seen to play a significant role in mainstream education, such as how to guarantee course quality, how to effectively carry out assessment and certification, what underlying business model can be used to ensure the economic viability of the course, and how advances in both pedagogy and technology can be made the most of in this educational context.

However, regardless of the conceptual and terminological confusion related to these courses, and the problems that still need to be solved, experience shows that they are popular with students, something that can be seen in terms of student numbers, course statistics and student/teacher satisfaction (Martín-Monje, Bárcena, & Read, 2013). Arguably, the popularity comes in part from the lack of associated cost and the flexibility of access and commitment that MOOCs offer. Unlike other initiatives related to OERs (open educational resources), the essential learner-centeredness and social orientation of these courses are also found to be both stimulating and rewarding by the students. It is clear that people like to be in contact with others who share similar interests and come from different geographical and social backgrounds, which is something that can be seen in the social networks that make up the Web 2.0 and also in MOOCs.

Even though MOOCs have a long way to go, they can be effective learning mechanisms (Read, 2014), and in some contexts are the best option available. One particular application of MOOCs

that has great potential is that of second language learning (henceforth, 2LL). Both the greatest challenge and strength of MOOCs are the high student numbers, where a varied and extensive community can give rise to collaboration and the development of communicative competences fundamental to the correct, adequate, and skilful use of a second language. As such, if the emphasis is moved away from being some kind of preparation for certification (so common in language courses), then it can be placed on guiding and assisting the students with the development of relevant language skills. The methodology should not cause dependence on the course resources, leading the students into a more passive “knowledge assimilation” role, or leave the students to their own devices, to sift endlessly through vast quantities of loosely coupled resources with no clear focus on how they should be processed. Such a course would, therefore, require both a methodological approach that facilitates this process and a scaffolding mechanism for students to keep on target, not get distracted, unmotivated, or drop out.

A sample of MOOCs of potential relevance for social integration and employability

CLIL MOOCS

Terminology:

- CLIL (Content and Language Integrated Learning): This term is used more in secondary and high school levels (bilingual education) but is open to any level of education. It is a term created in 1994 by David Marsh.
- EMI (English-Medium Instruction): This is used more in Higher Education and focused only on English.
- CBI (Content-based Instruction).
- CALLA (Cognitive Academic Language Learning Approach).

Definition:

- Content and Language Integrated Learning (CLIL) has become an umbrella term that refers to improving the command of a given second language by learning a content-based subject, such as physics or geography, where the medium of instruction is that second language.

- In ELT, forms of CLIL have previously been referred to as ‘Content-based instruction’, ‘English across the curriculum’ and ‘Bilingual education’ (British Council 2006).

An illustrative sample of CLIL MOOCs:

British Council (1)

https://englishagenda.britishcouncil.org/sites/default/files/attachments/e485_mobile_pedagogy_for_elt_final_v2.pdf

The Open University (2)

http://oro.open.ac.uk/41520/1/userdata_documents4_ctb44_Desktop_Beaven9783110420067.4%5B1%5D.pdf

The Open University (3)

https://www.academia.edu/14990931/Increasing_LifeLong_Learning_Skills_for_uppersecondary_students_by_combining_CLIL_and_MOOC_with_teachers_as_guides_on_the_side

EdX (4) <https://www.edx.org/course/international-law-louvainx-louv5x-2>

EdX (5) <https://www.edx.org/course/paradigms-computer-programming-louvainx-louv1-1x-1>

EdX (6) <https://www.edx.org/course/international-human-rights-law-louvainx-louv2x>

EdX (7) <https://www.edx.org/course/communicating-corporate-social-louvainx-louv12x-1>

EdX (8) <https://www.edx.org/course/ressources-naturelles-et-developpement-louvainx-louv4x-1>

EdX (9) <https://www.edx.org/course/comprendre-la-respiration-louvainx-louv8x-1>

FUTURE LEARN (10):

<https://www.futurelearn.com/courses/explore-english-language-culture>

LMOOCS

Definition:

“Language MOOCs (or LMOOCs) are dedicated Web-based online courses for second languages with unrestricted access and potentially unlimited participation” (Bárcena & Martín Monje, 2014).

Past and present LMOOCs:

Although the existence of language MOOCs is still considered “neonatal” (Sokolik, 2014), more and more platforms are including LMOOCs or MOOCs dedicated to foreign language acquisition and also language categories in their search directory. However, proposals for language teaching are few in number compared to other disciplines such as Economics, Technology or Science.

Example of LMOOCs: the MOOC, Travailler en français (<https://sites.google.com/site/MOOCtravailleren-francais/home>) was a five-week open online course for learners of French at the B1 level of the CEFR and aimed to develop language and employability skills for working in a francophone country. It took place in early 2014 and attracted more than 1000 participants.

Against the offer of 26 LMOOCs in 2014 (Bárcena & Martín Monje, 2014) in a search carried out in February 2017 through one of the most widely used MOOC search engines, MOOC list (<https://www.MOOC-list.com/>), and directly on other MOOC supplier platforms, 87 MOOC languages were found with the following language breakdown: English, 34; Spanish, 16; Chinese, 14; Italian, 6; French, 5; Portuguese, 3; Valencian, 2; Korean, 2; German, 1; Norwegian, 1; Dutch, 1; Japanese, 1; Friesian, 1.

The World Mentoring Academy (WMA), which offers 63 language courses including minority languages, among others, has not been taken into account. This is because these courses are more similar to OpenCourseWare (OCW) than to MOOCs.

The European LangMOOC project (<https://www.langMOOC.com>), which aimed to promote LMOOCs in less popular languages such as Greek, Italian and Norwegian, should also be highlighted.

LMOOC initiatives by UNED since 2012 through its portal UNED Abierta should be highlighted. In Spain, the first initiative that can be considered an LMOOC was the 2012 MOOC “Inglés profesional/ Professional English”. It was hosted on two platforms: UNED-COMA and MiríadaX for two editions and with a total of almost 50.000 participants, one of the 3 most popular courses on the whole UNED platform.

Also, in the first phase of UNED Abierta, other English LMOOCs took place, “Start with English: learn the thousand most used words and their communicative possibilities” and “Starting to write English with no mistakes: level B1”, which have already reached their third edition. In 2013, the MOOC “German for Spanish Speakers: Fundamental Notions”, with two editions and more than 40,000 students enrolled in the two platforms of UNED-COMA and MiríadaX, was awarded the 1st prize by MECD-Universia/Telefónica for the best MOOC.

In the second phase of UNED Abierta in 2015, a Spanish LMOOC “Español en línea ELE-UNED” and a B1 level English LMOOC “How to Succeed in the English B1 Level Exam” were launched for two editions and boasted more than 8,000 participants.

An overview of LMOOCs offered (February 2017) identified 85, as illustrated in table 5.

Language	Number of courses
Dutch	1
Chinese	14
German	1
English	34
French	4
Frisian	1
Italian	6
Japanese	1
Korean	2
Norwegian	1
Spanish	16
Portuguese	3
Valencian	2

Table 5. Number of LMOOCs per target language

Additionally, the World Mentoring Academy has produced self-paced, no tutoring OCW in a total of 63 languages. The sources used for the research were:

- The MOOC aggregator “MOOC list” (<https://www.MOOC-list.com/>)
- MOOC platforms and providers. Searching the category “Language” in Edx (<https://www.edx.org/course/subject/language>); “Aprende un idioma” in Coursera (<https://es.coursera.org/browse/language-learning>); “Language and cultures” in Futurelearn (<https://www.futurelearn.com/courses/categories/languages-and-cultures>)

Finally, two pioneer Spanish LMOOCs for beginners, focused on displaced people's needs and circumstances called "Puertas Abiertas: Español para necesidades inmediatas I Y II" (translation: "Open Doors: Spanish for immediate needs I and II") available at UNED Platform and the following addresses:

https://iedra.uned.es/courses/course-v1:UNED+MOONLITE_I_001+2018/about

https://iedra.uned.es/courses/course-v1:UNED+MOONLITE_II_001+2018/about

These courses have been developed by UNED as part of this output and are detailed in section 3.4.2.

Entrepreneurship MOOCS

Learning to learn, creativity, entrepreneurship and entrepreneurial skills are important for European citizens nowadays hence, for refugees and migrants as well. This goes beyond those skills needed to set up a business (or continue the business refugees were involved in before they left their previous home country). It also focuses on those skills which offer the best chance of getting a job in Europe and in the emerging industry where need is foreseen in the future (see, e.g., skill shortages and gaps in European enterprises).

In this context we must recognize that if we are talking about refugees from the Middle East & North Africa (MENA), then the business practices, transactions and products that constitute being entrepreneurial for such refugees differ from mainstream European standards of entrepreneurship (although they may be linked to parts of countries, for example, with large resident Muslim populations). Moreover, most MOOCs offered do not comply with guidelines on how to teach "entrepreneurship in education".

A dedicated EC-funded project called BizMOOC deals with to the use of MOOCs for companies and required (new) skills. It provides desktop research on MOOC offerings related to the key competences of "learning to learn", "sense of initiative and creativity" and entrepreneurship/ intrapreneurship.

The findings of the BizMOOC project will be published as part of a MOOCBOOK. MOONLITE partners decided to replicate that desktop study collaborating with the BizMOOC project with respect to key questions for migrants and refugees.

In this context it is acknowledged that these types of learning-to-learn, creativity and entrepreneurship MOOCs are only useful to a certain set of migrants who have (a) the motivation and (b) the necessary abilities.

While it is probably not feasible to expect courses applicable to all refugees and migrants for this is a highly heterogeneous group, sub-profiles could be identified for subsequent inclusive entrepreneurial MOOC development.

3.2.5 Basic principles for the development and use of MOOCs for displaced people

Introduction

This section of Module 1 describes: a) the situation, problems and characteristics of displaced people's learning context with regards to MOOCs; b) how the criteria of these MOOCs should be adapted to their needs and; c) the steps that should be taken to develop and use MOOCs to foster social inclusion and employability.

In the beginning, MOOCs were created for open education and to bring more high-quality educational opportunities to people who did not previously have access to education of that type. However, from the inception of MOOCs, it was quickly revealed that the learner profile, in terms of academic and socioeconomic resources, were actually well-educated participants from developed countries. However as a consequence of the recent European refugee crisis, one of the main objectives of European projects and initiatives is social inclusion and diversity, widening the MOOC participants profile and exploring opportunities for MOOCs to be suitable to vulnerable groups, including migrants and refugees (Mulder & Jansen, 2015; UNESCO & COL, 2016).

The context and issues facing displaced people with respect to MOOCs

Mobility is one of the main aspects of the learning context for displaced people that should be considered when developing and using MOOCs. Displaced people are typically and frequently changing their geographic location and moving their residence, sometimes unwillingly and owing mainly to legal regulations.

Therefore, their primary means of communication with families and friends, and in addition, main point of access to information of any kind, including educational information is their mobile devices/ smartphones. However, there are some limitations regarding the connectivity and Internet access stability of these devices, also related to their economic problems.

With regards to other technological aspects, a lack of experience in working and studying online courses and a lack of digital competence in general can be found among these groups, together with open online interaction cultural limitations and preference to learn in face to face classes, in order to feel part of a group and social included in a 'physical' sense.

With respect to the pedagogical issues facing MOOCs, many of these courses follow the xMOOCs methodology, which is similar to traditional university courses. However, most of these people have different learning styles, based on oral tradition and not so much reading and text basic-activities. Another problem that has to be addressed during the design and development of MOOCs for refugees and migrants is that of course dropout, and what resources and mechanisms can be included in a course to limit this problem.

Additionally, linguistic limitations should be considered when using and developing MOOCs for displaced people. For instance, there is a high lack of literacy of the Latin alphabet among these groups, together with the absence of knowledge of the language platform in general (sometimes in English, German, Spanish or other European languages depending on the countries they are living in). Also, plurilingualism and multilingualism characterise these people, something that should be contemplated in MOOC design.

Additionally, thought should be given to cultural and ethical considerations also, such as privacy (data processing, for instance), or the diversity of displaced persons' identities.

Finally, policy issues, such as certification, recognition and validation should be strongly considered, given the fact that some of these people have lost their documentation and previous academic certifications and they need help in order to access the labour market or Higher Education Institutions (HEI).

Conclusions for the development and use of MOOCs for displaced people

According to the context and limitations mentioned above, the design and implementation of MOOCs for refugees and migrants should follow a set of specific inclusive criteria, that can be classified into five categories: technology, linguistics, pedagogy, culture and ethics, and institutional policy. Also, a MOOC design should have distinct two phases: 1) the conceptualisation of its structure and creation of context and activities and 2) the configuration of the tutoring and facilitation of the course.

Without by any means being an exhaustive list, the following are some of the above criteria with examples of application (Read, Sedano & Barcena, 2018),

1. Technological: course design for mobile deployment (textual content readable on small screens, activities included could be undertaken without additional software); low resolution of audio-visual resources so they do not require a high bandwidth; and the possibility to download all materials (videos, audios, PDF, transcriptions).
2. Linguistic: easy and basic language and inclusion of subtitles and transcriptions in several languages, common to these groups, such as Arabic or French.
3. Pedagogical: multimodality with a focus on audio-visual content (videos, audios for the instructions) and less text; a relevant scaffolding provided through a very well designed methodological guide of use; a team of tutors and facilitators who are aware of the complex situation of the participants and can help them with their technological issues, feelings of insecurity or isolation in order to reduce the course dropout and establish a virtual learning community. Therefore, activities should lead to dialogue and social connection. Also, blended learning is an ideal implementation scenario for MOOCs created for refugees and migrants.

4. Cultural and ethical: open in all senses (free access, free materials and certification, etc.), attention to the diversity of participant's identities in the learning materials and activities.
5. Institutional policy: the courses should offer an official certification and recognition that follow an institutional policy, such as ECTS, that allow some kind of access to HEI.

Conclusions

In conclusion, the design and development of MOOCs for displaced people must be inclusive and take into account their complex situation and the limitations of their learning context. Therefore, collaboration between all stakeholders, universities, refugees and migrants support groups, and refugees and migrants themselves is crucial to develop useful tools to help them into their social inclusion and employability.

To finalise, within the context of the MOONLITE project, the following steps have been identified as an intervention guide for the use of MOOCs to foster social inclusion and employability of students and refugees (Traeger et al., 2018, p. 18):

1. Identify your strengths (e.g., pedagogical expertise in creation of online learning materials, the motivation and open-mindedness of teaching staff and the management board to new teaching methods in general and online learning in particular; and involvement of teaching staff in social causes);
2. Identify two to three possible scenarios that could potentially be implemented in your HEI based on your strengths;
3. Meet stakeholders of your HEI to present and discuss the scenarios;
4. Contact and set up necessary arrangements (e.g., with the MOOC provider, refugee stakeholders) for the implementation of the chosen scenario(s);
5. Inform, prepare and train your teaching staff for the relevant scenario;
6. Recruit learners (e.g. via refugee stakeholders);

7. Develop support mechanisms, both technical and pedagogical – how to make the online course interactive enough to capture the attention of your learners? (e.g. set up a forum, live meeting...);
8. Launch the pilot project;
9. Evaluate the pilot project (via feedbacks from the learners, the involved teaching staff and the management board).

3.2.6 Testimonials of refugees on free online education

In order to include the perspective of refugees who have undertaken some form of open education, one of the project members Web2Learn has collected a series of testimonials of refugees on their experiences in this area and they are included for the course students to watch, reflect upon, and comment on in the forum provided for this purpose:

[Testimonial 1](#) (Haidar Haitham Kabibo)

[Testimonial 2](#) (Abeer Albadawi)

[Testimonial 3](#) (Nazir Ahmad Mohammadi)

[Testimonial 4](#) (Ziaolhaq Qamarzadah)

[Testimonial 5](#) (Amna Wajih Othman)

[Testimonial 6](#) (Mohamad abdo Alfares)

[Testimonial 7](#) (Rizo Nazhmudinov)

Features of inclusive MOOC activity

The first example of a collaborative activity is included at this point in Module 1. The students are encouraged to use the Google document:

<https://bit.ly/2EIYwWN>

to collaboratively develop answers to the following question:

So far, what characteristics do you think should be included in inclusive MOOCs?

about the documents that have been read and the testimonials watched in this module, together with any personal experiences and/or opinions.

3.2.7 Module 1 forum

The Module 1 forum is provided to ask or discuss anything related to the content and materials from module 1.

3.3 Module 2. Case studies 1: LNU, ESCP (week 2)

3.3.1 Overview of Module 2

One of the first findings in the MOONLITE project was the disparity in the perceived value of MOOCs between universities in different European countries. Anyone considering the use or development of MOOCs for refugees and migrants should be aware of this fact and how it affects the adoption of innovative initiatives for open online education for such vulnerable groups.

Hence, in the second and third weeks, the students are presented with the case studies of two sets of partner institutions from 2017-18 to explore illustrative examples of the context in which educators might find themselves when considering how to initiate an inclusive MOOC program. The following text is provided to the students to that end:

Introduction

Overall study time module 5: 5 hours on average Duration: one week (15-21 January 2019)

Learning outcomes week 2

In the second week you will be presented with case studies from two partner institutions to explore illustrative examples of the context in which educators might find themselves when considering how to provide more inclusive MOOCs. More specifically we reflect upon:

- The importance of institutional policy on the freedom of educators in using MOOCs with their students and refugees and migrants.
- The difficulties of matching MOOCs to an institution's academic programme.
- Criteria for the selection of appropriate courses based upon the limited information provided on most platforms.
- The need to prepare students for MOOCs, possibly even in different languages. It is vital they understand why an external MOOC is being integrated into their study programme.
- Students need teacher support during the MOOC, to discuss the content and help them keep on track.

Overview learning activities

This module is clustered into different topics. Learning activities during the final week are split in watching videos, reading exercises, and reflective / discussion tasks. In summary, Module 2 will be organised as presented in table 6.

Topic / supporting document	Learning activities	Average study time
0. Overview/introduction (this doc)	1 reading exercise	10 minutes
1. LNU Scenario 1	1 watch video activity	10 minutes
2. LNU Scenario 2	1 watch video activity	10 minutes
3. Setting up the MOONLITE project at LNU	1 watch video activity	10 minutes
4. LNU Scenario Description	1 reading exercise	40 minutes
5. LNU Assessment	1 discussion activity	60 minutes
6. ESCP Scenario	1 watch video activities	10 minutes
7. ESCP Scenario	1 reading exercise	40 minutes
8. ESCP Assessment	1 discussion activity	60 minutes
9. Comparative reflection	1 discussion activity	50 minutes

Table 6. Module 2 organization

3.3.2 Case Study: Linnaeus University (LNU)

Setting up the MOONLITE project at LNU

The first case study is that of LNU in Sweden. The students should watch the following three videos describing the overall setting, the refugee situation in the country with a focus on their education and training, and their current use of MOOCs for linguistic and entrepreneurial skills:

<https://www.youtube.com/watch?v=CuwEu4Uqe0M>

https://www.youtube.com/watch?v=ub_Ge27jTCo

<https://www.youtube.com/watch?v=YKEqJIFp68A>

Institutional context

Linnaeus University (LNU), named after the Swedish biologist, physician and zoologist Carl von Linné, is the sixth-largest university in Sweden. Almost 32,000 students study in 150 study programmes and 2000 courses.

LNU is situated in the south-east, a region which has received many refugees and asylum seekers. To support refugees' integration and quick adaptation to the labour market, LNU provides support with access to language courses (OLS, supported by the EU commission), validation of Higher Education Institutions (HEI) exams and previous education, financial support for further studies (special scholarships for refugees), fast track education for professions needed for the Swedish labour market (LNU offers a fast track model in social studies, including economics and law), tailor-made courses for staff working with refugees and education for unaccompanied minors. Under the leadership of LNU an integration network works closely with refugee support organizations, regional actors, municipalities, university teachers and researchers.

MOOCs for refugees

Although LNU has a well-developed technical infrastructure, support system and long experience of online education, the selected and preferred model of educating refugees is using

face-to-face campus courses. In discussions with university staff, regional refugee support organizations and refugees we found a number of explanations for this:

- To date there are no MOOCs running in Swedish adapted for refugees to support their vocational and/or language learning.
- The language barrier: Prospective university students need to learn Swedish in order to be able to integrate into society. But at the same time, the majority of courses at university level also require sufficient English language skills, as the teaching material is often in English.
- Refugees want to meet people, communicate with Swedish students and be part of a campus community.
- Only a few university teachers at LNU are using the educational potential of MOOCs in their courses. The concept is not yet widely known.
- Validation and recognition: There is no ongoing process for evaluation and recognition for MOOCs at LNU.

How to promote MOOCs for refugees and find a feasible scenario to work with?

For LNU the MOONLITE-project with its innovative approach functions as a springboard for new ideas. In several workshops and presentations, the MOONLITE team generated a lot of interest in the project, but also faced concerns and a lack of awareness regarding MOOCs as a tool for learning. Significantly there have been institutional barriers like the lack of decision-making boards and the long-time frames required in decision making processes.

In the linear organization of the university, interdisciplinary projects like producing MOOCs for refugees cannot be easily implemented. There is no clear responsibility for such initiatives and there is both a shortage of manpower and a lack of clear incentives for teacher and staff involvement. Another problem is that we still know too little about refugees' needs and therefore tend to generalize.

As with any new technology or new learning method, the development of MOOCs relies on pioneers who are using MOOCs and thus paving the way for others. That is also the case at LNU.

To promote the idea of using MOOCs for university education, the team decided to set up a scenario, in which teachers integrate MOOCs in courses for LNU students. With these test-courses we want to interest more teachers and also refugee organizations to follow our example.

How to work with the pilot projects?

Step One

Find teachers to test the scenario. After a selection process we worked with two teachers from two subject areas: Academic writing for students studying German in a campus-based course and Entrepreneurship within the social sector for students studying Health care in an online course.

Step Two

Establish support mechanisms for the teachers:

- choose a suitable MOOC corresponding to the syllabus,
- discuss the integration into and preparation of the course with the teachers
- teachers prepare the students
- MOOCs integrated in course modules with an examination at the end of the course

In several meetings the MOONLITE team discussed MOOC necessities with LNU teachers to get a better insight and understanding of what the courses require. Afterwards the MOONLITE team presented a list of suitable MOOCs for the courses, taking into account the requirements of the syllabus, the matching time frame of the university course and the MOOC, the MOOC content and the language of the MOOC. Following this overview, the teachers decided which MOOC to adopt and how to implement the MOOC content in the relevant course module. For the German course we choose the MOOC *Wissenschaftliches Denken, Arbeiten und Schreiben*. The MOOC is accessible all year round, provided by the platform Iversity and created by the University of Applied Sciences Münster: (<https://iversity.org/en/courses/wissenschaftliches-denken-arbeiten-und-schreiben-march-2016>).

The entrepreneurship course *Enabling Entrepreneurs to Shape a Better World* is taught in English and provided on the platform openSAP: <https://open.sap.com/courses/sbw1>.

Step Three

Evaluation and feedback: interviews with teachers and students

Results

In the academic writing course 14 students (2017) and 6 students (2018) participated and passed whilst the course in entrepreneurship within the social sector was comprised of 20 students (2018). Using the teachers' and students' satisfaction as a measure of success, the implementation of two different MOOCs on a campus and an online course can be recommended for every HEI to undertake. After choosing a student group and a MOOC to meet the learning objectives on the syllabus, it was an easy process to combine MOOCs with courses that already exist. The next step would be to give credits for participation in a MOOC.

