



3iz **moooc**

“ **MOOCs**
for the world
of business ”



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

Programme: Erasmus+ | Key Action 2 | Knowledge Alliances

Reference Number: 562286-EPP-1-2015-1-AT-EPPKA2-KA

Grant agreement number: 2015-2929 / 001-001

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



BizMOOC consortium

- 11 full partners, 3 associate partners, 11 countries from HEIs & Industry (large companies & SMEs), NGOs, networks, cluster,

No	Name	Acronym	Country
P1	FH JOANNEUM GESELLSCHAFT M.B.H.	FHJ	Austria
P2	THE OPEN UNIVERSITY	OU	UK
P3	UNIVERSIDAD DE ALICANTE	UA	Spain
P4	BURGAS FREE UNIVERSITY	BFU	Bulgaria
P5	UNIwersytet Ekonomiczny w Krakowie	UEK	Poland
P6	AVL List	AVL	Austria
P7	iversity GmbH	IVE	Germany
P8	DIDA NETWORK srl	DIDA	Italy
P9	Košice IT Valley z.p.o.	ITV	Slovakia
P10	The National Unions of Students in Europe	ESIB	Belgium
P11	VERENIGING VAN EUROPEAN DISTANCE TEACHING UNIVERSITIES	EADTU	<u>Netherlands</u>



WHAT ARE WE TRYING TO DO?

BizMOOC...

- shall enable **universities, businesses and society in all parts of Europe** to **exploit the full potential of MOOCs** (Massive Open Online Courses) = *transfer of an innovative way of teaching & learning into new contexts (businesses, labour forces and universities without MOOCs)*
- **by creating a common framework (MOOC BOOK, 3 Pilot MOOCs & BizMOOC Community)** that promote MOOCs for workplace teaching & training, the acquisition of labour market-relevant skills and entrepreneurial activity.



HOW DOES THIS GET DONE UNTIL NOW?

- MOOCs caused a **major impact on education worldwide**. Business models, target groups, quality standards, certification, sustainability, teaching, delivery & learning methods were all affected. Europe is **catching up** to these emerging trends.
- MOOC initiatives in the EU **exist, but remain isolated**, both geographically, and by their sectors. They lack impact on the HEI area as a whole, and do not sufficiently include the business community.
- Some players only see the expenses or risks, but not the **potential and/or duty** to follow global developments and trends.



Ambition level of BizMOOC

- A European framework of standards for rolling out MOOCs in regions and sectors where there are none;
- Bringing together European key players with a diverse spectrum of expertise (different university types, companies and networks) to join forces
- Using an interdisciplinary, cross-sectoral and -border approach to MOOCs
- Developing educational measures for the acquisition of LLL & business key competences
- The main results (MOOC BOOK & Pilot MOOCs) are living, interactive, flexible and open access deliverables that are designed to cope with the fast-changing development.



Core features of BizMOOC project:

- Establishment of a common body of knowledge on MOOCs,
- Identifying needs, gaps & reasons for businesses, labour force and HEIs to boost their MOOC activities, (this presentation/paper)
- Setting up of guidelines, recommendations & good practice in an interactive, open access MOOC BOOK,
- Developing, implementing & evaluating Open Educational Resources in the form of 3 Pilot MOOCs focusing on LLL and business key competences "Learning to learn (through MOOCs)", "sense of initiative (entrepreneurship & intrapreneurship)" and "innovation, creativity & problem-solving" and testing different methods & didactical approaches,
- Dissemination, networking, community building (BizMOOC community) &



MOOCs – why (not)? Opportunities and barriers for European universities and organisations

- Part of BizMOOC project
- Identify the main opportunities and barriers to maximising the potential of MOOCs within the business community at the European Union level.
- During the first phase of the project, an in-depth study was carried out to identify reasons why some business organisations and HEIs are not yet part of the MOOC movement.
- Paper presentation presents first results of interview part
- 110 interviews with business organisations and HEIs. The analysis presented are based on 42 interviews with business and 40 with HEIs



Methodology and sample (1)

- Following existing literature in the field of qualitative business research, and in line with the one focused on MOOCs, an interview guideline/survey was elaborated for each target group

Item	Organisations	HEIs without MOOC experience	Society
Used method	Qualitative, semi-structured interviews		Qualitative survey
Type of data acquisition	Telephone / Skype / Personal interviews		Survey Monkey (emailing & interviews)
Structure of the method	Qualitative interview guideline with 28 open questions		24 closed questions
Sample	42* organisations	40* Higher Education Institutions	1.193 persons all over the world
	59% in Western Europe and 41% in Eastern Europe	45% from Western Europe 55% from Eastern Europe (and Cyprus)	10 languages
Time frame	01/04/2016 – 15/09/2016		
Analysis method	Qualitative content analysis and quantitative analysis (mixed analysis) by Bryman (2007)		



Methodology and sample (2)

- Items covered by the interviews:
 - A short introduction to Massive Open Online Courses (MOOCs) concept and the perception of the interviewees of this new phenomenon.
 - More specific aspects of online courses and MOOCs.
 - Needs (and/or interest) for collaboration with other organisations on MOOCs
- Categories used for the interpretation of the results of the interviews:
 - Awareness and perception of MOOCs;
 - Involvement in online and MOOC activities;
 - MOOCs expectations, reasons, benefits and barriers;
 - Opportunities and interest for collaboration with other institutions.
 - Existing infrastructure for promoting MOOCs at regional and national level (this being used only for HEIs).



