

Comparing Institutional MOOC strategies 2015 Country report Lithuania

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Comparing Institutional MOOC strategies

Country report

Lithuania

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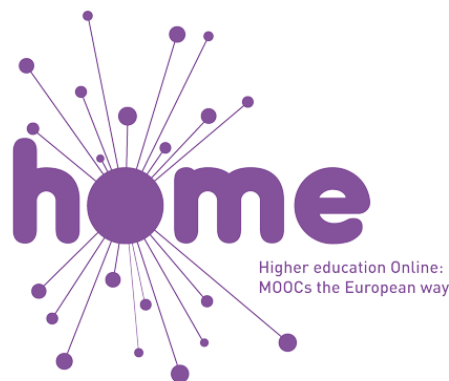
About HOME project

EADTU project „Higher Education Online: MOOCs the European Way“- (HOME, project number 543516-LLP-1-2013-1-NL-KA3-KA3NW, duration 2014-2016) was funded by the European Commission’s Lifelong Learning Programme. The aim of the project is to develop a network and strengthen European cooperation on open education in general, and Massive Open Online Courses (MOOCs) in particular. Partners built an open institutional network on MOOCs based on European values like openness, equity, quality and diversity.

The project HOME initiated a research designed to explore the approach of higher education institutions on the MOOCs. The aim of this approach is to find out the needs of institutions to identify barriers for developing MOOCs and to suggest regulations which often affect adversely the willingness of organizations to deliver MOOCs.

One of the project partners – Kaunas University of Technology – has conducted the research in Lithuania. Eleven Lithuanian higher education institutions were involved in this research:

Kaunas University of Technology, Lithuanian Academy of Music and Theatre, Mykolas Riomeris University, Vilnius University, Alytaus Kolegija University of Applied Sciences, Klaipeda University, Lithuanian University of Health Sciences, University of Applied Social Sciences, Siauliai University, Vilnius Gediminas Technical University and Aleksandras Stulginskis University. The institutions which were involved in this research responded to questions concerning the characteristics of MOOCs, such as openness, access, usability, etc.



Summary

Leading Universities in higher education put a strong emphasis on a strategy how to develop and deliver MOOCs to a wider society assuring both massiveness and high quality in education. Many authors describe MOOC as a massive open online course created for an unlimited number of participants and featuring open access via the Internet. Within the framework of the present research, Lithuanian institutions discussed the definition of MOOCs that was presented in the European report (February, 2015) “Institutional MOOC strategies in Europe” and “Status report based on a mapping survey conducted in October-December 2014”. The definition declares that MOOCs are “online courses designed for a large number of participants that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free” (Jansen & Schuwer, 2015).

MOOCs suggest very different pedagogical and technological models as well as various kinds of content: course material, readings, problem sets and place for communication such as interactive user forums for communication in a community of students, professors or teaching assistants, different tests and assignments.

The approach of open and online education changes the educational system, study programmes and courses. Open education helps to initiate international cooperation among different educational institutions. Openness becomes one of the main reasons for delivering open courses or services. Open education is also changing the relations among universities and service providers as well as private companies, training centres and investors, governments and foundations.

Kaunas University of Technology joined the OpenupEd initiative coordinated by EADTU with the MOOC “Projects Management”. Over 1500 students were registered and during the period of the MOOC delivery, about 600 of them actually took part in the course activities, however, only 83 participants received certificates. Kaunas University of Technology has developed a special platform (<http://open.ktu.lt>) based on Moodle and specifically adopted for MOOCs delivery to offer open courses for a wider community.

The report presents an analysis of MOOC trends in Lithuania and a comparison on the European level and the USA. The analysis is based on the data from European surveys conducted in 2014 and repeatedly conducted during the fourth quarter of 2015. All Lithuanian HEIs that participated in this survey highlight the importance of co-creation of MOOCs with other countries and HEIs abroad.

Methodology

The survey has been designed and distributed among HOME partners. Higher education institutions that participated in the research were involved in the survey via personal contacting by email.