Some general points to keep in mind in the implementation process:

- Compatibility/matching with the academic year. Many study courses in Sweden are taught in compact blocks and therefore might be scheduled for one month. It is difficult to foresee or plan if a MOOC course with a related content will be running at the same time.
- The choice of courses: A course description provided by a MOOC platform does not really give an idea if the course matches the aims of the syllabus. The teacher needs to participate in the course or maybe in several courses to be able to choose a specific and appropriate MOOC. Most MOOCs cannot be previewed by the teacher without enrolling and participating. This process is time consuming.
- Syllabi with defined course descriptions, learning materials used, workload and forms of examinations must be decided one year before the course starts, thus limiting flexibility.
- Matching of course content to avoid the risk of overloading the course with learning material.

- Preparation of students for the advantages of studying with MOOCs, possibly in a different language. It is vital they understand why an external MOOC is being integrated into their programme.
- Students need teacher support during the MOOC, to discuss the content and help them keep on track.

3.3.3 Case Study: ESCP Europe Wirtschaftshochschule Berlin

The second case study is that of ESCP in Germany. The students should watch the following video describing the conceptual possibilities for the use of MOOCs with respect to higher education, the institutional context at ESCP, how MOOCs were used there, and the outcomes of this application:

<https://www.youtube.com/watch?v=ES9ytD8vMe0>

Conceptualization of scenarios

The MOONLITE consortium agreed on the following conceptualization of four different scenarios that could be explored by the higher educational institutions (HEIs) in order to offer online learning to foster the social inclusion and employability of students and refugees, as can be seen in figure 4.

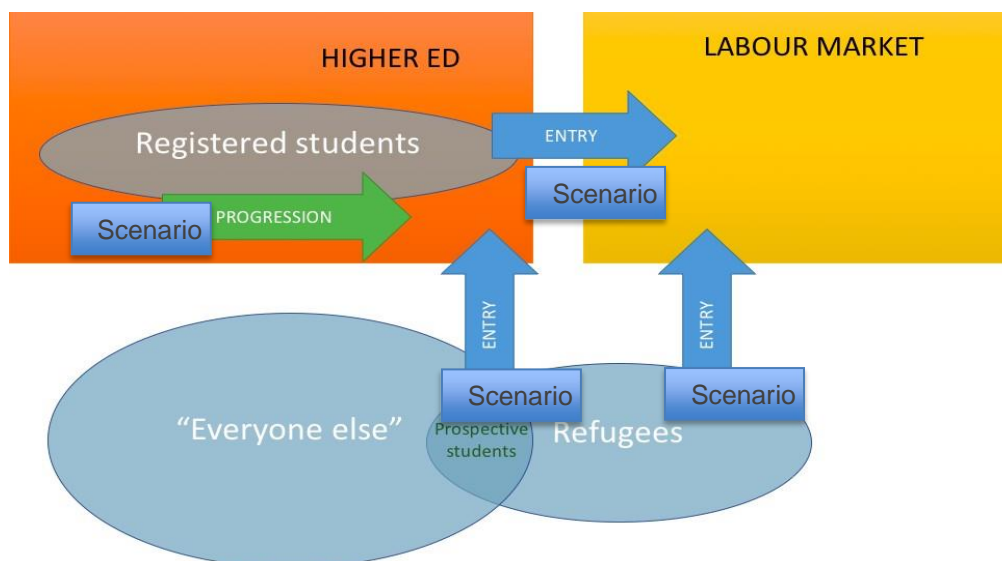


Figure 4: Conceptualization of four possible scenarios to enhance the social

inclusion and employability of students and refugees

Scenario 1: Online learning is used to enhance the progression of registered students.

Scenario 2: Online learning is used to enhance skills of refugees and/or other individuals and facilitate their access to HEIs.

Scenario 3: Online learning is used to enhance skills of refugees and/or other individuals and facilitate their access to the labour market.

Scenario 4: Online learning is used to enhance skills of registered students and facilitate their access to the labour market.

Nota Bene:

- it is possible that the implemented pathway combines two scenarios (e.g. online learning is used to enhance skills of refugees and/or other individuals and facilitate their access to labour market and HEIs)
- to be validated, those scenarios should propose a recognition system of skills' development/progression (e.g. European Credit Transfer System (ECTS), Accreditation of Previous Learning (APL)).

Institutional context

ESCP is a state-recognized academic institution according to German law. It is part of ESCP Europe: a transnational school of higher education with campuses in Germany, France, Great Britain, Italy, and Spain. Established in 1819, ESCP Europe is the world's oldest business school and has educated generations of leaders and entrepreneurs. It is triple-crown accredited (EQUIS, AMBA, AACSB), and welcomes 4,000 students and 5,000 executives from 90 different nations every year across its five urban campuses in Paris, London, Berlin, Madrid, and Torino. ESCP Europe's true European identity enables the provision of a unique style of cross-cultural business education and a Global Perspective on international management issues. Through a combination of innovative pedagogy, cross-campus programs with integrated curricula, and a research-active faculty, ESCP Europe is an essential contributor to the development of a European, cross-national management culture.

The chamber of commerce of the region Paris Ile-de-France (CCIR) is the supporting agency of ESCP Europe. CCIR (former CCIP) has been committed to education in management for almost 200 years. CCIR represents 800.000 companies that generate a quarter of the French GDP. Alongside the Chamber of Commerce and Industry of the Paris Ile-de-France region, which guarantees the financial resources of the school through an annual subsidy, the Berlin Government (Senate) has provided its support to the School for over 20 years. ESCP Europe also enjoys the backing of the Turin Chamber of Commerce, Industry, Agriculture and Crafts Industry, the Berlin Chamber of Commerce and a host of players from the European business community.

For ESCP, an international research focus is inextricably linked with excellent teaching and high-level management training. The combination of theory and practice is a central element of ESCP's various teaching programs. Consequently, research and development is the backbone of ESCP. The activities of ESCP faculty members reach across three domains: teaching, research and academic program leadership. Additionally, ESCP increasingly supports transversal research conducted with non-management disciplines, facilitated by its academic alliances and partner universities. In 2015, ESCP launched its new 'Cultures for Business' or 'C4B' strategy designed to develop a new generation of international and transnational business leaders, who can understand and embrace the opportunities offered by cultural diversity. The institution will launch a new Executive Master Program in "Digital Innovation and Entrepreneurial Leadership". Furthermore, part of the strategy is setting up scholarships and transition programs focused on potential students from underprivileged backgrounds. ESCP has recently started a collaboration with Coursera, the MOOC platform, in order to launch a Massive Open Online Course.

Implemented scenarios

The ESCP team explored two scenarios but could not implement them for several reasons. One scenario aimed to recognize the prior knowledge acquired by refugees via MOOC-based teaching program in order to support their access to the ESCP Bachelor program. Several meetings with refugee support organizations took place to develop the scenario to meet the

needs of refugees. Sources of funding to cover tuition fees and the cost of living in the different European cities, where refugees will live during their studies, were analysed. A system of acquired skills assessment and a selection process were developed. However, the ESCP Bachelor program requires that student live in three different campuses in Europe during the program, which leads to significant costs and requires student mobility that refugees do not have access to. Another scenario aimed at using MOOCs for the progression of ESCP students, with one MOOC used for language learning and another MOOC for the Humanities course. Five different MOOCs were identified that could be used for these two courses. However, the MOOCs could not be used because they were no longer running or were because they were not available during the Bachelor course semesters. In addition, there were significant enrolment fees and the enrolment process itself was difficult

No other MOOCs corresponded with the learning outcomes or with the expectations of professors. Therefore, we will report on two successful pathways that have been implemented at the ESCP since September 2017 using online courses for the progression of their own students, as described below.

At ESCP two pathways have been implemented in accordance with scenario one described in figure 4. Since September 2017, about 300 students of the Bachelor program are learning languages through a blended-learning teaching method. For this purpose, an online language learning platform is used, offering listening, understanding and pronunciation exercises. Additionally, a forum has been implemented to support interactions between students. Language learning is crucial at ESCP, because the students study in different countries and partly in the language of the country (for example in Spain, Spanish). The language teachers involved in this learning experience have integrated and used online learning for general language teaching in the classroom. In total, students were learning in a physical class for 12 hours and about 20 to 30 hours via the online platform. Combining online and classroom learning simultaneously allows the teacher to assess students' progress during class time. In addition, an assessment of progress is made via the online platform that generates a grade based on student achievement in this context. Furthermore, a final test prepared by the teacher in the class context aims at assessing the final language level for every student. The overall grade for

the course is made up of 50% of the final grade of the student with the score generated by the platform representing another 30% of this overall grade. Another 20% is based on student attendance and oral participation. This final grade is then translated into the ECTS scale.

This pathway has been implemented successfully and has reached 300 learners. However, the feedback of the language teachers was not entirely positive. The teachers want to have more influence on the choice of online learning materials and tools for the students. They reported difficulties integrating the online tool in the regular classroom-based teaching for several reasons. The online courses were too standardized and therefore could not be adapted to their specific audience. For instance, French was taught in the same way to an Italian and Chinese student. Both had no prior knowledge of the French language but coming from different language families generates different learning problems when learning a new language. The students were satisfied with the opportunities to learn online but rated the platform as not interactive enough nor did they find it entertaining. This pathway is now being revised by the teaching staff and management board of the ESCP in order to improve it through other online means to address students' needs in language development and integrate them into classroom-based teaching.

The second implemented pathway, according to scenario one of figure 4, might answer the difficulties encountered by the teaching staff to integrate the chosen online course in classroom-based teaching. This course was entirely based on online teaching and professor Martin Kupp, professor of entrepreneurship at ESCP Europe, taught the "Digital Transformation" course as part of an online master's program called EMIB (Executive Master in International Business). The EMIB program is a paid master's program with the prerequisite for teachers to develop their own course. Approximately 50 hours of work are expected by the teacher to create this online course. The teacher himself was responsible for moderating the e-learning. Student progress was evaluated bi-weekly and individual (or group) comments were given by the teacher. 20 students of various profiles participated in this course. Most of them worked in companies and parallel to their work they wanted to develop their competence in international business and obtain a diploma. For this student group, the online teaching format was very convenient. The students gave positive feedback about the content and pace of the course.

Practical implications

Partner / Pathway	Prerequisites for the Pathway	Strengths of the Pathway	Barriers of the Pathway	Cross-Institut. Considerations	Effectiveness for project targets
ESCP / Scenario 1	Existing commitment to quality education and digital skills.	Institutional support.	<ul style="list-style-type: none"> • Difficulty finding existing MOOCs. • Need to study in different countries. 	Existing MOOCs from other HEIs or refugee support organizations are recognized.	Different forms of online learning has reached a significant number of students.

Table 7. Scenario 1 characteristics

As can be seen in table 7, there has been considerable institutional support for the project objectives of helping refugees and students via the use of online learning for social inclusion and employment. There have also been some obstacles and the results of cross-institutional recognition is somewhat limited due to the early stage in which the recognition, certification and accreditation of MOOC-based education finds itself.

For HEIs wanting to apply the work undertaken in this project to their own institutional context, the different scenarios explored here should provide some valuable insights.

Reflecting on the implemented scenarios, what seems essential is to involve the teaching staff at an early stage in (1) the choice of the online platform and / or (2) the creation of the content to be broadcasted online. In addition, it seems essential that teachers are aware of the digital use and aspirations of the university in this field. Teachers' acceptance of new pedagogical methods is enhanced when they are trained and familiar with these processes and new teaching methods. To this end the Erasmus+ ReOpen project offers great inspiration for staff training in open education.

Intervention Guide for the use of online learning

When considering how to develop an intervention guide for the use of online learning to foster social inclusion and employability of students and refugees, the following should be taken into account:

- Identify your asset (e.g., pedagogical expertise in the creation of online learning materials, motivation and open-mindedness from teaching staff and management board to new teaching methods in general and online learning in particular; and involvement of teaching staff in social causes);
- Identify two to three possible scenarios that could potentially be implemented in your HEI based on your asset;
- Meet stakeholders of your HEI to present and discuss the scenarios;
- Contact and set up necessary arrangements (e.g., with MOOC provider, refugees' stakeholders) for the implementation of the chosen scenario(s);
- Inform, prepare and train your teaching staff for the scenario;
- Recruit learners (e.g. via refugees' stakeholders);
- Develop support mechanisms, both technical and pedagogical – how to make the online course interactive enough to capture the attention of your learners? (e.g. set up a forum, live meeting...);
- Launch the pilot project;
- Evaluate the pilot project (via feedback from the learners, the involved teaching staff and the management board).

3.3.4 Module 2 forum

In this module there are two topics presented for the students to reflect and comment upon in the forum:

Topic 1. Finally, use the forum topic below to compare the two case studies presented here in this module with the situation in your own institution regarding the use of MOOCs , with a special focus on refugees and migrants, and answer the following questions:

- Could you briefly describe the context of your HEI?
- Are the proposed scenarios relevant/interesting for your institution? Why or why not?

- What do you think of the proposed solutions in each case and would they be applicable to your institution?

Topic 2: Please use this forum topic below to ask or discuss anything related to the content and materials from module 2.

It should be noted that the project partners responsible for the preparation of the content in this module were the ones who answered the questions posed by the students there.

3.4 Module 3. Case studies 2: WLW, UNED (week 3)

In a similar way to Module 2, in Module 3, the students are presented with two other case studies. To this end the following text is provided:

In the third week you will be presented with two more case studies from two partner institutions, WLW & UNED, also from 2017-18, to further explore illustrative examples of the contexts in which educators might find themselves when considering how to initiate an inclusive MOOC program. Read the following text to that end:

Introduction

Overall study time module 5: 5 hours on average Duration: one week (22-28 January 2019)

Learning outcomes week 3

In the third week you will be presented with two more case studies from two partner institutions (WLW & UNED) to reflect on the main elements and basic principles in order to design for inclusive MOOCs, giving examples of their scenarios. More specifically we reflect upon the:

- The importance of MOOCs as a valuable component of refugee support especially in the context of wider structures, resources and procedures.
- The difficulties that refugees have for entering universities and the

importance of expert support and guidance existence.

- The consideration of a very wide perspective of skills, experiences, qualifications and cultural background that refugees should have in order to improve their employability.
- The relevance of including the NGOs and the refugee support groups to participate in the design of MOOCs for displaced people, taking advantage of their expertise.
- The identification and consideration of the criteria that must be met by MOOCs aimed at displaced people, which are of a technological, linguistic, methodological, cultural and ethical nature.

Overview learning activities

This module is clustered into different topics. Learning activities during this module are split into watching videos, reading exercises, and reflective / discussion tasks. In summary Module 3 will be organised as presented in table 8.

Topic / supporting document	Learning activities	Average study time
0. Overview/introduction (this doc)	1 reading exercise	10 minutes
1. WLV Scenario 1	1 watch video activity	10 minutes
2. WLV Scenario 2	1 watch video activity	10 minutes
3. WLV Scenario PDF	1 reading exercise	40 minutes
4. UNED Scenario	1 watch video activity	10 minutes
5. UNED Scenario PDF	1 reading exercise	40 minutes
6. Peer to peer Module 3	P2P activity	60 minutes
7. Comparative reflection	1 discussion activity	50 minutes

Table 8. Module 3 organization

3.4.1 WLV scenario

Introduction to WLV

The students are provided with the following video about the University of Wolverhampton as an illustrative example of a UK university:

https://www.youtube.com/watch?v=Frkbzda_eQ0

and another one about the the University of Wolverhampton's scenario:

<https://www.youtube.com/watch?v=Cp8q6IZOXUs>

University of Wolverhampton scenario

The UK Context

The UK is different from many other European countries. The situation in the UK is also fluid and complex. Compared to Germany, Sweden and Hungary over recent years, the UK has not taken large numbers of refugees. Those taken are mostly nationals from Eritrea, Iran, Sudan and Syria but this changes rapidly with the geopolitical situation amongst source nations, mostly MENA, with attitudes and responses amongst intermediate nations and finally with the economic and political situation in the UK.

There is a large established immigrant population in the UK, concentrated in specific urban areas, but mostly not in areas where incoming refugees are initially settled. They originate one, two or three generations back from the Caribbean, India, Pakistan and Bangla Desh, and elsewhere in the British Commonwealth. There is evidence that second-generation children in some immigrant communities are susceptible to radicalization. There has been a so-called 'harsh environment' for immigrants instituted by the British government and there has been a growth in white English nationalism. These have all added to the problems around the reception and treatment of refugees

Furthermore, there is always confusion in England around the tension between central national government policy and philosophy, on the one hand, and local government resources and priorities, on the other hand, leading to inconsistencies, manifest for example between welfare support for refugees and educational provision for them. Voluntary sector organisations attempt to fill gaps, but this adds to inconsistency and increases problems with long-term planning and sustainability. In any case, voluntary sector support, funding and personnel often move onto

fresh challenges and suffer from churn and change. We should add that, universities are in any case autonomous corporations making their own decisions, adding to inconsistency even within one region.

So, the large number of voluntary sector organisations involved (and the patchwork of funding initiatives and personnel), the varied ways in which statutory sector organisations interpret and prioritise their responsibilities and the shifting media and political focus and spin mean the level and nature of support for refugees is fluid and difficult to document and summarise. The focus can often be humanitarian and social rather than educational and economic. Refugees arrive in the UK with uncertain aspirations beyond immediate safety. If they are parents however, whose children enter the UK school system, there is an increasing desire to settle and children can lose and fluency with their mother tongue especially if its written form is Arabic or some other non-European form.

A person given refugee status is normally granted leave to remain in the UK for 5 years, and at the end of that period can apply for Indefinite Leave to Remain. Refugees in the UK do not require a UK visa as such. Refugees have specific 'Refugee Status' documentation and a UK National Insurance number. Refugees are currently allowed to work in the UK. This however merely and eventually places refugees into a problematic and rapidly changing job market and into alien employment - much training and vocational and professional education are oriented towards formal employment rather than the kinds of livelihoods and economic activity that would have characterised refugees' experiences and expectations in their country of origin.

The institutional Context at the University of Wolverhampton

The University has an access and opportunity mission, meaning its institutional priorities are based on social mobility and on improving educational and economic opportunities for a demographic broadly speaking outside that of the traditional able-bodied white middle-class school-leavers. The University activities are based on teaching and learning, and on knowledge transfer, related to a parallel mission of economic regeneration for a declining brownfield rust-belt region, rather than on research or pure scholarship. Like institutions with similar missions,

this has led to an emphasis on under-graduate and taught postgraduate degree provision in vocational and professional subjects, and on research with an industrial focus in the local region.

This now however takes place in a funding environment where university teaching income to the University is no longer from central or regional government but from students themselves, reinforcing the consumerist and neo-liberal values in which what were public services, education, health, transport for example, are funded, delivered and managed. The introduction of government sponsored league tables for university teaching quality and the recent removal of caps on university admissions has sharpened the competitive corporate mentality across the English university sector. The volatility and uncertainty of the financial, regulatory and funding environment as a whole has then led in many cases to a short-term targets-driven management style and greater bureaucracy to manage the business

So, universities like Wolverhampton are caught between their aspirations and their environment. The impact of this tension is probably two-fold. Firstly, a continued focus on the core established market and demographic, namely local people, giving a measure of stability and scale, and secondly, an aversion to risk or change. This of course does not help innovative short-term projects for minorities such as refugees for whom there is no immediately obvious business case.

Our strategy

A crucial link in our strategy to use MOOCs to facilitate refugee access to higher education was enabling any refugees who had undertaken a MOOC to get academic credit for it, enabling them to progress through a degree course at an appropriately faster rate. The specific process or hurdle involved accrediting the prior learning captured in the MOOC and quantifying it in terms of the credit for all or part of specific modules at specific level. This formal interview process comes at a cost because universities see it as eroding the fee income from actually attending the modules in question. This was the hurdle. The subsequent fees for enrolling as a student would also in many cases also have a hurdle.

Initially, in the course of consultations and meetings, we sought to make the case that local labour market needs could be met if suitable refugees could be assisted with retraining or re-

orientation through a degree. There were thought to be boards or bodies specifically tasked and funded to make this happen but sadly this was not the case.

So, our second strategy was to design fliers advertising suitable forthcoming MOOCs on the FutureLearn platform and distributed these, either by postal or by email, to all the agencies, authorities and groups with who we had contact in our catchment area, along with the contact details of the University walk-in advisory centre and to brief the latter about our plans.

The Outcomes

We feel that our strategy, within the constraints of time and resources, was probably effective but sadly, University processes and procedures make it difficult to track where / how refugees come into university admissions process. We feel that this approach can be strengthened and repeated.

3.4.2 UNED scenario

The students are provided with the following video to find about UNED, its MOOC program, and the suitability of these courses for refugees and migrants:

<https://www.youtube.com/watch?v=KDENUcIzVM0>

Introduction: The UNED institutional context

UNED has been the national distance learning university in Spain since 1972. It has developed its own distance and blended scenario involving a unique teaching/learning methodology and a set of complementary pedagogical tools (television, radio, video, and a virtual university campus). Its main features include:

- Its social dimension: to enable priority access to university and further education for all those who, while capable of pursuing higher studies, were unable to attend campus classes for work, financial, residential, or other reasons.
- Its learners: 250,000 students spread all over the world

- Its commitment to technological and pedagogical innovation: we are international leaders in the implementation of cutting edge technologies applied to teaching and learning, with the largest offer of online courses in Spain.

MOONLITE is about the use of MOOCs for enhancing the social integration and employability of displaced people, a field in which UNED also has vast experience. It is a pioneer at the European level in the creation of EDR repositories and in the implementation of MOOCs, with the foundation in 2012 of UNED Abierta, our program of OpenCourseWare and MOOCs. The UNED research group ATLAS (Applying Technology to Languages), is responsible for implementing the UNED scenario, focusing on the area of mobile assisted language learning (MALL) and MOOCs for languages (LMOOCs).

UNED Language MOOCs (LMOOCs)

LMOOCs are those MOOCs whose main objective is the learning of a second language (https://en.wikipedia.org/wiki/Language_MOOC).

In Spain the first initiative that can be considered an LMOOC was in 2012 with the MOOC “Inglés profesional/Professional English” offered by two providers: UNED Abierta and MiríadaX, with two editions and almost 50.1000 participants in total, being one of the 3 most popular courses on the UNED platform. Additionally, in 2013, the MOOC “German for Spanish Speakers: Fundamental Notions”, was awarded the 1st prize in the MECD-Universia/Telephone Award for the best MOOC and more than 70,000 students have participated in its several editions. Furthermore, in the second phase of ‘Open UNED’ in 2015, a Spanish MOOC and an English MOOC for the B1 level was produced, “Spanish online ELE-UNED” and “How to succeed in the English B1 Level Exam”, with the latter having two editions and more than 8,000 participants. Most of these above-mentioned courses are still being offered on the Open UNED platform.

UNED MOONLITE Scenario

In the context of MOONLITE, one of UNED’s research groups, ATLAS, implemented a learning scenario that focuses on providing free online learning (via MOOCs) to enhance

refugees and migrants' skills in order to facilitate their social inclusion and access to the labour market.

To achieve this objective, the following 6 steps were undertaken:

1. First and foremost, mainly local NGOs and support groups were contacted, and their language teachers and a sample of their students invited, to face-to-face seminars to get to know each other and then undertake a questionnaire and interviews so that we could profile their formative needs.
2. NGOs teachers expressed their interest in having online support for their Spanish language classes resulting in the decision to build two Spanish Language MOOCs focusing on the daily needs of migrants and refugees living in Spain.
3. The research undertaken by the ATLAS group during MOONLITE focused on the identification of the criteria that must be met by MOOCs aimed at displaced people, which are of a technological, linguistic, methodological, cultural and ethical nature. For this reason, totally new courses were developed instead of using existing courses and materials.
4. Two Spanish Language MOOCs for Immediate Needs were constructed whose contents were decided upon 100% by a group of student volunteers (with the support of their teachers). Thus, they selected situation-based topics such as handling administration documents, defending their rights, etc. In a way, the content of the course is also a formative goal in itself as it can help newcomers in their new home country.
5. Teachers and researchers have jointly decided upon the structure of the MOOCs' modules (bearing in mind the tools available on the UNED's platform).
6. Following, collaborating teachers developed the course materials under our coordination and supervision and, similarly, collaborating students have participated as actors in the many videos produced for the MOOCs. The videos are extremely important components as a high level of visual learning is paramount in a MOOC.