Involvement in online and MOOC activities

- Among the organisations interviewed, 66% are already involved

Organisations	Involved already		% over total sample	Not involved		% over total sample
	Value	% over total		Value	% over total	
Western Europe	20	71.43%	47.62%	5	35.71%	11.90%
Eastern Europe	8	28.57%	19.05%	9	64.29%	21.43%
TOTAL	28	100%	66.67%	14	100%	33.33%



Involvement in online and MOOC activities

- The majority of HEIs are involved in eLearning in general, but not for business community

HEIs' perspective	Involvement in online training for businesses		Involvement in eLearning in general	
	YES	NO	YES	NO
Western Europe	8	10	16	2
% over Western Europe	44,44%	55,56%	88,89%	11,11%
% over subsample	53,33%	40,00%	43,24%	13,33%
Eastern Europe	7	15	21	1
% over Eastern Europe	31,82%	68,18%	95,45%	4,55%
% over subsample	46,67%	60,00%	56,76%	6,67%
TOTAL	15	25	37	3
% over total interviewed	37,50%	62,50%	92,50%	7,50%



Reasons for (not) being involved in MOOCs

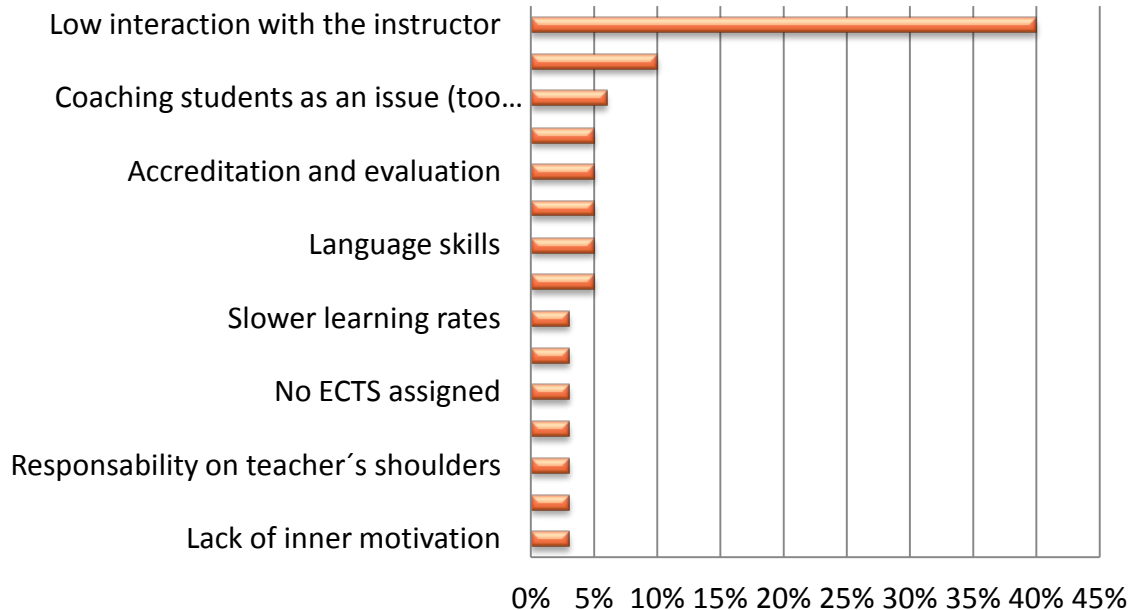
- (organisation perspective)

Pros	Cons
Improvement of corporate and individual skills	Low awareness
Better than other types of training & education	Lack of experience
Cheaper training & education	Not a priority for now
Better and faster learning environment	Lack of capacity to offer/produce MOOCs
Higher quality and success	Acknowledged certificates needed
Solution for companies with employees all over the world	Intellectual Property Rights
Have the expertise for developing MOOCs contents	Legal limitations/legal differences
The need to build up competences very fast	Risk of revealing company's secrets
Network creation/extension	Not covering the requirements of the companies
Time saving in improving skills and competences	Social media, videos, interactive content's etc. blocking by the companies' firewalls or code of conduct



Barriers – Higher Education

Barriers of MOOCs from a HE perspective



Challenges faced in online training

Main challenges and concerns

Motivate the participants to be active and do their work|

MOOCs or online courses **cannot be for free**

Mind shift towards different ways of teaching/learning necessary in both learners and employers

To find and create a **suitable, flexible production model**

To **reach the target group**

To maintain **partnerships, links and relationships**

The **cost of producing the multimedia materials, to set up and host the MOOC platform**

The time limitation

Legal limitations for imposing fees for education (traditional or online)

