Output Nr. 6 SCORE2020:

*Train-the-trainer mOOC*

*(micro open online course)*

February 2017
Output 6 SCORE2020: Train-the-trainer mOOC (micro open online course)
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Train-the-trainer mOOC (micro open online course)

SCORE2020 trained the staff of the partners involved to apply the different training and awareness materials, the instructional design models, the business models shared and developed during the project. To this end two intensive training events were organised by SCORE2020 project. These training events were set up as a train-the-trainer principle. In order to re-use the materials and design of the training events they were designed to be scalable. I.e. to increase the impact both in number and to target groups outside SCORE2020 partnership, the presentations of each training session were recorded. These recordings and the introduction and support materials are made available as a basis (elements of) of mOOC (micro Open Online Course).

Basic aim of such a mini course (mOOC) is that these course elements can used by the staff partner institutions, and regional support center in order to develop similar courses in their region tailored to their specific local needs. The main focus was on the instructional design models (O5) incorporating various training materials (O2) but other relevant topics were addressed as well.

Study guide and materials

Introduction to study guide

This mOOC will provide resources to build on full courses. However, these materials already provides a basic course structure to be used by anyone already.

These resources address the strategies, identify stakeholders, necessary resources and support, tools, services, partnerships, business models, quality aspects and design skills related to open and online learning, including MOOCs. It address the importance of the design and development of sustainable MOOCs that will enrich your design skills in carrying out a MOOC strategy. Several design issues with the real panorama of MOOCs in context of e-learning in European are discussed to understand the implications of MOOCs, OER and open learning in general.

More specifically is aimed to:

• understand the implications of online open learning and MOOCs;
• understand why and identify possible strategies on the individual (teaching staff) level or institutional (decision makers) level;
• define necessary conditions for the business model on the individual or institutional level;
• acquire design skills to develop sustainable MOOC online content;
Introduction to MOOCs and open learning

Intro:

- Presentation *Introduction and scope*.
  
  o Recording
  
  o Presentation
  
  o Assignment

- Presentation *An introduction to open online education & MOOCs* (Ljubljana, February 2017) –

  
  o Recording

Assignment

Why should we use

a) Regular f2f course
b) Online course
c) MOOC

Why and when should we use the one over the other?

Different groups discussing about one type of course Think for example about the main

1) characteristics
2) (dis)advantages
3) added value

Further reading:


Main drivers, differences between regions

Intro:

- Presentation *The Why behind open online education & MOOCs* (Ljubljana, February 2017) — first and second presentation

- Presentation *MOOCs context in the world – the main drivers behind MOOCs*. Eamon Costello (DCU) (Madrid, December 2016)
  
  o Recording
  
  o Presentation

Assignments

**Assignment 1**

**Assignment 2:**

Why should

a) Governments be involved in...

b) Universities (and companies, IGOs) invest in...

c) Citizens / learners use... open and/or online courses / MOOCs

Three different groups discussing about one type of stakeholder

Think, for example, about

- what is the role of that stakeholder in open and online education
- why should they be involved and not be involved
- what is the added value for that stakeholder compared to regular/traditional educational provision

Further Reading:


Strategies, stakeholders, partnerships and business models

Intro:

- Presentation *Analysis of MOOCs providers – differences between regions*. Darco Jansen (EADTU) (Madrid, December 2016)
  
  o  Recording
  o  Presentation
  o  Assignment

- Presentation *Financial Models of MOOCs* (Ljubljana, February 2017)

- Presentation *Business models in open online learning and MOOCs* (Ljubljana, February 2017) –

Further Reading:

- Read Intellectual Output 12 of SCORE2020 project


Quality in online learning and MOOCs

Intro:
- Presentation *How to address quality in online learning and MOOCs?* (Ljubljana, February 2017) First and second presentation
- Presentation *Working with different quality models for online education & MOOCs* (Ljubljana, February 2017)

Assignment:

Quality criteria for MOOCs, from the perspective of the

a) Citizens that want to learn through MOOCs  
b) Universities that provide the MOOC  
c) For the big platform providers (edX, Coursera)  
d) The organisations investing / providing funds (private investors, governments)

Different groups discussing focussing about one perspective Think, for example, about

- what is important from that perspective?  
- what criteria apply as input and as output?  
- process related criteria?

Further Reading:
- Read Output 8 of SCORE2020 project
Design levels and the organisational aspect.

Intro and assignments:

- Presentation *Designing MOOCs - the levels of the design. The general framework*. Macro-level. Darco Jansen (EADTU) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

- Presentation *Designing MOOCs - the organizational aspects. Meso-level*. Jordi Claramonte (UNED) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

- Presentation *Designing MOOCs - the MOOC Platforms*. Tim Read (UNED) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

Further Reading:

- Read Output 4 and 5 of SCORE2020 project


The universal accessibility and means and resources

Intro and assignments:

  - Recording
  - Presentation
  - Assignment

- Presentation Designing MOOCs (6): the means and resources. Openness and opening. José Manuel Sáez (UNED) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

Further Reading:

- Read Output 5 of SCORE2020 project


The praxis level
Intro and assignments:

  - Recording
  - Presentation
  - Assignment

- Presentation Online learning and MOOCs effective design (Professor Gráinne Conole, IRL) (Ljubljana, February 2017)

- Presentation Achieving the Pedagogic Potential of Video – for Online Learning and MOOCs (Jack Koumi, Educational Media Production Training, UK) (Ljubljana, February 2017)

Further Reading:

- Read Output 5 of SCORE2020 project


Evaluation of and research of MOOCs

Intro and assignments:

- Presentation Designing MOOCs (7): the evaluation, assessment, and certification. Tiberio Feliz (UNED) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

- Presentation Analysis of MOOCs - Practical cases Marco Kalz (OUNL) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

- Presentation Evaluation of concrete needs, institutional level Marko Papić (UL), SI (Ljubljana, February 2017)

- Presentation State of the art in research. Mairéad Nic Giolla Mhichíl (DCU) (Madrid, December 2016)
  - Recording
  - Presentation
  - Assignment

Further Reading:


488–509.