The survey consists of 9 sections (full survey questionnaire is provided at the end of the review):

1. Profile Information (8 open questions)
2. Status of MOOC offered at your institution (6 questions)
3. Do you agree with the following statements? (4 questions)
4. Primary objective of your institution's MOOCs (2 questions)
5. Relative importance of the following objectives of your institution's MOOCs (5 questions)
6. Collaboration with other organisations on offering MOOCs (3 questions)
7. Outsourcing services to other (public and/or private) providers on MOOCs (2 questions)
8. How important are the following macro drivers for offering institutional MOOCs? (10 questions)
9. How important are the following dimensions of MOOCs? (15 questions)

The respondents were asked to evaluate statements on a 5-point scale ranging from *Not at all relevant to my institution* to *Highly relevant to my institution*. Some questions were included from the US survey (Allen & Seaman 2014, 2015); these questions were kept as original ones.

Introduction

The Lithuanian country report on the MOOC strategies covers eleven higher education institutions:

1. Kaunas University of Technology
2. Lithuanian Academy of Music and Theatre
3. Mykolas Riomeris University
4. Vilnius University
5. Alytaus Kolegija University of Applied Sciences
6. Klaipeda University
7. Lithuanian University of Health Sciences
8. University of Applied Social Sciences
9. Siauliai University
10. Vilnius Gediminas Technical University
11. Aleksandras Stulginskis University

Institutions that responded to the questions in the survey on MOOCs are universities and universities of applied sciences orientated towards scientific research.

Data on MOOC strategies that have been collected from eleven Lithuanian HEIs is highly interesting and reflects the opinion of all eleven HEIs. According to the results of the survey, it can be stated that the number of MOOCs rapidly increases in European countries, including Lithuania (see Figure 1).

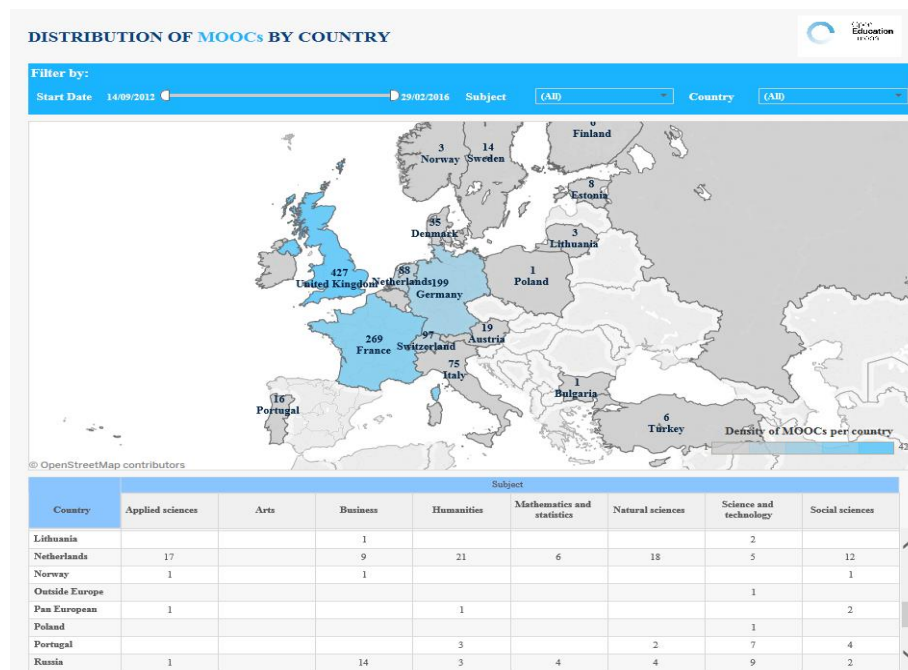


Figure 1. The map of countries providing MOOCs.

The report reveals experiences and best practices on MOOCs strategies and delivery patterns that have been discussed during webinars and project meetings. The experiences presented on these occasions support the results of the surveys.

MOOCs offered by institutions

In the first section of the survey, respondents described their institutions and answered general questions about the status and students of their institution.

In the next section of the survey, respondents answered questions related with MOOCs provided by their institutions. The summary of results is presented in Figure 2, it shows the institutional profile and a comparison with the overall EU study (S2015), European study (EU 2014), and the USA survey on MOOCs over the last two years (US 2014 and US 2015). Lithuanian respondents (27.3 %) declared that they already have MOOCs and the same percent of them are planning to deliver MOOCs. However, the biggest part of the survey participants (36.4 %) indicated that their institutions have not decided yet about MOOCs and around 9 % of the institutions are not going to offer MOOCs in their educational process.