These courses can be openly accessed on 'UNED Abierta's platform like any other MOOC. Participants have mechanisms to support themselves in their online learning experience. They

have access to tutoring, self-evaluation and peer-to-peer activities, social interaction via forums and external social networks already used by participants, in order to extend learning into their real-life context.

Table 9 shows the courses' structure and contents. The courses are divided into four independent situation-specific modules, intended to be completed over a six-week period, but all modules are available from the beginning of the course following the MOOC flexible learning environment philosophy in which every module is independent and participants can learn what they need when they want.

Course 1	Module 1	Introductions & administration
	Module 2	Routines and daily life
	Module 3	Travel and moving around
	Module 4	Going to the doctor
Course 2	Module 1	Leisure time and socialisation
	Module 2	Looking for housing
	Module 3	Training and employment
	Module 4	Defending rights

Table 9. Structure of the two Spanish LMOOCs developed in MOONLITE

Figure 5 shows the appearance of the courses with one of the videos with some students and teachers as main actors:

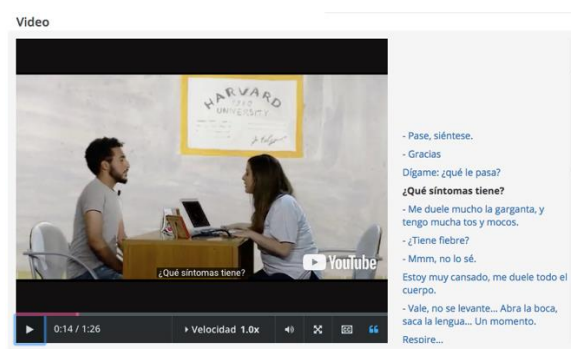


Figure 5. Appearance of one of the courses on UNED Abierta platform

Application of inclusive design criteria

With respect to the technological criteria, these courses have been designed taking into account the connectivity problems of these types of students, therefore as an example, the videos and other materials are downloadable. Also, the courses have been created to be deployed on mobile devices: appropriate text size, medium specific activities, etc.

Some examples of linguistic criteria application can be the inclusion of numerous audios and the videos' transcriptions in several languages, such as Arabic, French or English.

With respect to the pedagogical criteria and in accordance with the participants' learning style (oral), the courses are mostly audio-visual (based on videos and audios), with less text. In order to provide a relevant scaffolding, a pedagogical guide has been included to help the students understand the content, how to use the platform, the activities dynamic, the evaluation criteria, progress and the certification of the course, etc. Also, there are tutors and facilitators from refugee and migrant support groups and volunteers, who know the situation and difficulties faced by migrants and refugees very well.

Regarding the cultural criteria, the materials and activities have been created considering the diversity of student identities.

Finally, among the policy criteria, the courses follow a normalised institutional structure (25 hours of study), so that they are accredited in terms of ECTS, 1 ECTS in the case of these courses.

Accreditation and recognition of learning

A crucial part of the MOONLITE project is linking non formal learning with accreditation, certification and recognition, which are extremely important processes for refugees and migrants that require the support of the relevant institutions.

The minimal level of recognition should be internal, not just in terms of 'badges' but also with respect to university certificates, credits, requirements to access courses or obtain grants, etc. The recognition of these courses can expand to other universities at national and European level.

For instance, the participants who successfully complete the two Spanish LMOOCs will get an official UNED certificate which will include the number of study hours and 1 ECTS.

Conclusions

In order to design and development an online course for refugees and migrants it is crucial to:

- Conduct a formative needs analysis with the experts in the field, NGOs and RSGs in this case.
- Apply specific criteria that make MOOCs inclusive and make their degree of inclusiveness explicit for future participants.
- Undertake the design and development of the courses with people from this target group as protagonists and use these people as coordinators and MOOC experts.
- Provide the pedagogy so that the MOOCs can be used both standalone by distant participants and also as a complement to the face-to-face classes already available at NGOs.
- Have relevant institutional support and recognition for the application of these courses in the real world, including international recognition, given the significant mobility of these groups.

Design of a context-specific inclusive MOOC P2P activity

At this point in the course the students are presented with a peer-to-peer activity about what they have seen in this module:

Reflect upon the steps necessary to design a MOOC for all or a subset of refugees and migrants in your country with the topic you consider appropriate in your educational context. Subsequently, write a paragraph with: 1) Subject of the course; 2) Target audience; 3) Steps to follow for the design of the course. If you are not familiar with open online courses for your context, then take some time to do some research and/or talk to the relevant authorities or support groups.

3.4.3 Module 3 forum

In a similar way to the previous module, two topics are provided for the students to reflect upon and discuss in the module forum:

Topic 1: Use the forum topic below to discuss what other features you think a MOOC for displaced people should have.

Topic 2: You can also use the topic forum below to ask or discuss anything related to the content and materials from module 3.

3.5 Module 4. MOOC cost-benefit analysis tool (week 4)

MOOCs represent free learning for the students who take the courses but have costs associated with their preparation and running: recording the videos, writing the materials, hosting and tutoring the course, managing certification, etc. Therefore, it is necessary to demonstrate how the courses don't just have costs but also benefits both for the students and the institutions who run them (often referred to as a business model), making them sustainable (and preferably profitable) in the long term.

In the fourth week, the students will learn about MOOC cost-benefit analysis in terms of their sustainability. To start with, the following text is provided to the students for introductory purposes:

Introduction

Overall study time module 5: 5 hours on average Duration: one week (29 January-4 February 2019).

In the fourth week you will learn about MOOC cost-benefit analysis related to different aspects of the notion of sustainability:

- The concept of sustainability, impact, the triple bottom line and

measuring these aspects in online courses and MOOCs.

- How to identify your target groups, and how your mission and vision addresses those target groups.
- How to identify concrete indicators by which the impact (financial, social and environmental) of your activities can be measured.
- How to identify benchmarks for those indicators.
- How to identify the actors in your institution who can help you achieve those benchmarks.
- How to set out an action plan to achieve financial, environmental and social targets.

Overview learning activities

This module is clustered into different topics. Learning activities during this module are split in watching videos, reading exercises, and reflective / discussion tasks. In summary the Module 4 will be organised as presented in 10.

Topic / supporting document	Learning activities	Average study time
0. Overview/introduction (this doc)	1 reading exercise	10 minutes
1. Overview of MOOC Cost Benefit Analysis	1 watch video activity	10 minutes
2. Introduction to Sustainability	1 watch video activity	10 minutes
3. Measuring Sustainability	1 watch video activity	10 minutes
4. The Impact of MOOCs	1 watch video activity	10 minutes
6. MOOC Sustainability and the Triple Bottom Line	1 reading exercise	50 minutes
7. Sustainability Indicators	1 reading exercise	50 minutes
8. Cost Benefit Analysis Activities	2 discussion activity	70 minutes

Table 10. Module 4 organization

3.5.1 MOOC cost benefit analysis in terms of their sustainability

Overview of MOOC cost benefit analysis

In this section the student will watch four short videos on different aspects of MOOC cost-benefit analysis, sustainability, and impact. These concepts are important to be able to understand how a proposal for applying MOOCs for displaced people can be made.

Firstly, a video can be watched to understand how sustainability can be measured in general terms:

<https://youtu.be/zSmDdTR1Mx0>

Introduction to sustainability

The following two videos present the concept of sustainability and how it can be measured, which will later on be applied to MOOCs and their use with displaced people.

Therefore, secondly, the first one can be watched to understand more about the concept of sustainability:

<https://youtu.be/OFkbKJjY4Nk>

Measuring sustainability

Thirdly, this video can be watched to understand more about measuring sustainability:

<https://youtu.be/yZ6NCGVvzdA>

The impact of MOOCs

It should be noted that the typically precarious circumstances of displaced people negatively affect the immediate economic profitability of providing MOOCs for them. Furthermore, collateral affordances of MOOCs presented in the literature such as visibility of academic quality, gaining prestige, etc., are far less evident with these marginal groups, if they can be expected at all.

Keeping this in mind, fourthly and finally, the following video can be watched to understand how the previous general concepts can be applied to justifying MOOC costs and benefits, particularly for refugees and migrants:

<https://youtu.be/y6ybFOJFtMo>

3.5.2 MOOC sustainability and business models

MOOC sustainability and the triple bottom line

In this text the students are presented with a summary of MOOC sustainability and the triple bottom line referred to in the first video of this module:

An Introduction to Sustainability Theory

Sustainability can be ambiguous and it is often talked about in a variety of contexts, which can lead to confusion. Defining sustainability in simple scenarios can be easy, but in other, more complex, environments, nailing down exactly what sustainability means can be more of a challenge. This module intends to serve as a guide towards understanding the concept, and how it can be used to analyse the true costs and benefits of MOOC programmes intended for social inclusion.

As suggested in the Brundtland to Rio 2012 report, sustainability is comprised of three critical concepts or "legs," where sustainability can only be achieved if all the legs are equal.

- Social sustainability - "generally refers to the consequences of a process to the social fabric of a community" (i.e., culture, justice, equity);
- Ecological sustainability - "focuses on the health of the ecosystems that support both human and non-human life";
- Economic sustainability - "focuses on the economic viability of a process, project, enterprise or community."

While the vision of a three-legged stool may promote the idea that these concepts or "legs" can function independent of one another, anyone who has ever tried to sit on a stool without all three legs being present and equal knows that it's impossible to do! Each facet is intertwined

and interdependent upon the other. The illustration in figure 6 is another way to demonstrate the idea of sustainability and the three main components essential to achieve sustainability. You can see that if you only involve two of the components, things may be bearable, equitable, or viable, but sustainability is achieved only when all three overlap.

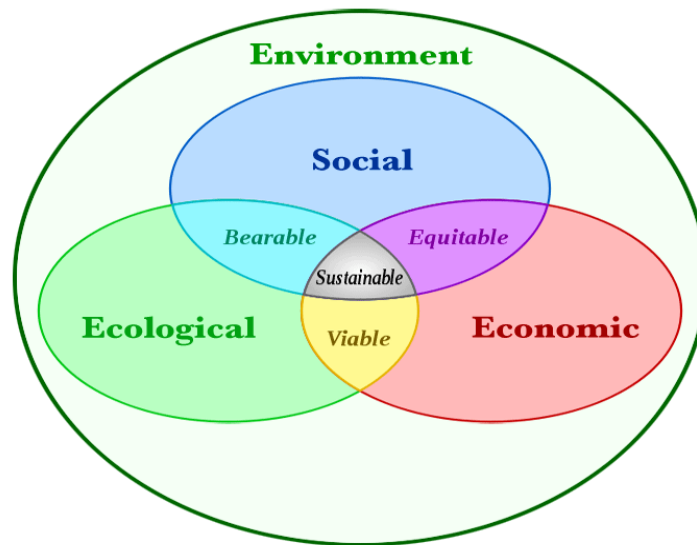


Figure 6. Interaction of sustainability components

Applied Sustainability: CSR

Corporate Social Responsibility, or CSR, can be simply and broadly as the ethical role of the corporation in society. Corporations themselves often use this term in a narrower, and less neutral, form. When corporations have a Director of CSR or a committee in charge of CSR, or when they mention CSR prominently in their mission statements, they are invariably using the term to mean “corporate actions and policies that have a positive impact on society.” Corporations refer most frequently to CSR when they speak of civic organizations they support, or to corporate environmental or social policies.

Not only are large corporations subjected to a host of governmental regulations, many of which have social objectives (such as avoidance of discrimination, corruption, or environmental damage), but many corporations also have internal guidelines set up.

CSR, strictly speaking, is broader than environmental sustainability because it also refers to a corporation's ethical relationship with its employees, shareholders, suppliers, competitors, customers, and local and foreign governments.

More recently, many people have been using the term sustainability also to refer to social and political sustainability, which brings the concept closer to that of CSR.

Sustainability Reporting

The Global Reporting Initiative offers forth the following summary of [sustainability reporting](#):

- A sustainability report is a report published by a company or organization about the economic, environmental and social impacts caused by its everyday activities.
- A sustainability report also presents the organization's values and governance model, and demonstrates the link between its strategy and its commitment to a sustainable global economy.
- An increasing number of companies and organizations want to make their operations sustainable and contribute to sustainable development. Sustainability reporting can help organizations to measure, understand and communicate their economic, environmental, social and governance performance. Sustainability – the ability for something to last for a long time, or indefinitely – is based on performance in these four key areas.
- Systematic sustainability reporting helps organizations to measure the impacts they cause or experience, set goals, and manage change. A sustainability report is the key platform for communicating sustainability performance and impacts – whether positive or negative.
- To produce a regular sustainability report, organizations set up a reporting cycle – a program of data collection, communication, and responses. This means that their sustainability performance is monitored on an ongoing basis. Data can be provided regularly to senior decision makers to shape the organization's strategy and policies, and improve performance.

Sustainability reporting is therefore a vital resource for managing change towards a sustainable global economy – one that combines long term profitability with ethical behavior, social justice and environmental care.

Frameworks for Sustainability Reporting

There are a host of sustainability reporting frameworks for companies and for institutions. The two most commonly used frameworks are the GRI and the ISO 26000:

- The GRI allows for reporting directly against financial, social and environmental goals, and is backed by the Global Reporting Initiative - an independent organization that helps business publish sustainability reports. It also maintains globalreporting.org - a database of reports submitted by companies on their sustainability activities.
- ISO 26000:2010 provides guidance rather than requirements, so it cannot be certified to unlike some other well-known ISO standards. Instead, it helps clarify what social responsibility is, helps businesses and organizations translate principles into effective actions and shares best practices relating to social responsibility, globally. It is aimed at all types of organizations regardless of their activity, size or location.

An idea of the scope of ISO 26000 can be obtained from here:

<https://www.iso.org/publication/PUB100260.html>

Applying these Concepts to MOOCs

The full set of suggested indicators, as well as reports from our own institutions, can be found here:

<https://moonliteproject.eu/outputs/cba/>

Sustainability indicators

One way of quantifying the cost-benefit of a given MOOC in terms of its triple bottom line, is by using relevant indicators. Take a look at a sample presented in the following text (selected from the larger ISO 26000 and GRI G4 sets):

Indicator 1.1

Indicator	Students Given Access to Education
Description	Students given access to study a subject area they would not have otherwise studied thanks to MOOCs
Unit of Measurement	# of students OR # of student-study hours (ECTS-equivalents)
Contributes to Reporting	ISO 26000: 6.3.9 GRI G4: 412
How to Measure	Pre-Course Survey: 1. Would you have tried to study this subject elsewhere if it was not offered as a (free & online) MOOC? Yes / No

Indicator 1.2

Indicator	Participation of Students from Vulnerable Groups
Description	Students from vulnerable groups participating in MOOCs
Unit of Measurement	# of students per target group (e.g. refugees) # of student-study hours (ECTS-equivalents) per target group
Contributes to Reporting	ISO 26000: 6.3.7 GRI G4:
How to Measure	Pre-Course Survey: 1. Do any of the following conditions apply to you? (tick-box answers of target groups, including refugees/migrants)
Extensions	Ratio of vulnerable group participation vis-à-vis traditional courses

Indicator 1.3

Indicator	Sustainability Education
-----------	--------------------------

Description	Teaching & Learning which expand civil & political rights
Unit of Measurement	# of MOOCs specifically intended to expand civil & political rights OR # of students from low-freedom countries following these MOOCs
Contributes to Reporting	ISO 26000: 6.3.8 GRI G4:
How to Measure	MOOC Course Catalogue: courses treating civic & political rights as defined by UDHR and subsequent treaties Freedom to be determined as ‘not free’ or ‘partially free’ based on Freedom House ranking Source countries of students through pre-course questionnaire
Extensions	

Indicator 1.4

Indicator	Free Education
Description	Quantity of Free Education Provided through to MOOCs
Unit of Measurement	# of student-study hours (ECTS-equivalents)
Contributes to Reporting	ISO 26000: 6.3.9 GRI G4:
How to Measure	Student participation rates from learning analytics platform
Extensions	Quantity of extra-education provided due to free-status (HtM: Post- Evaluation Questionnaire: How much would you be willing to pay for this MOOC?)

Indicator 1.5

Indicator	Workers
Indicator	Licencing of Content
Description	<ul style="list-style-type: none"> a. Ratio of Open vs Closed vs No Licences for used content in MOOC creation b. Volume of content created c. Ratio of Open vs Closed vs No Licences for content created for MOOC
Unit of Measurement	Ratio in words, minutes, percentage of course materials or # of resources
Contributes to Reporting	ISO 26000: 6.6.7 GRI G4: <i>additional</i>
How to Measure	Check licences of all content used and produced.
Extensions	Institutional investment in licencing or creating content. # of paid hours for content creation

Indicator 1.6

Indicator	Access to learning
Description	Possibility to follow MOOCs despite low connectivity
Unit of Measurement	Ratio of # of MOOCs which require broadband : # which require low bandwidth : # which require only intermittent internet access
Contributes to Reporting	ISO 26000: 6.7.8 GRI G4:
How to Measure	MOOC Catalogue
Extensions	

Indicator 1.7

Indicator	Accreditation Status
Description	MOOCs which lead to an accredited qualification
Unit of Measurement	% of MOOCS
Contributes to Reporting	ISO 26000: 6.7.3 GRI G4: 4.17.1
How to Measure	MOOC Catalogue
Extensions	

Indicator 1.8

Indicator	Completion Rate
Description	Completion Rate
Unit of Measurement	% of students who complete MOOC
Contributes to Reporting	ISO 26000: 6.7.3 GRI G4:
How to Measure	MOOC learning analytics
Extensions	

Indicator 1.9

Indicator	Access to learning
Description	Possibility to follow MOOCs despite low connectivity
Unit of Measurement	Ratio of # of MOOCs which require broadband : # which require low bandwidth : # which require only intermittent internet access
Contributes to Reporting	ISO 26000: 6.7.8 GRI G4:
How to Measure	MOOC Catalogue
Extensions	

Indicator 1.10

Indicator	Learning to Learn
Description	Quantity of Learning
Unit of Measurement	Ratio of # of MOOCs which require broadband : # which require low bandwidth : # which require only intermittent internet access
Contributes to Reporting	ISO 26000: 6.7.8 GRI G4:
How to Measure	MOOC Catalogue
Extensions	

The students are then provided with the following two activities to help them understand the concepts presented in this module previously:

Cost-benefit analysis activity I

As an individual lecturer, you would like to launch a MOOC targeting refugees, to enable them to improve their access to your country's labour market. To launch such a MOOC, you will require permission and support from your institution.

Your task is to make a convincing case as to why your institution should accept your proposal. To do this, you will need to use the forum topic below to answer three sets of questions:

Question 1

For your institution as a whole, what are its overall:

- Financial Goals
- Social Goals (in particular with reference to refugees)
- Environmental Goals

Question 2

How would the MOOC you have proposed in module 3 contribute towards each of these goals? Could you explain why it would be more efficient to invest in your MOOC rather than other initiatives?

Question 3

If the institution were to accept your proposal, how would you measure success? Which indicators would you propose?

Prepare a short text of your proposal as if it were for your institution's administration detailing:

1. The MOOC you would like to produce.
2. Your answers to these three questions.

Then, post your answer to the forum topic below and provide feedback to at least one other contribution that you find in there. Try to use the terminology learnt in this module.

Cost-benefit analysis activity II

You are a university director, who has received a proposal to launch a MOOC for refugees (the one you wrote in the previous activity after considering the feedback you received in the forum topic). When making your decision whether to accept it or not, you need to consider:

1. Can my institution afford this MOOC? Would it be profitable?
2. Does the MOOC contribute towards my institution's social mission? Is it efficient to choose to invest in this MOOC rather than other social missions or causes?
3. How does it affect my institution's environmental impact?

Study the proposal, and you choose whether to accept or reject it. Now go to the forum topic below and share this new reflection, from a different perspective, with your course mates. Try to use the terminology learnt in this module.

3.5.3 Module 4 forum

In this module's forum there are three topics for student reflection and discussion:

Topic 1: Post your answer on Cost-benefit analysis activity I and provide feedback to at least one other contribution from your course mates.

Topic 2: Please use this forum topic to share your reflection on Cost-benefit analysis activity II.

Topic 3: You can use the forum topic below to ask or discuss anything related to the content and materials from module 4.

3.6 Module 5. Best practices for the application of inclusive MOOCs (week 5)

3.6.1 Overview of module 5

In this final module, the students will bring together what they have seen in the previous weeks to end with an overall set of best practices that can be applied when considering MOOCs as an inclusive formative option. This is intended to complement the academic offer of educational institutions, which as has been seen before, is usually not appropriate for displaced people. Typically refugees and migrants cannot fulfil the official administrative requirements of such institutions and have specific needs at a technological, interpersonal and cultural levels. The following introductory text is provided to get the students started here:

Introduction

Overall study time of module 5: 5 hours on average

Duration: one week (4-11 February 2018)

Learning outcomes week 5

In this final week you will gain knowledge about the present practices with respect to inclusive MOOCs. More specifically we will look into different practices especially related to:

- how to acquire knowledge about the different target groups and translate this into an inclusive MOOC design
- different existing guidelines and quality frameworks for developing inclusive MOOCs
- why universities and organisations are developing MOOCs and how they can include MOOC completion to be recognised as part of degree education

- different policies that might strengthen the development of inclusive MOOCs and the added value for MOOC participants and strategies for organisations providing MOOCs.

Overview learning activities

This final week is clustered into six different categories (0-5). Learning activities during the final week are split in reading exercises, reflective / discussion tasks and productive assignments. With regards to the latter, all MOOC participants will collectively work on a document providing additional information and data on topics related to categories 2 to 4. If enough data and text is provided, the document will be transferred into a collective publication.

In summary the final week will be organised as presented in table 11.

Topic / supporting document	Learning activities	Average study time
0. Overview/introduction (this doc)	1 watching 1 reading exercise	10 minutes
1. A synthesis of previous modules	1 reading exercise 1 short productive assignment with discussion in forum	45 minutes
2. The profile of MOOC participants	1 reading exercise 1 discussion activity 1 productive task	60 minutes
3. The design of inclusive MOOCs	1 reading exercise 1 discussion activity 1 productive task	60 minutes
4. MOOC recognition and accreditation	1 reading exercise 1 discussion activity 1 productive task	60 minutes
5. Institutional and national policies for MOOCs	1 reading exercise 1 discussion activity 1 productive task	60 minutes
6. Final reflections	1 discussion activity 1 productive task	45 minutes

Table 11. Module 5 organization

Watch the following video to become familiar with the contents of the course this week:

<https://youtu.be/8Hq13qagRQk>

3.6.2 A synthesis of the previous modules

What follows is a synthesis of what has been learned during the last few weeks about inclusive MOOCs, i.e. what the most important elements / factors for inclusive MOOCs are and start to extract your own conclusions for your own context.

Recapture weeks 0-4 related to inclusive MOOCs

Reflection on module 0

An introductory video related to the contextualisation of the MOONLITE project MOOC:

- This module introduces the MOOC into the project and the use of open education in general for helping refugees and migrants.
- The previous experience gained at UNED in running MOOCs since 2012, and the availability of its own MOOC platform, has made it possible to explore and prepare courses for refugees and migrants that are relevant to their needs. This does not mean that teachers without their own platform cannot prepare other appropriate MOOCs.
- Some of the difficulties encountered and overcome in the module include the provision of free certificates and the methodological revision required for such a specific social group.

Reflection on module 1

In module 1, some basic principles and concepts related to the use of inclusive MOOCs have been presented:

- An exploration of the concept of refugees and migrants in a legal and practical sense:
 - A refugee is a person who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of their nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country,

or to return there for fear of persecution" (UNHCR 1951 Convention relating to the Status of Refugees and 1967 Protocol).