Different approaches of traditional and online education/training

Need of enhancing e-study content and management of online tutors

Give actual and good examples and demonstrations of workable solutions

Collaboration with business, which is in a continuous movement

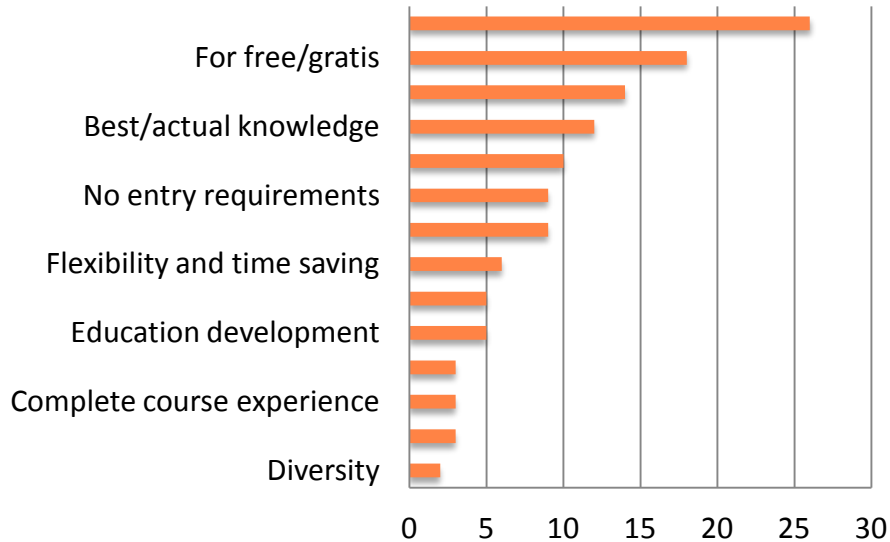
Making sure **links with industry are woven into the curriculum**

Lack of knowledge necessary in digital skills



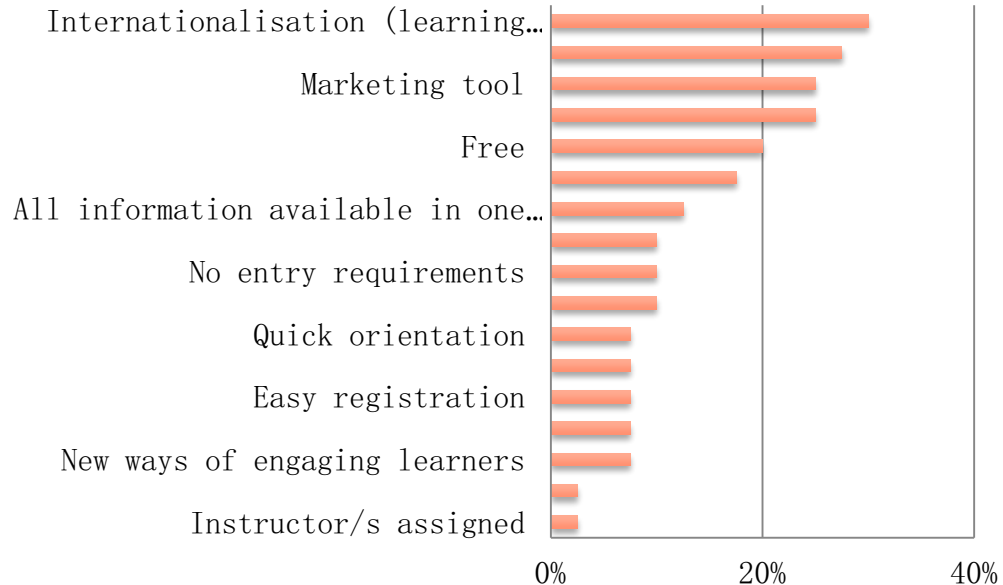
Reasons (added value of MOOCs)

Organisations' perspective



Reasons (added value of MOOCs)

HEIs' perspective



Opportunities and interest for collaboration

- Primary reasons:
 - Branding
 - Attracting the best future employees (war for talents)
 - Enriching knowledge in specific areas and updating
 - Exchanging/sharing knowledge on specific areas
 - Marketing
 - Capacity to contribute to MOOC content
 - Better positioning the organisation in the market
 - Networking
 - Bringing theoretical and practical knowledge together



Opportunities and interest for collaboration

Topics for collaboration
Continuous learning skills/learning analytics
IT
MOOC platform
Higher qualification or specialization courses
Project management
Foreign languages and translation services
Leadership
Innovation
Certification services
Follow-up courses
Networks/communities on MOOC



Usefull links

- <http://bizmooc.eu/>
- <http://bizmooc.eu/outcomes/learning-with-moocs-for-professional-development/>
- <http://bizmooc.eu/how-to-generate-innovative-ideas-and-how-to-make-them-work/>
- <http://bizmooc.eu/intrapreneurship-make-your-business-great-again/>





THANK YOU!

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.



Co-funded by the
Erasmus+ Programme
of the European Union