Results of the EU survey revealed that 38.8 % of higher education institutions planned to provide MOOCs in 2014 or were already doing this (32.9 %) (see Figure 2). 28.3 % of respondents had not decided yet if they needed to provide MOOCs and 1 % did not intend to provide MOOCs at all.

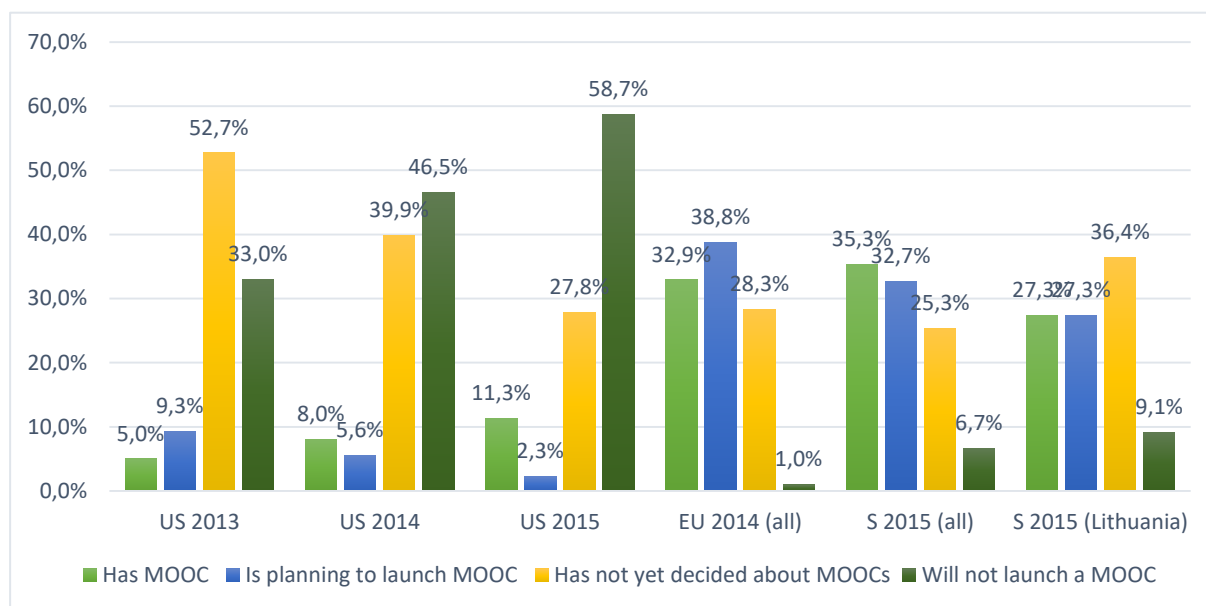


Figure 2. MOOCs compared among the selected Lithuanian institutions and institutions of the US survey (US 2014 and US 2015), the overall EU study (S2015) and the EU survey (EU 2014).

A comparison of the results with the US survey that was conducted at the same year leads to several conclusions. According to the results, a much larger part of institutions from the United States did not intend to provide MOOCs (46.5 %) and had not decided whether they would launch MOOCs (39.9 %) in 2014. The number of institutions that do not intend to provide MOOCs even increased in 2015 (from 46,5 % in 2014 to 58,7 % in 2015).

It is clear that the European institutions and Lithuanian HEIs are relatively more involved in MOOCs than the US institutions.

MOOCs participants

Figure 3 depicts the distribution of the survey results on a question about target groups of MOOCs. There was a multiple choice question allowing respondents to choose more than one answer category.

The survey results show that 36.4 % of Lithuanian institutions which participated in the survey indicated that MOOCs have been developed for everyone who is interested, but not for a specific target group.

The most important target groups of MOOCs delivery are part-time students enrolled at HEIs (63.6 % of the respondents indicated this target group) and further education students/lifelong learners (54.5 % of respondents). Full-time students and people without direct access to the traditional educational system as a target group are less important. These groups have been indicated by 45.5 % of respondents. Other target groups are less emphasized (less than 27.3 %).