- The terms refugee and migrant are often confused in public discussion. According to United Nations High Commissioner for Refugees (UNHCR) the main difference is:
 - Refugees leave because of political reasons, or the threat of persecution and cannot return safely to their countries unless there is a change in the situation.
 - Migrants leave their country voluntarily to seek a better life for economic/financial or personal reasons. If they come back to their country they will continue to receive the protection of their government (UNHCR, 2007).
- The existing offering of MOOCs for refugees and migrants presents a summary of courses related to language learning (CLIL – Content and Language Integrated Learning, LMOOCs) and improvement of entrepreneurial skills.
- Recognising that refugees and migrants might have different learning requirements and experiences, new MOOCs need to be specifically developed to support both groups. Such support must anticipate the technology they will be using to access and follow the course (typically mobile devices), adaptation to the MOOC methodology (e.g., including more oral learning), and scaffolding linguistic and cultural factors (e.g., having refugees appear in the videos, subtitling in several languages including Arabic).

Reflection on module 2

In module 2, two institutional cases were presented. From the perspective of Linnaeus University scenario, the following reflection is given on elements for best practices of inclusive MOOCs

- Linnaeus University is the sixth largest university in Sweden. To support the integration of refugees and an efficient entrance into the labour market, LNU provides support with

access to language courses, validation of HEI exams and previous education and fast track campus education for professions needed for the Swedish labour market. As our working scenario, the MOONLITE team decided to implement existing MOOCS in courses for Swedish students due to several reasons: There are no suitable MOOCS in Swedish available. Within the limited time frame of the MOONLITE project it was also impossible to develop MOOCs that refugees could benefit from. The interest from refugee organisations and university management to support MOOCs for inclusion was low, because there are already good working educational support structures in place. Nevertheless, we believe that our experience with the tested scenarios can also be applied to working with MOOCs for inclusion.

MOOCs for inclusion should be designed in the language of the host country to facilitate integration both linguistically and professionally. Prospective university students need to learn Swedish in order to integrate into society, however the majority of courses at university level also require sufficient English language skills, as the teaching material is often in English. Therefore, MOOCs in English could be used to a greater extent as preparatory courses as well as part of original study courses. Since only a few of our teachers are familiar with the concept of MOOCs and their educational potential, it is important to provide awareness training for university teachers and staff. There is also a need for support units in the organisation, like the MOONLITE team, who can help teachers find a suitable MOOC, discuss didactical questions and help with MOOC implementation. Support structures and a clear policy for validation and recognition of MOOCs are also needed within LNU.

There are a few more challenges that have to be considered in general with the use of MOOCs:

- Compatibility/matching with the academic year. Many study courses in Sweden are taught in compact blocks and therefore might be scheduled for one month. It is difficult to foresee or plan if a MOOC course with related content will be running at the same time.

- Selection of appropriate courses. A course description provided by a MOOC platform does not really give an idea if the course matches the aims of the syllabus. The teacher needs to participate in the course or maybe in several courses to be able to choose a specific one. Most MOOCs cannot be previewed by an interested teacher without enrolling and participating. This process is time consuming.
- Syllabi with defined course descriptions, learning materials used, workload and forms of examinations must be decided one year before the course starts, thus limiting flexibility.
- Matching course content to avoid the risk of overloading the course with learning resources
- Preparation of students for the advantages of studying with MOOCs possibly in a different language. It is vital they understand why an external MOOC is being integrated into their programme.
- Students need teacher support during the MOOC, to discuss the content and help them keep on track.

Similarly, the main elements for best practices of inclusive MOOCs from ESCP scenario are:

- Consideration of the organizational context for the development and implementation of scenarios. In our specific case, the programs offered by the ESCP require student mobility and the significant cost of living in two or three cities in Europe.
- Involvement of the school's management board at an early stage
- Involvement of the teaching staff at an early stage in (1) the choice of the online platform and / or (2) the creation of the content to be broadcasted online. In addition, it is essential that teachers are aware of the university's current use and future aspirations to use digital technology in this field. Teachers' acceptance of new pedagogical methods is enhanced when they are trained and familiar with these processes and new teaching methods. To

this extend the project Erasmus+ ReOpen offers great inspiration for staff training in open education.

- Development of network and relationship with refugee support organizations in order to provide refugees with the opportunities to participate in your scenarios
- Investigation and development of support mechanisms that fit the refugee context in addition to technical and pedagogical support for online learning
- Evaluation of the scenario once a MOOC has been implemented to find ways of improvement.

Reflection on module 3

Module 3 had a similar structure to the previous one, presenting two other institutional scenarios. The main elements for best practices of inclusive MOOCs from the Wolverhampton University Scenario are:

- The resources and reception that refugees encounter on arriving in The EU are economically fragile and politically sensitive and vary within and across countries and institutions. Inclusive policies are attractive and possible at an institutional level but are more problematic at an operational level. MOOCs represent a robust component of refugee support especially in the context of wider structures, resources and procedures.
- In the UK, the financing of students and their universities is economically and politically volatile and unsustainable. The tensions between state support and control, and free-market consumer choice, and also between mass participation in undergraduate education and elite enrolment in a few research-led institutions remain unresolved. For refugees hoping to enter universities the situation is confusing, fragmented and erratic, and needs knowledgeable and expert support and guidance
- In the UK, co-operation between statutory bodies (local, regional and national government), and voluntary sector organisations, such as local or national refugee support organisations, can be both partial and fragile. As such, refugees and their

advocates must make as many contacts as possible in a variety of forms (official, informal, online etc). Additionally, they must exercise considerable ingenuity, persistence, flexibility and subtlety in order to integrate successfully.

- UK universities are often very focussed on mainstream employment for mainstream graduates; refugees should think about their experiences, skills and qualifications and about their cultural and social resources in the widest possible context and be ready to adapt. Many UK regions have economies that are changing, some growing, some shrinking, most transitioning, many are ethnically and culturally diverse, others less so. Tap into local networks is beneficial.

Finally, the main elements for best practices of inclusive MOOCs from the UNED scenario are:

- Recognition of the importance of including relevant partner associations who work with and support refugees in the project. The UNED team contacted local NGOs and refugee support groups and invited their language teachers and a sample of their students, to face-to-face seminars to get to know each other and then undertake a questionnaire and interview so that we could profile their formative needs.
- Inclusion of the NGOs and the refugee support groups to participate in the decision-making process of what kinds of MOOCs should be developed. In this case, two Spanish Language MOOCs were developed that focus on the daily needs of migrants and refugees living in Spain.
- Research has been undertaken by the ATLAS group at UNED to identify the technological, linguistic, methodological, cultural and ethical criteria that must be met by MOOCs aimed at displaced people.

Reflection on module 4

In module 3, a MOOC cost-benefit analysis related to sustainability aspects was presented.

The main elements for best practices of inclusive MOOCs are:

- Identification of your target groups, and how your mission and vision address those target groups.
- Identification of concrete indicators by which to measure the impact of your activities. Impacts to consider include those of a (a) financial, (b) social and (c) environmental nature.
- Identification of benchmarks for those indicators.
- Identification of the profiles in your institution that can help you achieve those benchmarks
- Establishment of a plan of action, to achieve financial, environmental and social targets.

Course synthesis activity

Modules 2 and 3 focused on institutional aspects related to regional and national policies. Inclusive MOOCs are developed by the appropriate design of the course itself, and the supportive institutional strategies related to regional and national policies. Many factors influence whether a MOOC is successful from an inclusive point of view, let alone as the kind of education that provides refugees and migrants with social integration, employability, and access to higher education. The students are asked to under the following activities:

- Please use the forum topic below to answer and discuss the question: What elements do you find most important when participating as a learner in a MOOC?
- Use a Google document to summarise a maximum of five elements that you have identified and refined in the previous point. The moderator of this module will also help to cluster the elements.

A sample of the content of the Google document can be seen in figure 7.

Course synthesis activity

Key Aspects for Learners in an Inclusive MOOC

Please use this Google document to summarise a maximum of five elements that you have identified and refined in the previous point on the forum topic **#Discussion on course synthesis activity**:

What elements do you find most important when participating as a learner in a MOOC?

The moderator of this module will also help to cluster the elements.

Participant 1:

The Mooc should be:

- easy to follow,
- to offer valuable informations
- to be interactive
- to offer an useful accreditation.
- to use low resources

Participant 2:

When participating in a MOOC I find most important :

- the simplicity of the structure
- the reliability of the content
- the interactivity offered with the other participants
- the usability of the certification
- the amount of hours required per module

Participant 3:

MOOC elements I find important as a learner:

- Clear navigation
- Good quality audio
- High level of interactivity
- A sense of learner community
- Accreditation/certification

Figure 7. Sample of Google document content

3.6.3 The profile of MOOC participants

An important part of making a MOOC inclusive is understanding the profile of the people who will use it. In the following text, some key characteristics of the standard profile of participants in MOOCs is presented.

How many are participating?

MOOCs are gradually regarded as a way to address the growing number of individuals seeking to gain access to Higher Education (HE). Evidence points to rising numbers of learners signing up for “wholly online learning” as an indication that there is a real demand for such courses. Class Central reported that in 2015, the total number of students who signed up for at least one MOOC crossed the 35 million mark, more than doubling the estimation of 17 million

enrolments for that year (Shah, 2015). Prospective students want to learn in their own time and at their own pace, and the Internet is allowing them to access learning opportunities online that previously were beyond their reach. In 2017, Class central (Shah, 2018) tallied 81 million MOOC users worldwide.

Who is participating?

Although some argue that MOOCs have the potential to make high-quality education available for everyone, in reality, access seems mainly limited to a specific category of learners. Ho and colleagues (2015) analysed 68 MOOCs offered by Harvard and MIT from Fall 2012 to Summer 2014 and identified the following learner characteristics:

- 71% of participants already had a bachelor's degree or higher.
- 53% were under 30 years of age.
- 32% were based in the United States.
- 31% were female.

Schmid et al. (2015) confirmed that a majority of learners (69 per cent) originate from developed countries (see also O'Brien, 2015). IPTS (2016) also confirmed that MOOC learners in Europe are individuals from privileged socioeconomic backgrounds. Christensen and colleagues (2013) found that about 16 per cent of participants in their study originated from developing countries. These participants possessed largely the same characteristics as those from developed countries (i.e., they were well educated, young and male).

Why are they participating?

From the students' point of view, MOOCs not only provide access to quality educational materials over the Internet but also help them learn flexibly. Moreover, they can compare materials and educational systems through MOOCs. In addition to the learning opportunity itself, MOOCs provide the opportunity to connect with people who share the same interests or professional profiles. As a result, citizens in general are able to reach out to new groups and generate new ideas to initiate novel projects or other interpersonal opportunities, for a wide variety of purposes.

Findings from the same research also provided insights into learner motivation for participation in a MOOC. Table 12 list the results by region. Each respondent could select all relevant motivations; hence the totals add up to over 100%.

Region → Motivation ↓	USA (n = 11,933)	Non-U.S. OECD (n = 10,784)	BRICS (n = 5,151)	Other Developing Countries (n = 6,911)
Gain knowledge to get my degree	6.8%	12.1%	20.3%	20.9%
Gain specific skills to do my job better	37.0%	46.4%	47.7%	49.0%
Gain specific skills to get a new job	12.9%	16.9%	21.0%	21.3%
Curiosity, just for fun	55.5%	52.5%	43.7%	41.2%

Table 12. Motivation to Take a MOOC, by Region (Source: Christensen et al, 2013)

Although research studies such as the ones cited above are scarce and have not targeted MOOC offerings from developing countries, they nonetheless reveal that the promise of MOOCs providing access to quality HE for all individuals worldwide is far from being realised. Franco Yáñez (2014) identified three major barriers to access 1) Technological. 2) Linguistic and 3) Prior knowledge

Learners have different goals when following a MOOC. These goals are reflected in the way a learner takes a MOOC. Hill (2013) has identified five categories of learner behaviour in a MOOC:

- No-shows: register but never log in to the course while it is active.
- Observers: log in and may read content or browse discussions, but do not take any form of assessment beyond pop-up quizzes embedded in videos.
- Drop-ins: perform some activity (watch videos, browse or participate in the discussion forum) for a select topic within the course but do not attempt to complete the entire course.

- Passive participants: view a course as content to consume. They may watch videos, take quizzes and/or read discussion forums but generally do not engage with the assignments.
- Active participants: fully intend to participate in the MOOC and take part in discussion forums, the majority of assignments and all quizzes and assessments.

Learner behaviour in relation to the course's duration is presented in figure 8 below.

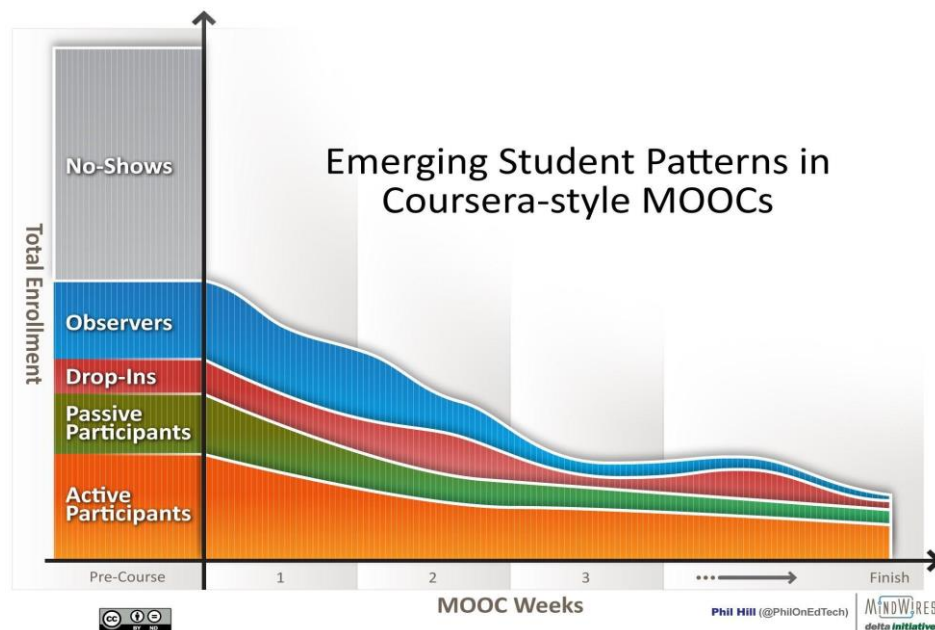


Figure 8: Learner behavioural patterns in selected types of MOOCs (Hill, 2013)

Kizilcec, Piech & Schneider (2013) point out that participants have very different objectives for their activities in a MOOC. The study identifies four prototypical types of learner engagement in MOOCs: i) completion, ii) auditing, iii) disengagement and sampling.

A study by Wang and Baker (2015) has shown that participants who expected to finish a MOOC were more likely to do so, compared to participants who did not think they would complete the course. This motivation in the category of “active participants” is a good predictor for completion of a MOOC. Although this finding is in line with the findings of other studies that concluded that further research is needed to gain more insight into the motivations of MOOC participants and how these relate to MOOC design, in order to provide an enriching learning experience for a large community of learners.

Other research relates to specific MOOC initiatives like the ECO project (table 13), MOOCs offered by of University of Edinburgh (figure 9) and of University of Derby (figure 10).

What did you hope to get out of this course?		
	2nd Edition	3rd Edition
Learn new things.	75,6	76,4
To get a certificate.	42,3	41,0
Improve my career options.	30,8	31,9
See what MOOCs are.	33,1	26,8
Try online education.	17,5	18,5
Browse ECO's offering.	18,2	17,6
Meet new people.	7,6	4,6
Other	1,8	3,3
Unsure	0,8	0,9

Table 13: Survey amongst MOOC participants of ECO (2016)

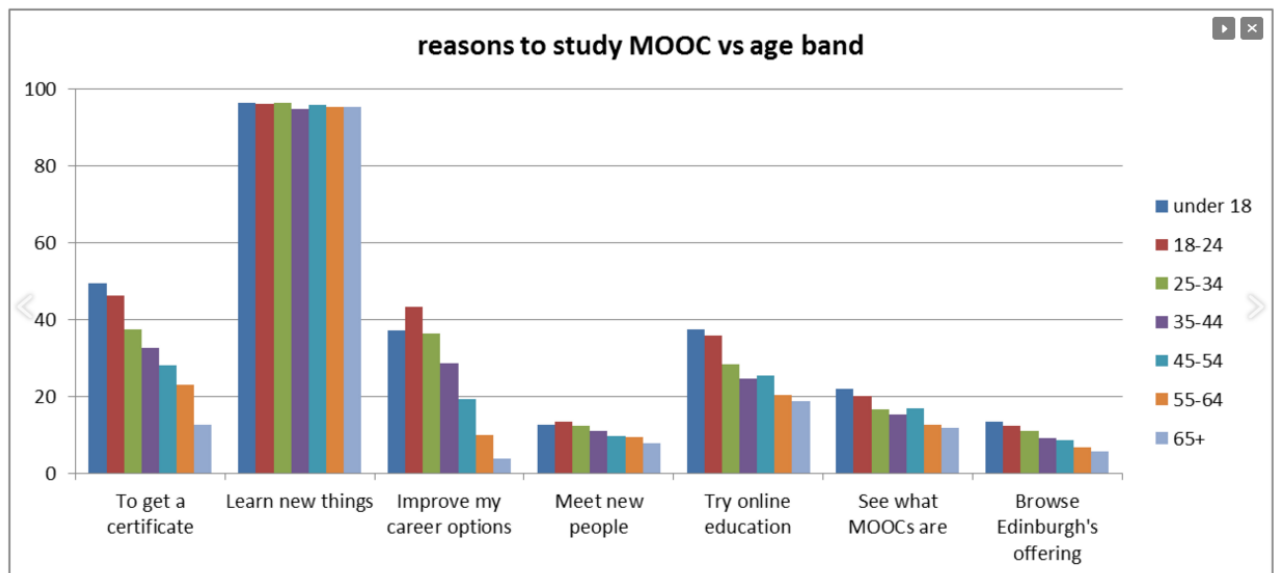


Figure 9. Responses from participants of MOOCs offered by the University of Edinburgh

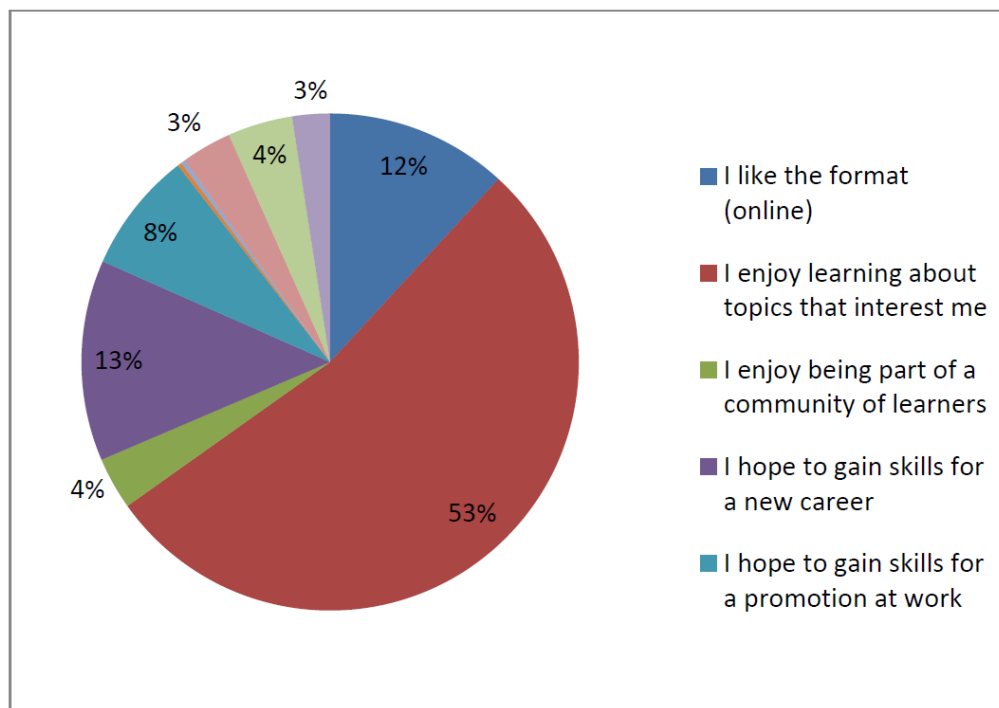


Figure 10. Responses from participants of MOOCs offered by the University of Derby

These motivations reflect the possible benefits for learners. Such benefits relate to general education, to lifelong learning and to skills acquisition for the labour market. We must realise, though, that these motivations were reported by learners with specific characteristics and do not necessarily reflect the motivations of learners who are not yet well educated.

Inclusive MOOCs and their participants activity

The overview presented in the previous text is interesting but somewhat outdated. It is based on work undertaken by Western researchers focussing on the MOOC provision of major US/European platforms. Consequently, this research data is biased towards these initiatives.

In Europe, many universities offer MOOCs on their own platforms or collaborate in a regional MOOC platform. In recent years, more and more non-Western MOOC providers have spread worldwide (UNESCO&COL, 2016). Limited data from these providers show other characteristics of MOOC participants, especially if they focus on specific target groups and aspects of social and occupational inclusion.

The students are asked to undertake the following two activities to help them consolidate their learning here:

Use the forum topic below to answer and discuss the following questions:

1. What are your main reasons for participating in this or any other MOOC?
2. What are the main reasons why displaced people should take part in a MOOC?
3. Why are there not so many displaced people participating in MOOCs?

Search online for links to articles, data, research, and news on MOOC initiatives focussing on any type of inclusion, either from Western or non-Western countries. Use a Google document to provide a short summary of this information, mentioning what you have learnt about the attitude of displaced people towards MOOCs and the innovative contribution of each existing initiative.

3.6.4 The design of inclusive MOOCs

Now that existing inclusive MOOC initiatives have been considered the students can move on to understand how to design inclusive MOOCs:

MOOCs: designing for scalable services

The flexible technological and pedagogical practices utilized in MOOCs have been available in some measure for decades, but they are now accessible to a greater range and number of users. MOOCs are typically designed to function with minimal academic support during the operational phase. The key issue in designing a MOOC is that it should enable large numbers of learners to participate through online technologies thereby avoiding the need to meet in one physical location at the same time. Given this, the primary challenge for any MOOC is that the pedagogical model of the course should not require an increase in educational service effort as the number of participants increases. In short, to ensure the maximum level of accessibility and success of any MOOC, the scalability of its educational services is the main design issue.

Consequently, participants should not be given the expectation of the same level of teacher presence similar to what they might expect in a formal and/or paid for (online) course. The

operational efforts in the course rely heavily on the community and on technological scalability. Hence, all of the learning services — such as the provision of (automatic) feedback to each participant, tests and quizzes, the opportunity to earn certificates, and so forth — should be scalable. Also important is that the instructional workload of the academic staff on the payroll of the institution offering the course should not increase (significantly) with the number of participants.

Knowing your target group

The example of open online course layers (Bang, Dalsgaard, Kjaer & O'Donovan, 2016) illustrates the importance of designing for specific target groups - i.e., one needs to know the preferences, limitations and other challenges of the target group for which one is developing a particular course. In a study of subpopulations of MOOC participants, Kizilcec, Piech and Schneider (2013) showed that MOOC participants can have very different objectives. The authors identified four prototypical types of learner engagement in MOOCs: completion, audit, disengagement and sampling. Hill (2013) identified five categories of learner behaviour in a MOOC: no-shows, observers, drop-ins, passive participants and active participants. But these are very basic characteristics. More extensive knowledge of the characteristics of the target group(s) is needed. See for example the webinar on [MOOCs engaging a worldwide audience](#) during the [MOOC Design webinar week of 2018](#).

To really know your target group one needs to conduct analysis in different areas, such as (mooc-book.eu):

- Existing MOOCs on your envisaged MOOC topic. You could start with MOOC aggregators like Class Central or MOOClist and then scan the major MOOC platforms, but be aware that not all MOOCs are listed there.
- Other existing training / (e-)learning offers of your topic.
- Speak to your target group, the potential learners: What do they think? What do they need? How would they like to learn the topic?
- Speak to decision-makers and multipliers: What do they think? What do they need? (e.g. look at the competence framework of companies)

- If it is not possible to engage directly with learners or companies, apply market/customer analysis tools, such as Personas or the Empathy Map.

Course designers can use persona profiles to represent typical learner groups. Learning analytics is an essential part of completing the connection between design and evaluation as part of the iterative cycle. Become aware of your learner's intention beforehand (e.g., through a pre-course survey) and contrast your success measurement with this (e.g. with learning analytics, with a corresponding post-course survey, with follow-up interviews). Such research is starting to demonstrate how to use this data to improve courses so that they better fit a global audience of culturally diverse learners.

Role of pedagogies

There are several viewpoints on what pedagogy provides in terms of an effective learning experience. Bates (2015) presented an overview of the issues influencing what (if anything at all) constitutes an optimal pedagogy:

- Several theories on knowledge construction during learning, which influence the way teaching should be conducted (e.g., objectivism, behaviourism, cognitivism, constructivism, connectivism).
- Several philosophy on whether the development of digital technologies has actually changed the nature of knowledge (e.g., knowledge as a commodity, the value of applied knowledge versus academic knowledge).

At the start of the MOOC movement, in 2012, a general distinction was made between two types of MOOCs: xMOOCs (guided by an instructivist philosophy on education) and cMOOCs (guided by a connectivist philosophy on education). Nowadays, a lot of experimentation with different pedagogies is being undertaken.

Guàrdia and colleagues (2013) formulated 10 principles for the design of a MOOC to attract a more diverse population of learners:

1. Use a competence-based design approach.
2. Realise learner empowerment.

3. Provide a learning plan and clear orientations.
4. Design for collaborative learning, including teamwork activities and discussion forums.
5. Support social networking.
6. Design for peer assistance.
7. Support knowledge creation and generation by the learners.
8. Provide opportunities for small group discussion and exchange.
9. Provide assessment and peer feedback.
10. Use media-technology-enhanced learning.

In describing possible MOOC models, one might refer to the use of technological support where learning takes place (either in a classroom or online) and by what means learning is delivered (mobile, PC, books, etc.). However, when discussing the pedagogical models of MOOCs, one generally refers to how participants learn. In this case, the important dimensions of learning are:

- chronology (i.e., synchronous and asynchronous intervention);
- the roles of learners and teachers in education;
- the different focuses, aims and directions of the learning (e.g., instructor-directed versus learner-directed);
- personalisation; and
- openness.

Classifications of pedagogies typically include three very general categories: cognitive-behaviourist, socio-constructivist and connectivist (Dron & Anderson, 2011). The xMOOC versus cMOOC debate is useful on a general level, but it is not particularly helpful on the micro level — that is, when determining how to structure learning activities to foster effective, efficient and enjoyable learning.

It is generally known that people learn by association, building ideas or skills step by step through active discovery and/or dialogue (e.g., social-constructive learning), and/or they learn by participating in (situational) practice (e.g., apprenticeship). All of these approaches emphasise the importance of (i) learner activity, (ii) the constructive alignment of activities with desired outcomes and (iii) feedback opportunities for consolidation (practice) and integration.

However, they differ with respect to the role and importance of other people, the authenticity of the learning activity, the formality of activity structures and sequences, the emphasis on retention/reproduction or reflection/internalisation, and the locus of control. A considerable amount of research is already available on these issues, based on decades of experience with distance education and eLearning (see Bates, 2015; Sloep, 2014).

The main discussions about developing MOOCs are related to different pedagogical principles. As such, development strategies and costs differ amongst these various MOOCs.

Barriers to access

Many potential barriers to online courses exist such as Culture, language, previous education, deprivation index and socioeconomic status, perception and confidence, access to technology/technical knowledge, disability and access to assistive technology. MOOCs are no exception to this. Mulder and Jansen (2015) explored whether MOOCs can be instrumental in opening access to education. They concluded that MOOCs and their providers would not or probably cannot remove some barriers easily. Moreover, MOOCs themselves do create other barriers, such as network connectivity (learners need a good/reliable Internet connection), digital literacy and, for now, cultural and linguistic barriers (as most MOOCs are still produced in Western countries and in the English language). Plus, not all MOOCs are formally linked to HE (Higher Education) systems Learning through MOOCs must be incorporated into formal programmes in order to really provide access at the system level.

Bonk and colleagues (2015) have identified the following concerns for MOOCs in developing countries:

- quality training of online educators
- models of MOOC design and implementation

- assessment strategies
- teaching practices
- inadequate motivation
- high rate of attrition

These barriers to access could be lowered in several ways. Offering MOOCs on multiple platforms — including mobile phones and by providing translation features or automatic translation of the learning materials — could help reduce technological and linguistic barriers. When resources are accessible under an open licence (such as OER Open Educational Resources), translation by everyone is permitted. However, translation is only one part of the language problem, as the language used in a learning resource also needs to be appropriate and accessible to audiences with low and moderate levels of education (Castillo, Lee, Zahra, & Wagner, 2015).

Several skills and features need to be in place for a learner to be successfully complete a MOOC: digital literacy, English language proficiency, a learning structure, an effective delivery environment, a perception of the value of learning and critical literacy in order to evaluate large quantities of information (Liyanagunawardena, Williams, & Adams, 2013).

Take-aways formulated by UNESCO&COL (2016)

- It is important to invest in building the ICT skills of teachers as well as learners to increase participation in MOOCs.
- Similarly, investment in developing an affordable infrastructure for online learning and improving teacher quality should also be a priority.
- Higher Education Institutions (HEIs) and other MOOC providers should consider offering MOOCs on multiple access devices, including mobile phones, that provide translation features or automatic translation of the learning materials, thereby lowering the technological and linguistic barriers for learners in developing countries.

Empirical evidence suggests that MOOC learners are demotivated due to lack of instructor feedback, no teamwork or group interaction, or poor communications, all of which can be prevented through quality instructional design of the course (Hone & El Said, 2016)

Quality assurance for (inclusive) MOOCs

MOOCs can be a useful tool for improving education and lifelong learning. MOOCs serve a certain objective, and their success or failure in doing so should be evaluated. Different evaluation schemes are needed for these different levels and should be part of the Quality Assurance processes of any MOOC.

Quality Assurance processes during the design, development and implementation of MOOCs can be complex. Quality Assurance (QA) of MOOCs cannot be easily standardised as they have several different aims. Even within one MOOC there are no uniform aims between the participants involved (the institution, the teaching staff and the participants). Moreover, MOOCs are designed for various target groups, and even within 'one target group' the motivation and intention of MOOC participants vary greatly.

However, quality can be defined at different levels from different perspectives

1. Quality from the learner's point of view:

- A participant might select a MOOC based on the notion of brand reputation attached to the MOOC platform, the institution producing the MOOC, or the course author.
- Other quality dimensions are needed, for example those related to learner satisfaction. Some MOOC portals offer the possibility to let people rate different MOOC from various MOOC platforms and providers.
- The consideration of quality from the perspective of learners requires engagement with the diverse goals, expectations, learning behaviours, and abilities of learners to facilitate their own learning.
- MOOCs attract a diverse range of learners, who come from different backgrounds and have wide ranging motivations for enrolling in a particular MOOC (e.g. Hill, 2013; Kizilcec, Piech & Schneider, 2013).

- To make the personal learning objectives more visible, experiments with digital badging systems can be applied (Schön et al. 2013)
 - Additionally, several strategies to measure the motivations and intentions of participants can be applied (Kalz et al., 2014).
2. Quality connection to the pedagogical framework of the MOOC:
- By definition, the pedagogical model of MOOCs should be designed to scale effectively to an unlimited number of participants, so that there is no need for the teaching and support resource to increase significantly as the number of participants increases.
 - Current research is beginning to examine qualitative indicators for dialogue and interaction that can guide the choice of pedagogical model.
 - Downes (2013) has formulated four key success factors in this area: autonomy, diversity, openness and interactivity.
 - Dalziel et al. (2013) describes different learning design principles to be applied to MOOCs as well.
3. Quality related to the input elements:
- This may include aspects such as instructional design, content and resources, multiple choice questions and assessment, the technology employed, and the quality of the teacher. These aspects fit with the conventional views on course quality.
 - Margaryan et al. (2015) evaluated the instructional quality of 76 MOOCs and concluded that they all scored poorly overall
 - Lowenthal & Hodges (2015) reviewed six MOOCs applying quality scheme intended for traditional for-credit online courses. They concluded that “two of the MOOCs could pass this review and, therefore, be considered high quality online courses”.
 - Costello, Brown & Holland (2016) found a number of flaws when analysing the multiple choice questions of several MOOCs.
4. Quality based on outcome measurements:

- These might include the number of learners completing a MOOC or achieving certification. These metrics are (relatively) easy to measure.
- Neuböck et al. (2015) and Macleod et al. (2015) have confirmed earlier findings by Hollands and Tirthali (2014, p. 42) that only “3% to 15% of all enrollees” complete a course
- MOOCs generally attract only well-educated learners who already have higher education qualifications, and are already in employment (Macleod, Haywood, Woodgate & Alkhatnai, 2015).
- Learning outcomes can also be measures qualitatively. This overlaps with the first dimension (‘Quality from the learner’s point of view’), and can be measured by pre- and post-test of the motivations and intentions of MOOC participants.
- However, we know that not all learners intend to follow the instructional pathway of a MOOC. Taking the completion rate as a measure for the quality of a MOOC has therefore been criticized (e.g., Jordan, 2015). It is argued that low values of conventional measures, such as retention and completion, may not signal poor quality.

Various checklists used for quality assurance on MOOCs

Until now the quality of MOOCs as reviewed according to one or more best standards and norms according to (some of all) above dimensions. In this the quality system is characterised by externally set norms and often focus on MOOCs as a product.

Examples of checklists openly available are those established by edX (many focusing on MOOC [development](#)) and those by the ECO project (one focuses on [pedagogical](#), another on [review implementation](#)). In addition OpenupEd developed several checklists that support universities in self-assessing their MOOC development:

- Is it a MOOC or not?
- Quality of the design of MOOCs
- Accessibility
- Technical platforms and support

With regards to designing inclusive MOOCs accessibility especially is an important dimension. Accessibility has several sub-dimensions, which are regulated by very extensive support guidelines (see links in table 14).

Web-accessibility	Compliant with W3C accessibility
	Compliant with WCAG 2.0 according to EC
Accessible Information	Implemented in accordance with Guidelines for Accessible Information
	Introduction videos are subtitled / transcribed
	Participants are able to download, store, and use resources without an internet connection
Accessible learning	Implement the Guidelines from Universal Design for Learning

Table 14. Accessibility indications

Different Quality systems

Ossiannilsson et al. (2015) have studied existing quality models for online education, including MOOCs. They have identified and analysed several dozen quality models worldwide. They categorised these quality models by the following functions and uses (p7-8):

- certification granting a label as a level of recognition after some form of review
- benchmarking as a comparison of institutional performance with that of others,
- accreditation as a form of mandatory certification or licensing by formal regulating agencies
- advisory functions offering structured guidance

In addition they align different quality systems based on a maturity model: low maturity systems are characterised by externally set norms and often focus on product, whereas in high maturity

quality systems institutions have embedded processes aimed at quality enhancement of their own objectives. The latter are focusing on quality process. The quality assurance (QA) spectrum in general is characterized in figure 11.

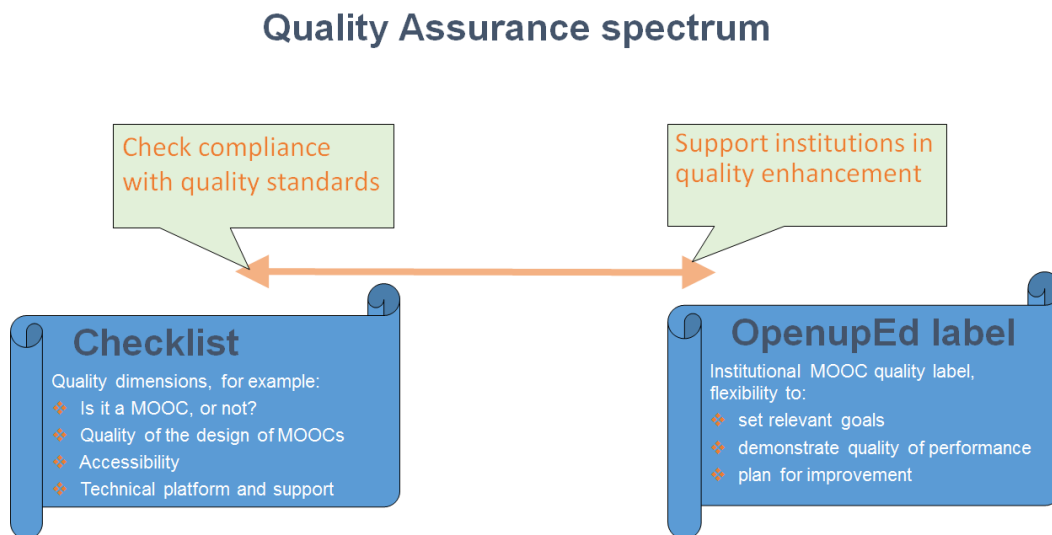


Figure 11. Quality assurance spectrum

QA assumes a metric set of standards and best practices. OpenupEd states that quality principles developed for Higher Education (HE) could be used to improve the quality of MOOCs. This ranges from systems that check compliance to norms and often focus on product, to systems that aim for quality enhancement by focusing on process. Most present QA systems for MOOCs are characterised by externally set norms, whereas with the OpenupEd Label, institutions have embedded processes aimed at quality enhancement towards their own objectives.

Further reading

- [Resources available at MOOC-BOOK](#)
- [Conditions for and characteristics of MOOCs design models](#)
- [Instructional design models for different types and settings of MOOCs](#)
- [MOOC Checklists OpenupEd](#)
- [MOOC Quality and it's use by different target groups](#)
- [OpenupEd Quality Label](#)
- [Webinars MOOC Design Week 2018](#)

Design for inclusive MOOCs activity

The previous text provides a relatively broad overview of various aspects that can be incorporated when designing and developing MOOCs. The main focus is on the micro-level (i.e., the course as a learning unit in itself) with some connection to how a university or MOOC provider might provide support.

From this point onwards, the focus will be on the aims and goals of organisations and even national governments. For this activity the students will focus on the micro-level.

Very little information exists on specific design guidelines and principles for the target group of refugees and migrants. So the students are asked to

Please use the forum topic below to answer and discuss the following questions:

1. What are the most important features of inclusive MOOCs and why?
2. Are there any features of other types of online courses that should not be present in inclusive MOOCs for displaced people?

Search online for links to articles, data, research, and news on MOOC design that provide specific information on the decisions that a developer takes to make a MOOC inclusive in general, and specifically for displaced people. Use the forum to summarise and discuss what you have found.

3.6.5 MOOC credentialisation and recognition

Even though MOOCs are non-formal education, the students of these courses require some form of certification that they can use to validate the learning outcomes for their employment or to allow them to access higher education. In this text you can learn about the topic of recognition and accreditation of MOOCs and its relevance for refugees and migrants:

Credentialisation and recognition of MOOCs and short learning programs

The following MOONLITE document discussing the issues related to for-credit MOOCs – the recognition of those credit in formal programs (bachelor/master) including cross-institutional

collaboration in this. Related to this various concept are shortly discussed including short learning programs and how they can contribute to a more flexible higher education system suitable for study pathways suitable for refugees as well.

Setting the MOONLITE context

Aim of the MOONLITE project

The MOONLITE aims to develop cross-national cooperation services to explore larger-scale uptake in Europe of MOOCs as well as creating learning and collaboration opportunities for refugees' stakeholders and MOOC providers in member states. In general, MOONLITE contributes to the further improvement of educational offerings to refugees both by HEI and in cross-regional collaboration.

As such the MOONLITE project boost the use of MOOCs to

- Widen and improve the HEIs teaching for registered HEI students (1st mission)
- Create new educational pathways for refugees (serving society, 3rd mission) and
- Build entrepreneurial and language skills among those two groups

Specific objectives on recognition of MOOC-based learning

MOOCs do not automatically imply a better access to the higher education system. Without any formal credits for MOOC completion, MOOCs are just in-/non-formal learning.

Moreover, access to higher education system requires in addition that those credits do count as part of a formal degree. Gradually we see a shift from producing MOOCs based on regular courses to a mode where open education offering is becoming a part of formal degrees. In this context, adequate legislation for regulating open and online education is needed.

As such the MOONLITE project gives specific attention to this topic and addresses the issue of given credits to MOOCs – recognizing those credit as part of form degree education and making formal degree education more flexible by short learning programs (SLPs).

From project summary of the application form

At the moment, this potential of MOOCs is not being fully realized, due to a lack of uniform arrangements for recognition, transferability, and portability of credit, as well as due to an immature evaluation framework for assessing the quality and cost- effectiveness of the same MOOCs.

In particular, MOOCs have the potential of “Supporting the efforts of EU countries to integrate refugees in Europe's education systems and ensure their skills development is an urgent task in the light of the current migration crisis” (EC, 2016). Refugees face legal, linguistic and financial barriers to enter Higher Education, in addition to the challenges coming from the ‘lost time’ obtaining refugee status, finding accommodation, re-establishing links with family etc. With the help of credit-bearing MOOCs, students would be able to begin introducing themselves to their studies at their own pace, without needing to enrol in the institutions, knowing that this credit would be eventually recognized towards their final degree, once they were able to access Higher Education more formally. Alternatively, MOOCs could help refugees top-up specific skills and directly enter the labour market.

Amongst other, the consortium specifically aims to:

- Identify opportunities and barriers in recognizing MOOC-based learning for students and refugees*
- Create institutional and cross-institutional scenarios to exploit MOOCs for credit-bearing HEI courses & future employability amongst students and refugees*

The project will help Europe consolidate around a more coherent approach to credentialisation of MOOC-based education. This will, in turn, lead to an increased flexibilisation of the Higher Education system, by allowing a much greater range of accredited learning opportunities to both enrolled and non-enrolled students. In particular, we believe this will improve the accessibility of Higher Education to marginalized groups, which will be even more pronounced for refugees, as MOOCs can offer the ideal bridge for them into Higher Education.

Credit-related results MOONLITE

Although skipped by the national agency while approving the MOONLITE proposal – the partners decided to describe different scenarios to exploit MOOCs for credit-bearing higher education and future employability among HEI learners and refugees (formally Output 2). In this context. *“The partner universities consider strategies for recognizing own students’ participation in other institutions’ MOOCs, either by formal credits or through micro-credentials such as badges. In addition, the scenarios detail possible inclusion in cross-institutional programs like mini-masters, for example, short learning programs or Erasmus Intensive Programs including recognition of credit in bachelor/master program of connected HEIs.”*

A practice report (Output 3) will describe how those scenarios were put into practice. A minimum one of the selected scenarios will be tested at each of MOONLITE partner universities. This includes approaches to assessment and certification. Moreover, this includes a pilot implementation of MOOC offering in a cross-institutional setting.

About given credits and recognition to MOOC completion

Recognition is an important topic in the European Agenda for modernizing higher education. It is also a key objective of the 2012 Council recommendation on validation of non-formal and informal learning, which asks Member States to have national arrangements for validation by 2018.



Figure 12: Credentialisation versus recognition of learning outcomes by Witthaus et al.

(2016)

The recognition, accreditation, and certification could be defined in many different ways, but generally, it refers to establishing a set of arrangements to make visible and value all learning outcomes (incl. knowledge, skills and competence) against clearly defined and quality- assured standards (Yang, 2016). Moreover, according to the ECTS users' guide "recognition of non-formal and informal learning – the process through which an institution certifies that the learning outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification". Credentialisation enables afterwards the recognition of learning both by an educational institution, company/employer or professional body (see figure 12 by y Witthaus et al., 2016)

A study by Witthaus et al. (2016) documented the validation and recognition of open learning via MOOCs, providing an analysis of current practices and a tool for promoting transparency in the open education offer aiming to facilitate the recognition process. They distinguish a strict difference between given credits and the recognition of those credits. This could be done by the same organization but increasingly is separated.

In the MOONLITE project, several scenarios of MOOC credentialization and recognition were tested in which the credit is given by one organization and recognition by the other.

The role of MOOCs for refugees and migrants

MOOCs for integration and basic language courses

To accelerate employment amongst refugees, European countries in general offer integration courses. Those courses are designed to expedite the assimilation of approved asylees, helping them to obtain needed linguistic skills, as well as softer cultural skills and understanding. Such courses include cultural "orientation" unit introducing European / national society and culture, as well as contact hours of language instruction. Most language certificates are minimum level - A1 or A2 of the Common European Framework of Reference for Languages (CEFR). Still, low pass rates for integration courses and the CEFR language certificate are reported. In the Netherlands for example, about 50% succeeded for the first exam, and two-thirds choose the

minimum level although many have completed a secondary or even tertiary education. Most of these courses are face-to-face and only limited online tools are used (only Skype sessions).

Online learning, and perhaps MOOC, can be used as part of these integration and basic language courses. On one hand as additional support (by specific apps and as online courses/MOOCs). On the other hand, MOOCs might be used as a formal part of these integration courses. This, however, we require that they are used and recognized by the providers of those integration and basic language courses.

MOOCs in further language education

In addition, job-related language training courses are offered for refugees. The goal is to help trainees improve their language skills in order to graduate from vocational training programs or gain subject-specific language knowledge. The language skills required for these programs go beyond the standard integration courses – applicants must demonstrate language skills at B1 CEFR level in order to be admitted. However, for B1 language courses also low success rate is reported (below 60% Germany).

MOOCs to comply with entry requirements universities

From <http://wenr.wes.org/2017/05/lessons-germanys-refugee-crisis-integration-costs-benefits>

At the undergraduate level, where degree programs are almost exclusively offered in German, all international students, including refugees, must present a qualification equivalent to the German university-preparatory high school diploma, and demonstrate advanced German language abilities, at minimum level C1, CEFR. For English-language programs, which exist primarily at the graduate level, a comparable certification of English skills, such as the TOEFL test, may be required.

A number of universities also require foreign students to sit for a centralized admission test called “TestAS”. This aptitude test, which is now free for refugees and increasingly offered in Arabic, can, on occasion, enable institutions to place refugees who lack academic documents.

Recognition of MOOC based learning in degree education

Haywood et al. (2015) stated that “The possibility of gaining credit from a study on a MOOC

does exist, but to a limited extent.” And that “MOOCs and other open education appear to be viewed by QA agencies as primarily the responsibility of the institutions offering them as they do not lead to a degree, or to ECTS credits.” Over the past years, this has changed drastically as most MOOC providers are now offering the possibility to get a credit for their course offering.

Moreover, those credits are increasingly recognized as part of formal degrees program. One example is the MOOCs for Credit initiative in which TU Delft, for example, gives possibilities to students to follow a MOOC from another partner universities in their virtual exchange program. Another example, relevant for migrants, is the case of KIRON and their recognition options of MOOC based learning. Kiron is not a recognized university in Germany and does not award degrees. But 22 partner universities in Germany and other countries currently allow Kiron students to transfer into their degree programs, usually after completion of four semesters of study at Kiron University.

MOOCs in continuing education and CPD

Online education will upscale the area of continuing education (CE) and continuous professional development (CPD) by offering flexible courses and programmes with a larger outreach responding to the needs of learners at work, who face longer careers and career shifts. MOOCs are seen as the flexible provision to address a number of actions in the new Skills Agenda for Europe. Moreover, they are already used for training on topics and skills related to Skill shortages and gaps in European enterprises (CEDEFOP) and strongly contribute to the “e-Skills for Jobs” campaign of the EC. As such MOOCs provide a good alternative for various groups including migrants.

In this context not only credit given to a single MOOC is important. Many MOOC platforms offer various short learning programmes (like nanodegrees, micromasters) and even full online programmes including credit to those programmes.

Short Learning Programs (SLPs)

Nanodegrees and Micromasters are examples of Short Learning Programs (SLPs). SLPs are

organized around a specific topic, responding to the demand of large numbers of students for a shorter study and to immediate economic knowledge and skills requirements in enterprises, to cultural, social and environmental needs and personal development in society. They vary in a number of credits (largely between 5 and 60 ECTS). To be effective, SLPs are to be developed in a coherent design with specific pedagogies, adapted to the target groups envisaged and preferably in collaboration with stakeholders (businesses, innovation managers, etc.).

The online provision of SLP`s makes them even more scalable and flexible. They facilitate the accessibility of a series of courses by learners and can be taken in combination with a job at all stages of life. The implementation of short learning programmes as the main part of continuing concerns all European Qualification Framework (EFQ) qualification levels (from foundation to postgraduate levels), since long and changing careers increase the needs of learners and stakeholders. SLPs should be awarded with appropriate qualifications (e.g. certificates, diplomas), corresponding with the EQF. In this way online/blended SLPs are flexible and scalable to serve large numbers of learners, which is necessary to close the knowledge and skills gap in Europe. It is needed that SLPs must be regarded as building blocks to formal degrees. Students should get the possibility to integrate credits obtained by SLP modules and courses as building blocks in broader degree Programme. If SLPs are not recognized appropriately, students might be afraid that it is not valuable or less valuable. Recognition should build trust both on the labour market and in academia.

Some frontrunner universities start with online SLPs, eventually on an international scale reaching large numbers of students, which contributes to the cost-effectiveness of these programs. Also, they enable universities to compensate for decreasing student numbers in mainstream education and are important for the international profile of universities and staff. MOOCs provisions are also part of such policies.

The European open and distance teaching universities, which are frontrunners in the field of adult learners, have signed a Memorandum of Understanding on short learning programs. They (including UNED) all commit to engaging on SLPs and on collaboration to make success out of them at the national and European level. They are convinced that flexible SLPs are a necessary response on needs in the knowledge society and that they should be integrated into

higher education systems.

Universities are not used to (online) SLPs, as the backbone for universities is degree education. SLPs lead to (in some countries new) types of awards (certificates, diplomas...), but complying with EFQ. Current initiatives for continuous education/CPD at universities are too small and not scalable enough to face the needs of people. Just modularization of the curriculum doesn't help as students are not enough served by single modules. SLP curricula have to be developed as new entities, eventually composed of such modules and embedded in a needs-oriented organization. This requires new pedagogies, new technologies and new business models with appropriate organizational frameworks. National governments should stimulate this by structures, regulations, and standards to stimulate SLPs as an entire part of higher education systems. All this contributes to the modernization agenda of the European Commission and with ET 2020 objectives, where most European countries are failing.

MOOCs for part, can be seen as flexible building blocks of SLPs. As such MOOCs should be incorporated in the framework of SLPs as part of (future) flexible formal higher education. To this end best practices on the assessment and recognition of MOOCs in combination with other courses that fit the academic and professional levels are required. The same could be done for the recognition of other badges and micro-credentials for the recognition of specific skills or prior learning experiences.

European and international qualification frameworks

The awards for SLP's should correspond with the European Qualification Framework (EQF), which is jointly developed and practiced by the Bologna countries. EQF is a meta- framework, facilitating comparisons between national qualification frameworks. It consists of 8 qualifications levels. Qualification systems might (slightly) differ from each other.

UK Example

In the new UK Qualification and Credit framework, short learning programs (SLP's) can have three different sizes of qualifications (where one UK credit represents 10 hours of learning time; one ECTS point represents about 25-30 hours of learning time):

- awards (1 to 12 UK credits; 0,5 ECTS to 5 ECTS)
- certificates (13 to 36 UK credits; 6 to 14 ECTS)
- diplomas (37 UK credits or more; 15 ECTS or more)

In this framework, every unit has a credit value and a qualification or difficulty level (from 4 to 8: foundation, bachelor, master and doctoral level). The title of each qualification within this framework contains details of the size (award/certificate/diploma), level of difficulty (level 4 to level 8) and general content of the qualification.

The new Qualifications and Credit Framework (QCF) in the UK (2011, see figure 13) provides a place for short programmes of different sizes at the respective qualification levels.

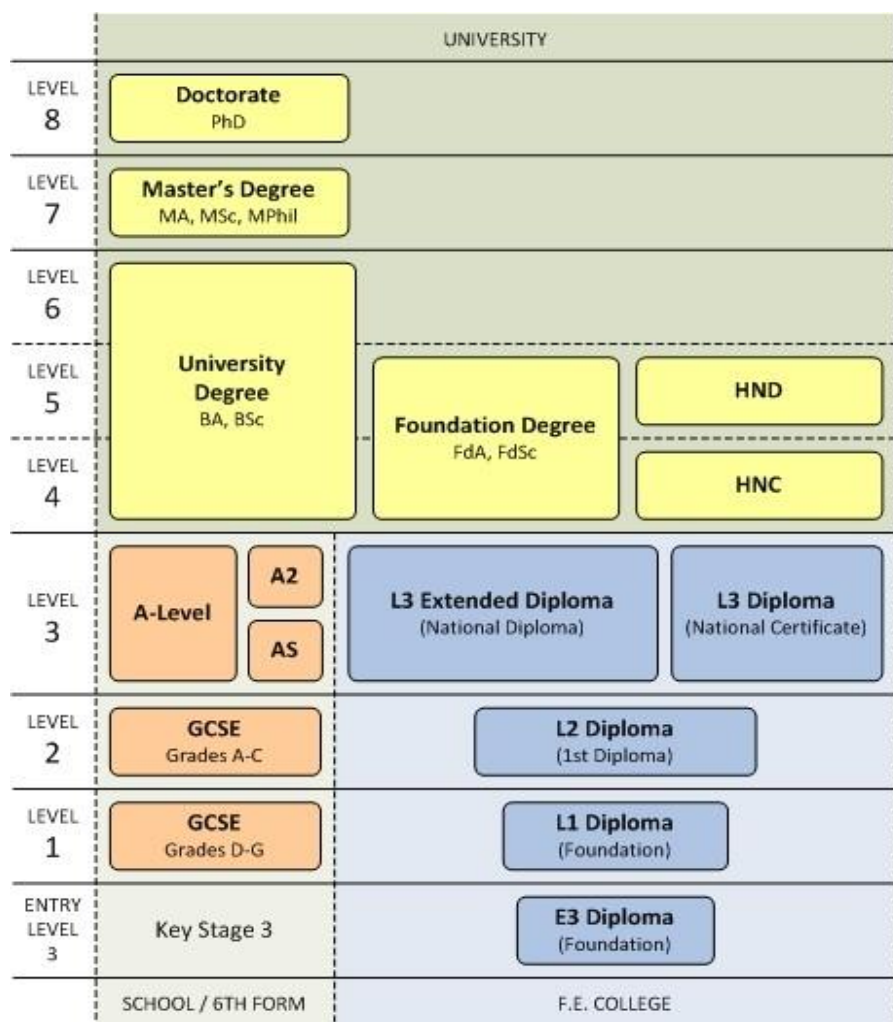


Figure 13. EQF Framework

Recognition and accreditation activity

The students have just read about recognition and accreditation of MOOCs for refugees and migrants and should undertake the following activities:

Please use the forum topic below to answer and discuss the following questions:

1. Do you think that the approaches to MOOC recognition and accreditation presented in the four institutional scenarios in modules 2 and 3 of this course are representative of other higher education institutions? Why?
2. Are there any other scenarios for recognition and accreditation that are not contemplated in these modules or in the document you have just read?

Use the forum to discuss your answers to these questions taking into account the comments of others.

3.6.6 Institutional and national policies for MOOCs

Now it is possible to move onto the “macro-level” and look at the following text on different institutional and governmental policies related to open education, social inclusion and MOOCs:

Institutional policies

The benefits of MOOCs at a macro level are clearly apparent given the accepted recognition of education as an engine for individual, social and economic development. Given this, the importance of both individuals and society in general investing in learning is paramount. This is especially the case for MOOCs designed in part to satisfy institutional objectives, eg. cost reduction, marketing objectives, reaching new students and so forth. In designing such MOOCs, the incorporation of such objectives is fundamental. On the other hand, meso-macro level thinking should also influence the pedagogy used as per the institutional scenarios discussed in Module 2 and 3 in this MOOC.

Why are universities investing in MOOCs?

The design and delivery of MOOCs should align with the aims of the educational institution — i.e., the MOOC must contribute to the various institutional goals. Much of the literature and the academic discussion about institutional strategic planning of MOOCs has focused on the U.S. context. Only recently, several European studies were conducted on how Higher Education Institutions (HEIs) are responding to the challenges of the MOOC phenomena and subsequently, integrating MOOC thinking into their own strategic planning. The studies suggest that the response in Europe differs in some aspects from the U.S. Only recently some efforts at European level have been conducted - see for example Muñoz, Punie, Inamorato dos Santos, Mitic, & Morais (2016) and Jansen & Goes-Daniels (2016), and additionally recent initiatives such as the BizMOOC project and MOOCKnowledge.

These studies indicate that a distinct European MOOC model is emerging. At least four independent European studies (Gaebel, Kupriyanova, Morais, & Colucci, 2014; Jansen & Schuwer, 2015; Muñoz et al., 2016 and Jansen & Goes-Daniels, 2016) conclude that the European Higher Education Institutions (HEIs) are much more involved in MOOCs when compared to the US (Allen & Seaman 2014, 2015, 2016) . Additionally, the motivations for European HEIs to invest in this new format differ in some aspects as well. It is argued that these differences between the US and Europe might be related to the differences between higher educational systems, political environments and educational values.

Overall, three consecutive surveys already show that European HEIs are very positive with respect to using MOOCs to learn about online pedagogy and more than half of the respondents consider MOOCs to be a sustainable method for offering courses.

The primary objectives of HEIs in their MOOC offerings have been consistent overall over the last three years. Increased institutional visibility and flexible learning opportunities are seen as the most important objectives for HEIs. While generating income, learning about scaling education and exploring cost reductions are believed to be the least important objectives over this time frame. However, in the 2016 MOOC survey (Jansen and Konings, 2017), the creation of flexible-learning opportunities was seen as the most important objective in offering MOOCs (33%) for the first time. The objective to increase institutional visibility is still seen as important, however it decreased to 23% compared to 33% in the 2015 survey (Jansen and Goes-

Daniels, 2016). This indicates that MOOC adaptation is becoming more integrated in mainstream offerings. The latest survey (to be published) confirms this trend to favour flexible learning opportunities.

With respect to the relevance of objectives, innovation in MOOCs (e.g., to improve the quality of on campus offering, contribution to the transition to more flexible and online education, improve teaching etc.) is regarded as the most important cluster of objectives. In total, 82% of respondents consider it to be highly relevant for their institutions. Again, financial factors are the least important objective with only 17% of the institutions viewing it as highly relevant. These results are very consistent over the last three years surveyed, although a slight decrease in relevance with regards to reputation/visibility and demands of learners and societies has been observed whilst still being seen as highly relevant.

With respect to the main societal drivers behind the present MOOC offering, the need for digital based skills and jobs together with improvement in the quality of learning are highly relevant to participating institutions. In the answers provided to all three surveys, new ways of educating people together with technological innovation, and a desire for openness as a way to ease the circulation of knowledge, are seen as being highly relevant motivators. The latter, however, has increased in relevance over the years, positioning MOOCs in Europe as part of the open education movement.

MOOCs are a significant innovation in higher education. Therefore, whether to develop MOOCs or not is an important strategic decision for educational institutions. The decision should involve not only experts from various parts of the HEI (e.g., technology, teaching, research, marketing) but also its top decision makers.

Importance of social inclusion

MOOCs started with the promise of opening up quality education for all. Open Education has many dimensions (see for example UNESCO-COL publication by Patru & Balaji, 2016). One dimension is related to those potentially left behind and as such related to using 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 were asked in the 2016 survey (Jansen & Konings, 2017): “*What kind of measures for opening up education to those potentially left behind, are in your opinion, essential?*”

Many respondents found it hard to articulate, did not know and/or did not think about these issues related to MOOCs. Note that only 1% of the respondents specifically saw ‘*those potentially left behind*’ as the main target group for MOOCs (see Figure 6 in Jansen & Konings, 2017).

Various suggestions related to the following aspects of MOOCs were given:

- technological (web- accessibility, creation of accessible content, availability of videos for downloading, all MOOCs must be accessible via mobile, blackout-proof platform design, bandwidth internet in 3rd world countries, no firewalls in China)
- pedagogical (adapted courses - like NGO project evaluation, subtitles, inclusive didactics, multiple language options for studies, granular content, multi-disciplinary topics with easy access and reiteration of concepts through many spectrums)
- facilitation and support (start-up guides, no pre-requisites, CC licensing of content, in-service training, reskilling job seekers, shorter courses that can be stacked, onsite /online study groups, helplines, tutorial support and diagnostic tools)
- dedicated marketing in collaboration with civil society organisations
- cooperation with adult education, learning centres, public libraries etc. / helping them find learning opportunities
- cost (reduced cost for paper exams in developing countries, exam grants, fee waivers, ensure adequate financing, government policies together with funding instruments)

“*MOOCs alone can’t solve the issue of underserved groups, but they can be used as content in more comprehensive initiatives*” states one of the respondents. Another person explains “*Also, offering MOOCs by itself would not be enough in many cases. It should be considered as one of the actions of a larger project.*” A third survey respondent even states “*Definitely, not*

MOOCs, but rather open educational resources and open education itself. The MOOC is a very, very narrow concept, which has to do with the decision regarding scope during curriculum design. Curriculum should be adapted to disadvantaged groups instead of talking about MOOCs”.

When asked *if HEIs should develop a policy to open up their educational offer to those potentially left behind*, 74% (strongly) agreed. The respondents are somewhat less convinced that *Collaboration with NGOs and civil society organisations is essential to guarantee the use of MOOCs to those potentially left behind*, 63% (strongly) agree with this statement and 32% are neutral with regards to it.

When asked *if the institution delivers MOOCs on topics that are highly interesting for those potentially left behind*, only 34% responded positively. Examples of those topics are mainly related to health, medicine, civic rights, basic law, study skills & learning to learn, math, language courses, ICT, project management and entrepreneurship.

These findings are confirmed in the latest survey amongst European HEIs (to be published later on in this project as part of Output 6).

Opportunities for and barriers to mature MOOC uptake

The 2016 survey (Jansen & Konings, 2016) has the following open question: *What are the main barriers that prevent mature MOOCs uptake?* Main barriers mentioned are related to lack of funding, financial investment needed and resources needed including the skills and competences of teachers. In addition, many see barriers related to awareness, a rigid educational system, the challenges related to awards and credits, legal barriers, institutional incentives and a misunderstanding of the overall strategy in relation to online education in general. Other issues mentioned are related to quality, languages and infrastructure including suitable MOOC platforms.

Not surprisingly, the different actions to boost the use and uptake of MOOCs are related to these barriers. Many suggest that funding schemes alongside supportive policies with respect to licensing, awards, law and guidelines are needed. Additionally, policies addressing credits

and recognition are seen as fundamental to boost the uptake of MOOCs. Awareness and marketing is mentioned by many respondents in addition to some dedicated actions related to increasing awareness amongst senior management and policy makers. In this context, many stress the importance of a better knowledge of the market and the changes needed in MOOCs themselves. Collaboration between institutions and public bodies and integration of MOOCs in on campus education, professional development and virtual Erasmus schemes are seen as important as well. Some advocate the relevance of local context with respect to language, markets and national portals/platforms.

National policies

The role of national governments is mainly to create favourable framework conditions to capitalize on the opportunities of digital education in higher education. Governments develop system level policies for higher education. In many countries, they have specific funding schemes for innovation. They also organise quality assurance and accreditation agencies to continuously improve education and to guarantee quality levels. As digital learning has an impact on all aspects of higher education and higher education systems, governmental initiatives are extremely important to drive higher education institutions to innovate and to stimulate and activate them. Without government intervention, university leaders miss the alignment they need with government and with other institutions (Henderikx & Jansen, 2018).

Governmental policies have a systematic impact on the uptake of new forms of education. This impact is strengthened further when they are supported by massive governmental actions and operations, e.g. with regard to educational excellence funding, platforms for curriculum collaboration, sharing resources (e.g., OER) or MOOCs delivery. Mergers of institutions give momentum to develop new policies and strategies and to implement large scale change across participating institutions

In many countries, the mature uptake and structured implementation of online and blended education is still hindered by conflicting regulations. These conflicts can be related to funding, quality assurance, performance agreements, requirements for study time/place, etc. Most funding for new modes of teaching and learning is embedded in specific governmental policies. Some European countries have massive funding schemes for system level change and

educational innovation. Of course, this corresponds with strong governmental policies. In some countries, such governmental funding schemes are absent and HEIs find resources through participation in European projects (Henderikx & Jansen, 2018).

MOOCs have also become an instrument for educational policy. Pedagogical issues as well as strategic and cost focused questions and considerations about the use of MOOCs are discussed by HEI's and national policy makers. MOOCs are also a policy instrument for knowledge regions, more so if they respect the national language and if they are adapted to regional/national needs. As such, regional stakeholders and governments are getting involved more and more. Additionally, MOOCs are not only an instrument for educational institutions — essentially, they are related to goals at a general societal level (e.g., increasing access to education), at a regional level (enhancing the circulation of knowledge relevant for local society), and at a learning level.

Over recent years organisations and educational institutions have received funding from their governments or from various foundations. In general, these sources provide funding related to opening up education. Some governments have been funding MOOC initiatives or have even established national MOOC platforms (e.g., FUN, France; SWAYAM, India; OpenLearning, Malaysia;) and open education initiatives. Some institutions and governments view MOOCs as effective investments for improving HE access, quality, affordability and for addressing the needs of society.

One could ask why governments are willing to invest in MOOCs. Why should government policy makers in developing countries be concerned with them? The answer is that without education, there is no development. In countries dominated by a market of expensive private colleges and universities, most people cannot afford to attend private HE, and public universities lack capacity. By embracing and supporting MOOCs, developing countries stand to win from the emerging massive pool of highly trained human capital, critical for their social and economic development. For this to happen, governments, technology companies, the telecommunications industry and public universities should join forces to make free, high-

quality online education a reality for everyone using any type of available device, whether it be a mobile phone, laptop or tablet.

While in developed countries, MOOCs may be part of a general endeavour to maintain a competitive position in an expanding global market, for governments in developing countries, MOOCs can create opportunities to strengthen their education system and enhance access to HE. In addition, the following arguments are used for government involvement in MOOCs and open education in general:

- MOOCs reduce the cost of HE at a state level.
- MOOCs facilitate equality, inclusion and social mobility by
 - reducing the cost of access to HE,
 - increasing access to opportunities, and
 - in some cases, being specially targeted at increasing social mobility and social inclusion.
- MOOCs can increase the pace of innovation in society.
- MOOCs can provide additional skills and jobs.
 - Governments and companies can invest in an infrastructure (at scale) enabling the basic skills needed in a 21st-century knowledge economy.
 - Teachers can further their professional development.
 - The unemployed can be trained.

There are different scenarios to realise the potential for MOOCs to contribute to quality education for all. These scenarios share the importance of the social dimension of education, which requires the involvement of governments. Related to this open education–social dimension of MOOCs, the European Distance Teaching University (EADTU) has developed two different business model canvases for government involvement. One model is related to the open education–open resources dimension only. The second focuses on the use of MOOCs for all objectives of the educational system at a national level. Both models are published as part of SCORE2020 project.

Policies for inclusive MOOCs activity

The previous text provided an overview of why higher educational institutions and governments invest in MOOCs. The main focus now is, therefore, on the macro- and meso-levels (that is to say, the context of usage, with some connection to how a university uses them internally). The text provided information from a European perspective with only limited knowledge of strategies and policies in non-Western countries. The students are then asked to undertake the following activities:

- Use the forum topic below to answer and discuss the following questions:
 1. What institutional policies do you know about that support the uptake of MOOCs, especially those policies related to open education, social inclusion and using MOOCs by displaced people?
 2. What national policies do you know about that support the uptake of MOOCs, especially those policies related to open education, social inclusion and using MOOCs by displaced people?
- Search online for links to articles, data, research, and news on MOOC initiatives that provide specific information on institutional and national policies related to open education, social inclusion and using MOOCs either from Western or non-Western countries. Use the forum to discuss this information, mentioning what you have learnt about these policies, and their strengths and weaknesses.

3.6.7 Final reflections activity

The Meta-MOOC is finally reaching its conclusion. Many different aspects of what influences the creation and use of an inclusive MOOC for displaced people have been presented. The closing activities for the students are the following:

- Discuss in the forum topic below the following questions:
 1. What prototypical MOOC use cases do you think are missing from the ones that have been covered in this course?
 2. What specific topics and design elements do you think are missing from the ones that have been covered in this course?

- Use the forum to summarise and discuss the elements that you have identified and refined in the previous discussion. The moderator of this module will also help to cluster the elements.

3.6.8 Module 5 forum

The final topics for the students to reflect upon and discuss in the module forum are:

Topic 1: Please use this forum topic to answer and discuss the question:

What elements do you find most important when participating as a learner in a MOOC?

Topic 2: Discussion on inclusive MOOCs and their participants activity

Use this forum topic to answer and discuss the following questions:

1. What are your main reasons for participating in this or any other MOOC?
2. What are the main reasons why displaced people should take part in a MOOC?
3. Why are there not so many displaced people participating in MOOCs?

Topic 3: Please use this forum topic to answer and discuss the following questions:

1. What are the most important features of inclusive MOOCs and why?
2. Are there any features of other types of online courses that should not be present in inclusive MOOCs for displaced people?

Topic 4: Please use this forum topic to answer and discuss the following questions:

1. Do you think that the approaches to MOOC recognition and accreditation presented in the four institutional scenarios in modules 2 and 3 of this course are representative of other higher education institutions? Why?
2. Are there any other scenarios for recognition and accreditation that are not contemplated in these modules or in the document you have just read?

Topic 5: Use this forum topic below to answer and discuss the following questions:

1. What institutional policies do you know about that support the uptake of MOOCs, especially those policies related to open education, social inclusion and using MOOCs by displaced people?
2. What national policies do you know about that support the uptake of MOOCs, especially those policies related to open education, social inclusion and using MOOCs by displaced people?

Topic 6: Discuss in this forum topic the following questions:

1. What prototypical MOOC use cases do you think are missing from the ones that have been covered in this course?
2. What specific topics and design elements do you think are missing from the ones that have been covered in this course?

4 Course analyses

The MOOC was launched on 8 January 2019 and was active for 6 weeks, finishing on 18 February 2019. Subsequently, the course has been left permanently open as an Open Educational Resource, for consultation, but with the forums left in “read-only” mode, since the teaching team are not available to answer any new questions. The total of participants registered for the course is 201. The number of participants in this course may not seem very high for a MOOC, but this is most likely due to two reasons: 1) the subject and contents of the course are highly specific; 2) the platform on which it has been developed, Open UNED, mostly offer courses in Spanish whose target public are university students in Spain, although, of course, all courses are open to anyone.

A total of 30 participants (15%) completed the course, having undertaken 60% or more of the activities therein. MOOC completion rates oscillate around 10% typically at UNED. Given the profile of the people undertaking this course, and the fact that they are not the typical type of participants who are interested in finishing an online course or obtaining a certificate, then the completion rate is understandable. The participants are typically established professionals in their different fields, who have come to the Meta-MOOC to learn about how this type of course can be used for social inclusion. They can glean this information by using the course materials and participating in the forum, to get their questions answered, and not by necessarily doing the activities.

The following sections focus on the analyses of the course forums, questionnaires and activities. These analyses are mostly qualitative, because as mentioned above in the course description, most of the activities were of a collaborative nature, of reflection and discussion on what was learned. However, some quantitative data are also included in terms of participation in forums, profile of participants and percentage of activities carried out.

4.1 Forum analyses

The course had a total of seven forums. There was one for general discussion and six others, each one corresponding to each module. Each forum was divided into several threads, dedicated to different topics of discussion, generally activities related to the content studied. In fact, in Open edX, the threads are called *topics*, and so we shall refer to them in that way from now onwards.

The general discussion forum had four topics: General discussions, to ask questions or make comments about the course in general; Technical support, for questions of a technical nature; Forum guidelines, to explain the rules about forum participation and certification. The total number of posts in this forum was 11. This could be due to the fact that this forum was intended for questions of a technical or pedagogical nature about the platform, and most of the participants seemed to have previous experience with MOOCs (as they indicated in the Module 0 forum when they introduced themselves). Most of the messages posted by the participants in this forum were about how to get the certificate for the course. The messages posted by the teaching team were to announce events related to the MOOC topic, such as the MOONLITE Webinar “The practical realities of participating in a MOOC”, in which the MOOC participants were invited to share their experiences of the MOOC; and the Spanish LMOOCs for migrants and refugees, developed by UNED, since one of the objectives of the course was to reflect on the design and implementation of inclusive MOOCs.

With respect to the forums for the content modules, each one had a topic for general discussion of the module. A significant aspect of participation in the forums of this course, especially in these general topics of discussion, was that participants presented reflections and started new topics that were not raised by the teachers or facilitators. This seemed to show that the participants were autonomous learners and had some knowledge (in some cases at an expert level) of the subject.

The Module 0 forum had only one topic (Greetings), dedicated to the introductions of the participants and the teaching staff of the course. The total number of posts in this forum was

37. Firstly, one of the members of the teaching team introduced the facilitators for each module (most of them also members of the MOONLITE project) who helped with the questions of the participants during the course. Some of the participants also introduced themselves and explained their interests and experiences in the field of open online education for displaced people, together with the reasons they were doing the MOOC, and their expectations on what they hoped to learn from the course. The professions of the participants in the course were the following: teachers (in different fields: Primary and Secondary Education, Higher Education, non-formal language teaching); staff working at educational authorities; digital learning designers for online universities and NGOs; staff working in other European projects focused on helping refugees and migrants; and workers and volunteers in NGOs, associations and RSGs in different activities such as teaching languages, integration in the new societies, etc. This illustrated that most of the target audience identified in the general course description had registered for the course (see figure 14). With respect to the participants' intentions and expectations, the general idea shared was to learn more about the potential of MOOCs for migrants and refugees (in order to access HE, to help with their integration; and to learn the language of their new country), which was in the end the general objective of the course.

This MOOC is intended for anyone (teachers, researchers, social workers, educational authorities, people at MOOC providers, associations and foundations, support groups, and other NGOs) interested in the design, development and application of MOOCs for displaced people in a situation of vulnerability, in order to help improve their social inclusion and employability. The MOOC is also of interest to anyone who wants to develop or use MOOCs in a more inclusive way.

Figure 14. Target audience of the MOOC

(https://iedra.uned.es/courses/course-v1:UNED+CC101+2018_T1/about)

The Module 1 forum had six topics on the contextualization of open online education for displaced people related to language learning, employability, and access to higher education: Module 1 general discussion, Discussion on activity 1.1, Discussion on activity 1.2, Discussion on activity 1.3, Discussion on activity 1.4, and Discussion on testimonials of refugees. The total number of posts in this forum was 148. This was the forum with most participation, something that may be due to the fact that the first two weeks of a MOOC is when participants are more active, or perhaps because the issues covered in the topics caused more interest or were about

subjects where it was easier to express opinions and share experience, as can be seen in figure 15.

Topic 1.1. Do you know of any other MOOCs specifically intended for refugees and migrants?
Topic 1.2. What other open educational initiatives for displaced people do you know?
Topic 1.3. Are you aware of any other challenges of open online education for refugees and migrants?
Topic 1.4. Comment briefly on the situation/learning context of migrants and refugees in the country where you live
Topic 1.5. Use this forum topic to comment the testimonials of refugees on their free online education experience.

Figure 15. Topics in the module 1 forum

The Module 1 forum was not only the forum with most participation on the course, but also with more discussion and interaction between the participants, something that is not easy to achieve in a MOOC, as participants often respond to what they are asked but do not interact or give feedback to each other. This result reflects the fifth of the course's objectives, which was "to create a dialogue between MOOC providers and support groups around how to exploit open education in the context of HEIs for refugees, and migrants". In addition, it can be said that the first three specific objectives of the course were also achieved in this module and forum: to help all interested parties gain a better understanding of the problems that refugees have and how MOOCs can be used to help them; to familiarise MOOC providers with the learning specifics of refugees, migrants and support groups (associations, foundations and NGOs); and to help support groups gain awareness of open education, especially that related to the development of linguistic and entrepreneurial skills.

The Module 2 forum had four topics on the application of MOOCs for displaced people and students in two European higher education institutions from the project, showing two case studies: Module 2 general discussion, Discussion on ESCP scenario activity, Discussion on LNU scenario activity, and Discussion on Module 2 scenarios. The total number of posts in this forum was 87. Once again, there was more participation in the topics where the participants are

not only asked to reflect on the cases presented, but also when they have to talk about their own experience, as can be seen for the questions of topic 2.3 in figure 16.

Topic 2.3.:
Please use this forum to compare the two case studies presented in Module 2 with your own institution regarding the with a special focus on refugees and migrants, and answer the following questions:
Could you briefly describe the context of your HEI?
Are the proposed scenarios relevant/interesting for your institution? Why or why not?
What do you think of the proposed solutions in each case and would they be applicable to your institution?

Figure 16. Topic 2.3 in the Module 2 forum

A summary of relevant issues that arose in the discussion of this forum were the following:

- The need to tailor MOOCs to refugees' and migrants' needs in their local context.
- The relevance of offering MOOCs in different languages or translating instructions from English into other languages spoken by refugees and migrants.
- The necessity of developing courses that help displaced people accessing the labour market, focused on practical and soft skills (IT, interview and CV preparation, etc.).
- The importance of providing blended contexts and local face-to-face support in order to carry out MOOCs and help refugees and migrants with technical, linguistic and pedagogical issues. As one of the facilitators in response to a participant intervention said: "this could be offered in local hubs like libraries with online courses and meet other learners to get moral support".
- The potential of building communities of interest and empowering refugees and migrants to create open learning resources themselves and be mentors to other learners.
- The general lack of official recognition of MOOCs as something that should be changed as a matter of priority.

The Module 3 forum had two topics on the two other case studies of European HEIs (WVL and UNED) and their application of MOOCs for displaced persons: Module 3 general discussion, and Discussion on MOOC for displaced people. The total number of posts in this forum was

27. The lower number of messages was perhaps due to the fact that there were only two topics and that the participants were already in the third week of the course. However, several interesting issues came up in the discussions in this forum when participants were asked to discuss “what other features you think a MOOC for displaced people should have”:

- Inclusive MOOCs should be designed with NGO teachers and volunteers because they know best the needs and expectations of these collectives.
- A very clear description of the course and its target audience, together with a sample of evaluation activities, should be given before registration.
- The importance of adapting MOOCs to mobile devices and including a variety of learning materials, especially “low-cost print materials and broadcast media”.
- MOOCs for displaced people, above all LMOOCs, should have appropriate levels and be adaptive with a “grading difficulty”, so that students can enter at the appropriate level where there are contents and activities for their needs and interests.

The Module 4 forum had three topics on the application of a cost-benefit analysis tool to the triple-bottom line for MOOCs: economic profitability, social responsibility and environmental sustainability: Module 4 general discussion, Discussion on cost benefit analysis activity I, and Discussion on cost benefit analysis activity II. The total number of posts in this forum was 22. The decrease in participation in the forums from module 3 onwards is probably due to the fact that in MOOCs the level of commitment usually decreases after the first two weeks; and that, perhaps, the contents of modules 4 and 5 were more complex and meant that participants had to make a greater effort to assimilate them. For example, in Module 4 forum General discussion one of the participants pointed out that this a “challenging module” and another revealed that “the module forced me to think about the business case for such projects in a way I hadn't really done previously. It is something we all have to engage with at some point”. The participants are asked to imagine a MOOC targeting displaced people they would like to launch and reflect upon the financial, social and environmental goals of their institutions that would need to be

taken into account in order to gain support and acceptance for their proposal, together with success factor indicators. Some aspects noted by the participants were:

- The financial advantages, such as the relatively low cost of a MOOC compared to a face-to-face course, or long-term benefits like advertising and gaining visibility for an institution to attract future students.
- Environmental aspects of online and blended learning, like avoiding the need for travel and pollution.
- Social aspects: MOOCs can be used to help refugees and migrants achieve their goals of improving their CV, gaining employment, and integrating into a new society.
- Some of the indicators that could be used to measure the success of MOOC proposals were: average number of refugees and migrants registering and completing the course; development resources assigned to the MOOC; feedback of participants and teachers/mentors involved; visibility of the MOOC.

With this module and forum, an attempt was made to achieve the fourth objective of the course, which was “to provide a better understanding of how MOOCs are developed/executed and their underlying business model”.

Finally, the Module 5 forum had eight topics on the best practices of the development and use of inclusive MOOCs: Module 5 general discussion, Discussion on policies for inclusive MOOCs, Discussion on course of synthesis activity, Discussion on design of inclusive MOOCs, Discussion on inclusive MOOCs and their participants activity, Discussion on recognition and accreditation activity, and Discussion on final reflections activity. The total number of posts in this forum was 27, a little low considering that it was the forum with most topics, but as discussed above, participation generally drops away considerably during the last week of a MOOC. The discussions in this forum were on the following aspects:

- Participation of displaced people in MOOCs. The reasons for the low participation of refugees and migrants highlighted in the forum were: unawareness, lack of time due to

the challenges of living in a new country (bureaucracy, health issues, cultural shock, etc.), lack of prestige of online learning education, lack of digital and IT skills.

- Opportunities and benefits of MOOCs for displaced people. Participants noted that MOOCs can help them find employment and offer flexibility in terms of time and geographical location as well as their potential for accreditation. In addition, one participant noted that “MOOCs can be a good first step into the world of online learning as they are a low-pressure environment compared to more formal higher-education online courses”.
- Important features of an inclusive MOOC. With respect to the design, inclusive MOOCs should take into account “the diversity of participants, contexts, motivations, needs and goals”; have a clear and easy navigation considering “technological issues like Internet connection and device usage”; provide quality of content; “facilitate differentiation and scaffolding for different levels of ability”; be very interactive and offer opportunities for discussion providing “a sense of learner community”. One aspect highlighted by most of participants is the importance of practicality in order to help them in their lives and offer official certification and accreditation.

In the table 15 the number of forum posts and the evolution of participation can be seen. Considering that the number of participants was not very high, it can be said that the participation in the forums of the course was satisfactory.

Module	Module 0 forum	Module 1 forum	Module 2 forum	Module 3 forum	Module 4 forum	Module 5 forum
Number of posts	37	148	87	27	22	27

Table 15. Number of posts in the forums of the course

To conclude this section, what follows are some of the participants’ opinions on the course given in the forums, showing a high level of satisfaction with both the contents and activities of the MOOC, and again, the fulfilment of the objective of creating a dialogue between stakeholders:

- Participant 1: “Generally speaking, I am finding the course very interesting and thought-provoking”.
- Participant 2: “I like the materials, the way they are organised and the fact that we can give our point of view at the end of each discussion as an answer to a specific question. I enjoy reading the participants' opinion, very enriching”.
- Participant 3: “The content is well organized, and I like the existence of the discussion part. I also like the prompt/fast course staff's feedback”.
- Participant 4: “I like the course and its clarity. I hope to be able to use what I learn with my students who also face some inclusion issues”.

4.2 Questionnaire analyses

Two questionnaires were included in the course for research purposes: an initial questionnaire to highlight the profile, needs and expectations of the participants beforehand, and be able to adapt the activities and discussions; and a final questionnaire, in order to collect the opinions of the participants of the course.

The initial questionnaire received 84 responses, what was almost the 42% of the participants registered on the course. The main findings are described below.

The profile of the participants who answered can be summarised as follows (figures 17 and 18): most of them female (69%), between 31-40 years old (31%) and 41-50 (30%), followed by those over 50 (24%) and 21-30 (14%).

1. Age

83 respuestas

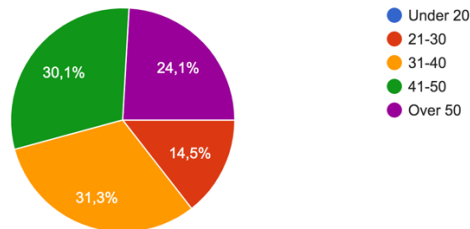


Figure 17. Participant age range

2. Gender

83 respuestas

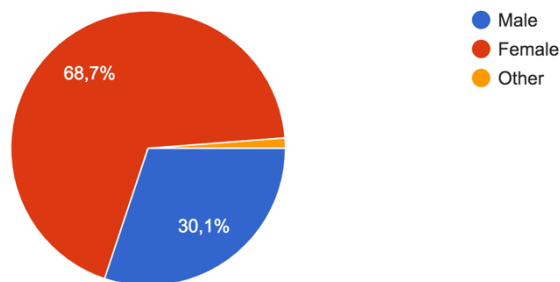


Figure 18. Participant gender. The term *Other* refers to people who didn't select one of the two answers provided.

With regard to the origin of the participants who responded, 24 nationalities were identified, that can be considered as a high level of variety taking into account the number of participants. The country with most participants was Spain (29%), probably due to the fact that the MOOC was implemented on a Spanish university MOOC Platform (Open UNED); followed by Greece (14,5%), Romania (10,8%), Germany, Syria and Ireland with 4,8% each, and Sweden and UK with 3,6%. Other countries of origin were: Paraguay, USA, Canada, Chile, Peru, Portugal, France, Italy, Norway, Czech Republic, Bulgaria, Ukraine, Armenia, Turkey, Lebanon and Kenya and Mauritania.

With respect to the educational level of the participants (figure 19), 59% stated they had a postgraduate degree and 29% a university undergraduate degree. Regarding professional status (figure 20), most of the participants were teachers (34,9%), workers at an NGO or other refugee/migrant support groups (28%) and only 1,2% were MOOC providers. Therefore, it can be said that the MOOC target public was mostly reached.

4. Education
83 respuestas

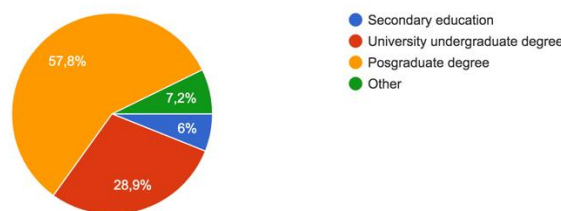


Figure 19. Participant prior education

5. Current status
83 respuestas

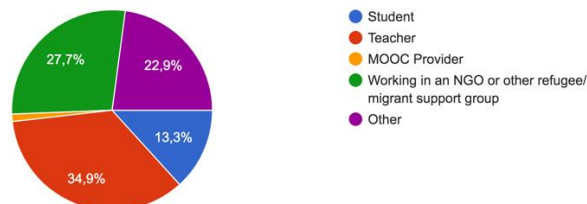


Figure 20. Participant occupation

The profile described above from the questionnaire matched the one provided by the Learning Analytics tool of the platform (Martín Monje & Castrillo, 2016). Also, with the exception of nationality, this profile matches the one pointed out in the literature for LMOOCs: females, in their late 30's and from Western countries, actively working and with university education, although this socio-demographic profile is also evolving towards less favoured social groups in terms of less academic training or coming from socially or economically less favoured areas (Castrillo & Mañana, 2017).

The reasons why the participants enrolled the course were varied (figure 21). Most of them said that their aim was to learn more about the topic of MOOCs in general (57%) and because it may be useful for their job (53%), followed by those who were thinking of creating and implementing a MOOCs for refugees and migrants (38%) and those who had the intention of using existing MOOCs for refugees and migrants (35%). Finally, 30% of the respondents thought the course could improve their career prospects. From these data, it can be said that the expectations of the participants who responded were congruent with the objectives of the course.

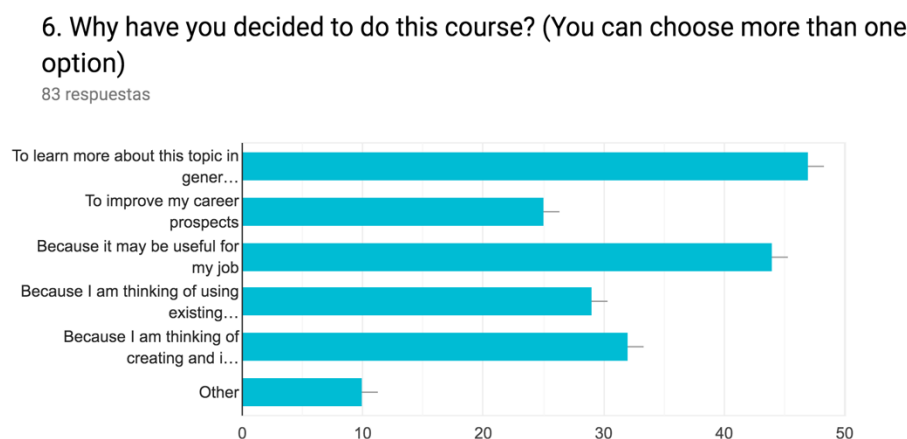


Figure 21. Participant reasons for undertaking the course

Another topic addressed in the initial questionnaire was the starting level of knowledge on the topic of the course (figure 22). 13% of respondents considered themselves as experts, 43% viewed themselves as having some knowledge of the topic, 33% declared having very little knowledge, and 11% didn't have knowledge at all. From these data it can be deduced that the majority had some knowledge of the subject, which was reflected in the discussions of the forums.

7. What is your knowledge on the topic of this course?

82 respuestas

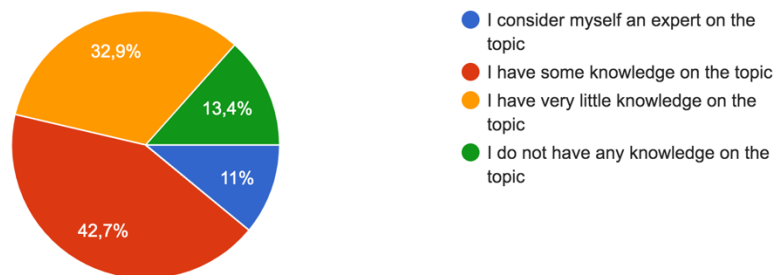


Figure 22. Participant prior knowledge of the course topics

Finally, with regards to their intentions before starting the course (figure 23), 48% of respondents expressed their wishes to complete the course and make the most of it, followed by 20% who wanted to collect relevant materials on the topic and other 20% who didn't have their intention clear. Only 6% had the intention of superficial browsing. It can be argued that the intentions of the respondents were realistic, since 38 respondents expressed in the questionnaire that they intended to complete the course and, according to the quantitative data of the platform, 31 did.

8. What is your initial intention when doing this course?

83 respuestas

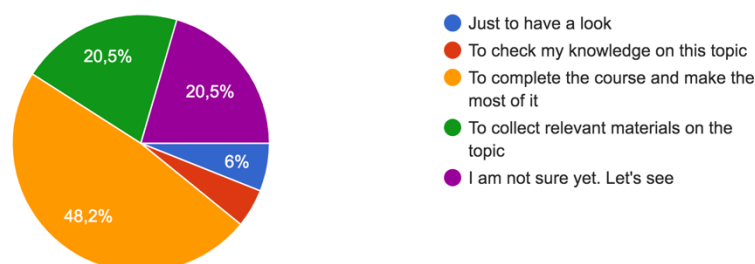


Figure 23. Participant prior intention for the course

The final questionnaire received 21 answers, from which we can deduce that the majority of the most motivated participants who completed the course had responded.

With regards to the fulfilment of expectations (figure 24), 80% of the respondents said that the course had fulfilled their expectation in terms of expanding their knowledge on developing and using MOOCs for refugees and migrants.

1. The course has fulfilled my expectations in terms of expanding my knowledge on developing and using MOOCs for refugees and migrants.

21 respuestas

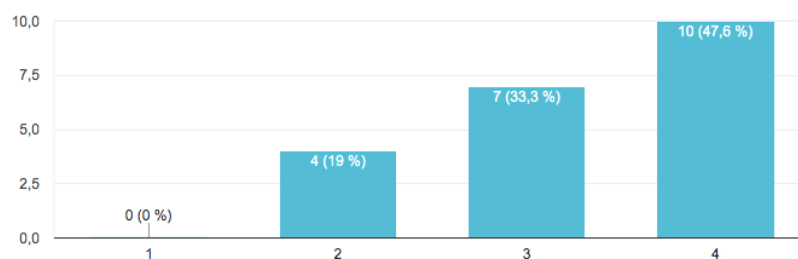


Figure 24. Fulfilment of participant expectations of the course

When they were asked to rate the materials and activities of the course, most of respondents agreed that there were good or excellent with the following percentages: Videos (80%); Readings (95%); Forum discussions (81%); P2p activity (85%). These data arguably reflect course quality.

With respect to the practicality of the course (figure 25), 85% thought that what they had learnt was very applicable to their jobs or studies. In addition (figure 26), 85% of respondents affirmed that they would recommend this MOOC to others.

3. Do you think you can apply what you've learnt to your job or your studies?

21 respuestas

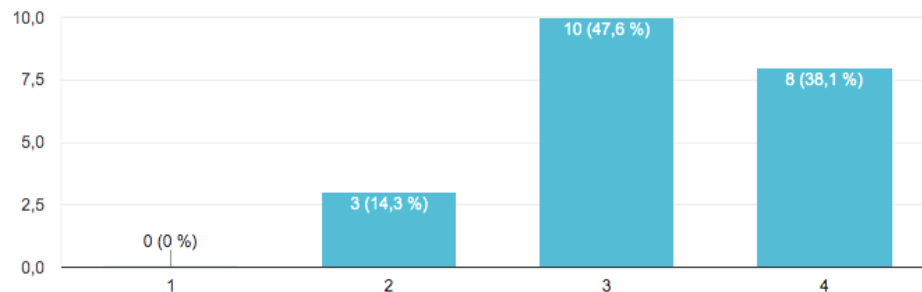


Figure 25. Applicability of the course

4. I would recommend this MOOC...

20 respuestas

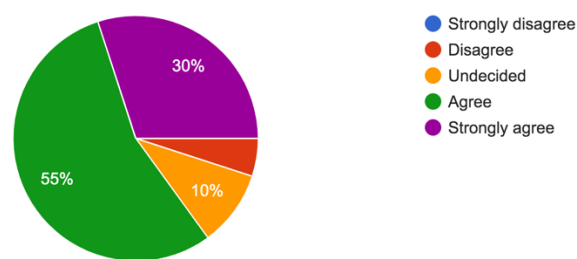


Figure 26. Would participants recommend the course

Finally, respondents were asked to provide comments and suggestions in order to improve the course in future editions. Two of these responses were:

- I found I was able to keep up with the week-to-week scheduling of the MOOC, something I wasn't expecting. The collaborative activities in Module 5 didn't attract much engagement from other participants so there wasn't much incentive for me to complete them. This was disappointing but it is not unusual to see a fall-off in engagement towards the end of a MOOC.
- It's a very interesting subject and I feel the MOOC has provided me with a good foundation for further exploration. In terms of design, I thought the number of text-

based/reading activities was quite high; perhaps, for variety, some of these could be summarised in a more engaging format with the PDF provided alongside.

4.3 Course activities analyses

The course had four types of activities that were evaluated to achieve the final grade, as figure 27 shows: Watching video activities (5 activities); Reading text activities (17 activities); Reading & Watching activities (15 activities); and Questionnaire activities (2 activities).



Figure 27. Type of graded courses activities

The following table shows the performance of the participants on these graded activities according to the data provided by the Learning Analytics tool of the platform, in which it can be appreciated that the reading activities are the ones with more submissions, followed by the reading & watching type, as can be observed in table 16.

Type of activities	Watching	Reading	Reading & Watching	Questionnaire
Nº of activities delivered	59	436	186	65

Table 16. Number of activities delivered

These data show the activities that were delivered by the participants indicating explicitly that the task was undertaken by ticking a box, the only way Open EdX has to track whether a reading or video task has been undertaken by a participant, as described above in the course design. However, this does not mean that more participants did not watch the videos or read the contents of the course, just that they did not tick the boxes. One example of this could be the

questionnaires: while the system detected 65 participants who submitted these activities, in the questionnaires themselves there is evidence of 123 responses, which is almost double.

Engagement with the course activities decreased as the modules and weeks progressed, which is very common in MOOCs. For example, figures 28 and 29 show the reading and reading & watching activities delivered in every section of the course. It can be observed that the engagement was higher in module 1, decreased slightly in module 2 and was maintained in module 3, before decreasing gradually in module 4 and 5.

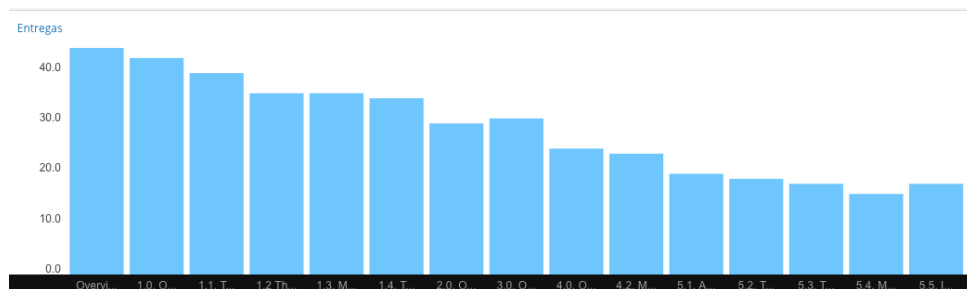


Figure 28. Engagement of the reading activities throughout the course.

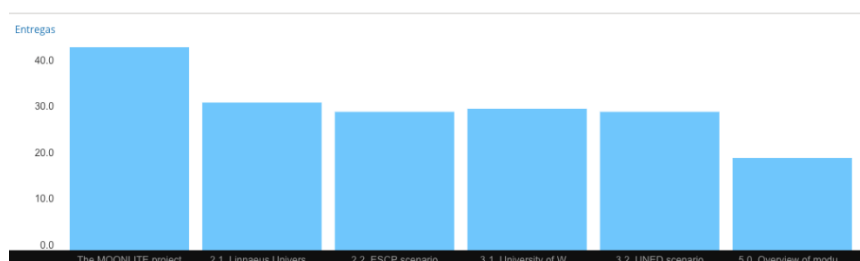


Figure 29. Engagement of the reading & watching activities throughout the course.

Other data that the Learning Analytics tool registered was the engagement with the viewing of the videos and this may highlight some interesting issues. For example, the longest videos had more incomplete views than the shorter ones, as shown in the figure 30 with the videos of module 3, the green part being the full views and the grey the incomplete views. The videos in section 3.2 were less than 2 to 6 minutes long, meanwhile the video of section 3.3 was 9 minutes

long. These data are a sample of aspects that can be researched and taken into account for future iterations of this course or for new MOOCs.

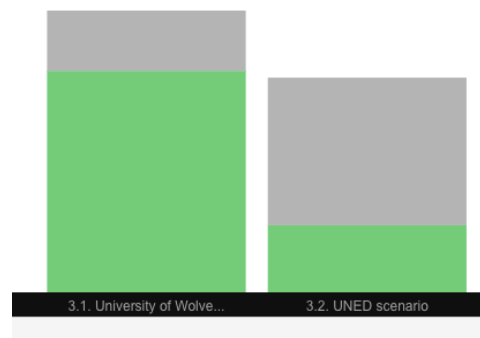


Figure 30. Sample of engagement in videos viewing

Finally, it should be noted that, as noted in section 4.1, the profile of the participants of this course is that of professionals who have undertaken the course to extend their knowledge of MOOCs to the design and development of socially inclusive ones, particularly those that can be applied with refugees and migrants. As such, given this participant profile, in this type of course, then it is very normal that the number of activities undertaken are lower than in, for example, LMOOCs.

5 Conclusions

This report has detailed the activities that have been undertaken in Output 5 together with the results obtained. The purpose of this output was to design, develop and deploy an open online course on how to design and utilize MOOCs for refugees. The target group of this course consisted of MOOC providers, HEI staff and refugees support groups, i.e. individuals representing national and international NGOs, advocacy groups for refugees, providers of language, orientation or integration courses for refugees, social welfare organizations, religious groups and volunteer organizations.

The output has included information for MOOC providers, at HEIs and elsewhere, on how to adapt their course offer and to make it more directly relevant and useful for refugees and how the MOONLITE scenarios could be implemented at their institutions. The implementation of the open online course has also raised awareness among different refugees support groups about the potential and strengths of MOOCs, what these courses have to offer to build entrepreneurial and language skills among refugees and how they can collaborate both with the course providers to prepare new courses, facilitate the learning activities with refugees in existing courses, and get the message of the value of these courses across to the refugee community for future editions. It has also sensitized MOOC providers on the specific needs among refugees.

The project partners decided to build a MOOC for this purpose, rather than just writing a report (this report), since this kind of course represents a more agile and interactive format for the presentation of this content, where students of the course can interact with the project partners, and each other, and go beyond what is possible with a standard document. The MOOC was designed with the following objectives in mind:

- Help MOOC providers gain a better understanding of specific needs of refugee support groups/refugees themselves and how their course offer can be adapted for them.
- Provide a better awareness about MOOCs among refugee stakeholders, especially those related to linguistic and transversal skills, both of which are important for them to enter into higher education and/or the employment market.

- Provide a better understanding of the way that course providers develop and run courses and associated business models that can be used by the groups to collaborate in the future.
- Make the results from previous activities accessible in a more engaging, interactive format.
- Show MOOC providers how the scenarios can be implemented.
- Create a dialogue between MOOC providers and the stakeholders working with refugees in order to better exploit open online courses for that target group (refugees) and foster new collaborations

The course was intended to engage a minimum of 50 participants, hence not necessarily be massive despite using a MOOC format. As noted in section 4, there were 201 people registered for the course, more than expected, and 15% of whom finished 60% or more of the activities in the course. As also noted in that section, the course is designed for people who want to find out about how to use MOOCs for social inclusion, specifically of refugees, which is not necessarily the type of participants who will undertake the activities in the course.

UNED used Open EdX to design and implement a course suitable for mobile access and allow for lecture display and quizzes (xMOOC elements) as well as peer and social learning (cMOOC functionality). Work was undertaken to ensure that, as far as possible, the course and its content are both accessible and available on mobile devices and when no direct network connection is available. All partners have contributed to the successful piloting of the MOOC by facilitating parts of the course. When the course finished, the course has been left open to act as an open educational resource that will be available even after the project has finished. The forums are open but only in "read-only" mode, since the teaching team will not be able to continue answering questions

While the MOOC that this output has produced does represent and contain information about how such a course can support refugees and migrants and their learning needs, this report is

also presented, not only to detail the entire process of the production of this course, but to do so in an easy-to-take-away format, something that can be studied offline. The details of the discussion obtained in the pilot of the course, together with new ideas, experiences gained from the course, etc., are also contained in this report.

Finally, the key results of this output are:

- MOOCs can provide an effective learning mechanism for refugees if they are designed with the target group in mind and developed and deployed for the types of mobile technology that they typically have.
- There are many different ways to prepare and run a MOOC and interested parties do not necessarily need their own MOOC platform to do so.
- There are differences between partner institutions and the perceived value of MOOCs in European countries. This is reflected in the partner scenarios. For people wanting to reproduce the MOONLITE experience, hopefully their institutional context will be similar to at least one of the partner scenarios, so that they will be able to apply some of the experiences presented and the conclusions produced.
- Since refugees and migrants are not a homogeneous social group, then it is important that both relevant refugee support groups and refugees themselves, should be included in the MOOC design process, so that the courses can be adapted to their learning needs.
- Recognizing previous learning is difficult in the case of refugees, since for a variety of reasons, they typically don't carry their educational certificates with them. Hence, MOOCs can be an effective way to encapsulate parts of their prior learning and provide them with a way to gain some kind of certification for prior knowledge. The different partner scenarios have presented some examples of how such recognition and certification can take place.
- The cost-benefit analysis tool with its triple bottom line (social, ecological and economic sustainability) represents a significant way to articulate the benefits of applying MOOCs for refugees in a given educational and institutional context. The triple bottom line provides a way to focus on different parts of the MOOC value model, the relevance of which will depend on the business model of the institutions.

- The best practices presented here take the application of MOOCs for refugees to a higher level, namely that of general social inclusion. The importance of national and international policies is highlighted to be able to take these initiatives to supra-institutional contexts and help adapt the work presented here to other social collectives and educational objectives.

6 References

- Allen, I.E., & Seaman. J. (2014). *Grade Change: Tracking Online Education in the United States*. Babson Survey Research Group and The Sloan Consortium. Retrieved from <http://www.onlinelearningsurvey.com/reports/gradechange.pdf>
- Allen, I.E., & Seaman. J. (2015). *Grade Level: Tracking Online Education in the United States*. Babson Survey Research Group and Quahog Research Group, LLC. Retrieved from <http://www.onlinelearningsurvey.com/reports/gradelevel.pdf>
- Allen, I.E., & Seaman. J. (2016). *Online Report Card: Tracking Online Education in the United States*. Babson Survey Research Group and Quahog Research Group, LLC. Retrieved from <http://onlinelearningsurvey.com/reports/online-report-card.pdf>
- Bárcena, E. & Martín Monje, E. (2014). Introduction. Language MOOCs: An emerging field. In E. Martín Monje & E. Bárcena (Eds.). *Language MOOCs: Providing learning, transcending boundaries* (pp. 1-15). Berlín: De Gruyter Open. <https://www.degruyter.com/downloadpdf/books/9783110422504/9783110422504.1/9783110422504.1.pdf>
- Burnaby: UNESCO and Commonwealth of Learning. Retrieved from <http://unesdoc.unesco.org/images/0024/002451/245122E.pdf>
- Bates, A. W. (2015). Teaching in a digital age: Guidelines for designing teaching and learning for a digital age. Retrieved from <http://opentextbc.ca/teachinginadigitalage/>
- Brennan, K. (2014). *In Connectivism, No One Can Hear You Scream: a Guide to Understanding the MOOC Novice. Hybrid Pedagogy*. Retrieved June 5, 2014, from <http://www.hybridpedagogy.com/journal/in-connectivism-no-one-can-hear-you-scream-a-guide-to-understanding-the-mooc-novice/>
- Castrillo, M. D. y Mañana, J. (2017). Evolución del perfil sociodemográfico del participante en MOOC (2013-2016): estudio de un caso en lenguas extranjeras. En Delgado, C., Alario-

- Hoyos, C. y Hernández Rizzardini, R. (Eds.). *Jornada de MOOCs en Español (EMOOCs-ES) EMOOCs 2017*.
- Castillo, N. M., Lee, J., Zahra, F. T., & Wagner, D. A. (2015). MOOCs for development: Trends, challenges, and opportunities. *Information Technologies & International Development*, 11(2), 35–42.
- Christensen, Gayle and Steinmetz, Andrew and Alcorn, Brandon and Bennett, Amy and Woods, Deirdre and Emanuel, Ezekiel, The MOOC Phenomenon: Who Takes Massive Open Online Courses and Why? (November 6, 2013). Available at SSRN: <https://ssrn.com/abstract=2350964> or <http://dx.doi.org/10.2139/ssrn.2350964>
- Clark, D. (2013). *Taxonomy of 8 Types of MOOC. FORUM TIC EDUCATION*. Retrieved June 5, 2014, from <http://ticeduforum.akendewa.net/actualites/donald-clark-taxonomy-of-8-types-of-mooc>
- Cormier, D., & Siemens, G. (2010). Through the open door: open courses as research, learning, and engagement. *EDUCAUSE Review*, 45(4), 30–39
- Costello, Brown & Holland. (2016). What questions are MOOCs asking? An evidence-based investigation. In M.Khalil, M. Ebner, M. Kopp, A. Lorenz & M. Kalz (Eds.), *Proceedings of the European Stakeholder Summit on experiences and best practices in and around MOOCs* (pp.211–221). Retrieved from <http://emoocs2016.eu/wpcontent/uploads/2016/02/proceedings-emoocs2016.pdf>
- Daniel, J. (2012). Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility. *Journal Of Interactive Media In Education*, 3(0). Retrieved June 4, 2014, from <http://jime.open.ac.uk/jime/article/view/2012-18>
- Dalziel, J., Conole, G., Wills, S., Walker, S., Bennett, S., & Dobozy, E., et al. (2013). The Larnaca declaration on learning design—2013. Retrieved from www.larnacadeclaration.org

- Downes, S. (2008). Places to go: Connectivism & connective knowledge. *Innovate: Journal of Online Education*, 5(1)
- Downes, S. (2013). The quality of massive open online courses. Retrieved from <http://mooc.efquel.org/week-2-the-quality-of-massive-open-online-courses-by-stephendownes/>
- Gaebel, M., Kupriyanova, V., Morais, R., & Colucci, E. (2014). E-learning in European Higher Education Institutions: Results of a mapping survey conducted in October-December 2013. Retrieved from http://www.eua.be/Libraries/Publication/e-learning_survey.sflb.ashx
- Guàrdia, L., Maina, M., & Sangrà, A. (2013). MOOC design principles: A pedagogical approach from the learner's perspective. *eLearning Papers*, 33, 1–6. Retrieved from <http://www.openeducationeuropa.eu/en/article/MOOC-Design-Principles.-A-Pedagogical-Approach-from-the-Learner%E2%80%99s-Perspective>
- Jansen, D. & Konings, L. (2017) MOOC Strategies of European Institutions. Status report based on a mapping survey conducted in November 2016 – February 2017. EADTU. Retrieved from <https://moonliteproject.eu/outputs/a-viable-role-of-moocs-in-european-heis-vision-recommendations/#tab-id-1>
- Jansen, D., & Goes-Daniels, M. (2016). Comparing Institutional MOOC strategies. Status report based on a mapping survey conducted in October - December 2015. EADTU. Retrieved from http://eadtu.eu/images/publicaties/Comparing_Institutional_MOOC_strategies.pdf
- Jansen, D., & Schuwer, R. (2015). Institutional MOOC strategies in Europe. Status report based on a mapping survey conducted in October - December 2014. EADTU. Retrieved from http://www.eadtu.eu/documents/Publications/OEenM/Institutional_MOOC_strategies_in_Europe.pdf

- Henderikx, P., & Jansen, D. (2018). The Changing Pedagogical Landscape: In search of patterns in policies and practices of new modes of teaching and learning. Retrieved from https://eadtu.eu/documents/Publications/LLL/2018_-_The_Changing_Pedagogical_Landscape.pdf
- Hill, P. (2012). *Four Barriers That MOOCs Must Overcome To Build a Sustainable Model* /e-Literate. e-Literate. Retrieved June 4, 2014, from <http://mfeldstein.com/four-barriers-that-moocs-must-overcome-to-become-sustainable-model>
- Hill, P. (2013). Emerging student patterns in MOOCs: A (revised) graphical view [Blog post]. Retrieved from <http://mfeldstein.com/emerging-student-patterns-in-moocs-a-revised-graphical-view/>
- Hollands, F., & Tirthali, D. (2014). Why Do Institutions Offer MOOCs? Online Learning, 18(3). Retrieved from <http://olj.onlinelearningconsortium.org/index.php/jaln/article/view/464>
- Jordan, K. (2015). Massive open online course completion rates revisited: Assessment, length and attrition. International Review of Research in Open and Distributed Learning, 16(3), 341–358.
- Kalz, M., Kreijns, K., Niellissen, G., Castaño-Muñoz, J., Guasch, T., & Espasa, A., et al. (2014). MOOCKnowledge: Establishing a large-scale data collection about participants of European Open Online Courses. In D. Jansen, & A. Teixeira (Eds.), Position papers for European cooperation on MOOCs (pp. 113–119). Heerlen: EADTU. Retrieved from http://home.eadt.eu/images/Position_papers_for_European_cooperation_on_MOOCs.pdf
- Kizilcec, R. F., Piech, C., & Schneider, E. (2013). Deconstructing disengagement: Analyzing learner subpopulations in massive open online courses. In Proceedings of the third international conference on learning analytics and knowledge (pp. 170–179). ACM.

- Liyanagunawardena, T., Williams, S., & Adams, A. (2013). The impact and reach of MOOCs: A developing countries' perspective. *eLearning Papers*, 33, 1–8. Retrieved from http://centaur.reading.ac.uk/32452/1/In-depth_33_1.pdf
- Lowenthal, P. R., & Hodges, C. B. (2015). In search of quality: Using Quality Matters to analyze the quality of massive, open, online, courses (MOOCs). *The International Review of Research in Open and Distributed Learning*, 15(5). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/2348/3411>
- Macness, J. (2013). cMOOCs and xMOOCs - key differences. *Jenny Connected*. Retrieved June 4, 2014, from <http://jennymackness.wordpress.com/2013/10/22/cmoocs-and-xmoocs-key-differences>
- Macleod, H., Haywood, J., Woodgate, A., & Alkhatnai, M. (2015). Emerging patterns in MOOCs: Learners, course design and directions. *TechTrends*, 59(1), 56–63. <http://dx.doi.org/10.1007/s11528-014-0821-y>
- Margaryan, A, Bianco, M., & Littlejohn, A. (2015). Instructional quality of massive open online courses (MOOCs). *Computers & Education* 80, 77–83. Retrieved from <http://dx.doi.org/10.1016/j.compedu.2014.08.005>
- Mulder, F., & Jansen. D. (2015). MOOCs for opening up education and the OpenupEd initiative. In C. J. Bonk, M. M. Lee, T. C. Reeves, & T. H. Reynolds (Eds.), *MOOCs and open education around the world*. New York, NY: Routledge. Retrieved from http://www.eadtu.eu/documents/Publications/OEenM/OpenupEd_-_MOOCs_for_opening_up_education.pdf
- Martín Monje, E. y Castrillo, M.D. (2016a, enero). A redefinition of the teacher and student roles in Language MOOCs: The example of “How to succeed in the English-B1 Level Exam”. Comunicación presentada en The LLAS 11th annual e-learning Symposium 2016. Southampton, UK.

- Martín-Monje, E. & Bárcena, E. (2014.). *Language MOOCs: Providing learning, transcending boundaries*. Berlín: De Gruyter Open.
<https://www.degruyter.com/downloadpdf/books/9783110422504/9783110422504.1/9783110422504.1.pdf>
- Martín-Monje, E., Bárcena, E., & Read, T. (2013). Exploring the affordances of Massive Open Online Courses on second languages. In *Proceedings of UNED-ICDE (International Council for Open and Distance Education)*. Madrid: UNED.
- Mulder, F. & Jansen, D. (2015). MOOCs for Opening Up Education and the OpenupEd initiative. In C. J. Bonk, M. M. Lee, T. C. Reeves & T. H. Reynolds (Eds.). *The MOOCs and Open Education Around the World*. New York: Routledge Tayler & Francis Group.
- Muñoz, J.C., Punie, Y., Inamorato dos Santos, A., Mitic, M., & Morais, R. (2016). How are higher education institutions dealing with openness? A survey of practices, beliefs and strategies in five European countries. JRC Institute for Prospective Technological Studies, European Commission. Retrieved from <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/how-are-higher-education-institutions-dealing-openness-survey-practices-beliefs-and>
- Neuböck, K.; Kopp, M., & Ebner, M. (2015). What do we know about typical MOOC participants? First insights from the field. In: EMOOCS2015. Proceedings Papers. European Stakeholder Summit on Experiences and best practices in and around MOOCs (pp. 183–190). 18–20 May 2015. Université Catholique de Louvain, Mons (Belgium).
- Ossiannilsson, E., Williams, K., Camilleri, A. F., & Brown, M. L. (2015). Quality models in online and open education around the globe: State of the art and recommendations. Retrieved from <http://icde.org/admin/filestore/Resources/Reports/ICDEQualitymodels2.pdf>

- Patru, M., & Balaji, V. (Eds.) (2016). Making Sense of MOOCs: A Guide for Policy-Makers in Developing Countries. UNESCO and Commonwealth of Learning. Retrieved from <http://unesdoc.unesco.org/images/0024/002451/245122E.pdf>
- Read, T. (2014). The architectonics of Language MOOCs. In E. Martín-Monje & E. Bárcena (Eds.) *Language MOOCs: providing learning, transcending boundaries*. Warsaw: Mouton de Gruyter.
- Read, T., Sedano, B. & Barcena, E. (2018). Tailoring Language MOOC design for migrants and refugees. In *Technological Innovation or Specialized Linguistic Domains. Languages for Digital Lives and Cultures. Proceedings of TISLID'18*. : Éditions universitaires européennes
- Schön, S.; Ebner, M.; Rothe, H.; Steinmann, R. & Wenger, F. (2013). Macht mit im Web! Anreizsysteme zur Unterstützung von Aktivitäten bei Community- und Content-Plattformen. Güntner, G. & Schaffert, S. (eds.). Salzburg: Salzburg Research.
- Siemens, G. (2012). *elearnspace › What is the theory that underpins our moocs?* Retrieved June 4, 2014, from <http://www.elearnspace.org/blog/2012/06/03/what-is-the-theory-that-underpins-our-moocs>
- Sokolik, M. (2014). What constitutes an effective Language MOOC? In E. Martín Monje & E. Bárcena (Eds.). *Language MOOCs: Providing learning, transcending boundaries* (pp. 1-15). Berlin: De Gruyter Open. <https://www.degruyter.com/downloadpdf/books/9783110422504/9783110422504.2/9783110422504.2.pdf>
- SCORE2020 project: Output 12 SCORE2020: Business models for regional support centres. Retrieved from https://score2020.eadtu.eu/images/Results/Final_outputs/O12-Business_models_for_regional_support_centres.pdf
- Traeger, C., Löwe, C., Bárcena, E., Bick, M. Camilleri, A.F., Codreanu, T. Creelman, A., Jansen, D., Sedano Cuevas, B., Read, T., Traxler, J. and Zourou, K. 2018. Exploiting

MOOCs for Access and Progression into Higher Education Institutions and Employment Market. MOONLITE MOOCs for Social Inclusion & Employability. <https://moonliteproject.eu/wp-content/uploads/2018/12/Moonlite-O3-report-final.pdf>

UNESCO & COL (Commonwealth of Learning) (2016). *Making Sense of MOOCs: A Guide for Policy-Makers in Developing Countries*. In M.Patru y V. Balaji (Eds.). Paris/



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.