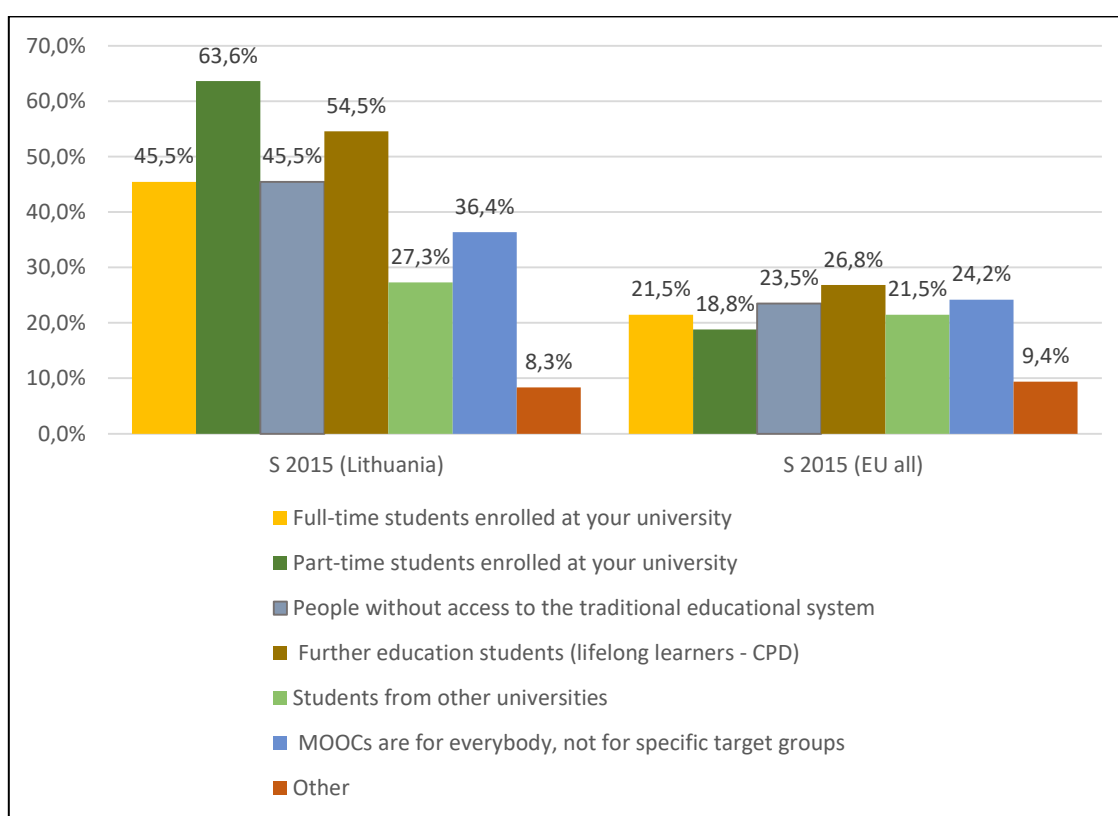


Figure 3. Main target groups of MOOCs in Lithuania and the overall EU study (S2015).

The main target groups in Lithuania can be compared with the overall European context (see Figure 3). Figure 3 shows that Lithuania has relatively higher percentages for every target group in comparison to EU countries. The results of European survey show that in the EU all target groups are equally important and the average of the percentage is 22.72 % ranging from 26.8 % for further education students to 18.8 % for part-time students (with the exception of the target group “others” – 9.4 %). According to the EU survey results, 24.2 % of

respondents indicated that MOOCs are for everybody, not for specific target groups. The highest variation in percentage between Lithuanian and the EU survey results is for the target group “Part-time students” (the difference is 44.8 %).

The impact of MOOCs in Lithuania

Many countries in Europe have experience in designing and delivering MOOCs, they draw future visions regarding implementation of MOOCs and their impact on the implementation of organizational objectives. Figure 4 shows the distribution of respondents according to their opinion on the impact that MOOCs makes on the institutional level in Lithuania. In Lithuania, the impact of MOOCs is the highest on these target groups: the online/distance students (72.2 %), part-time students (63.6 %) and staff/academics (54.5 %).

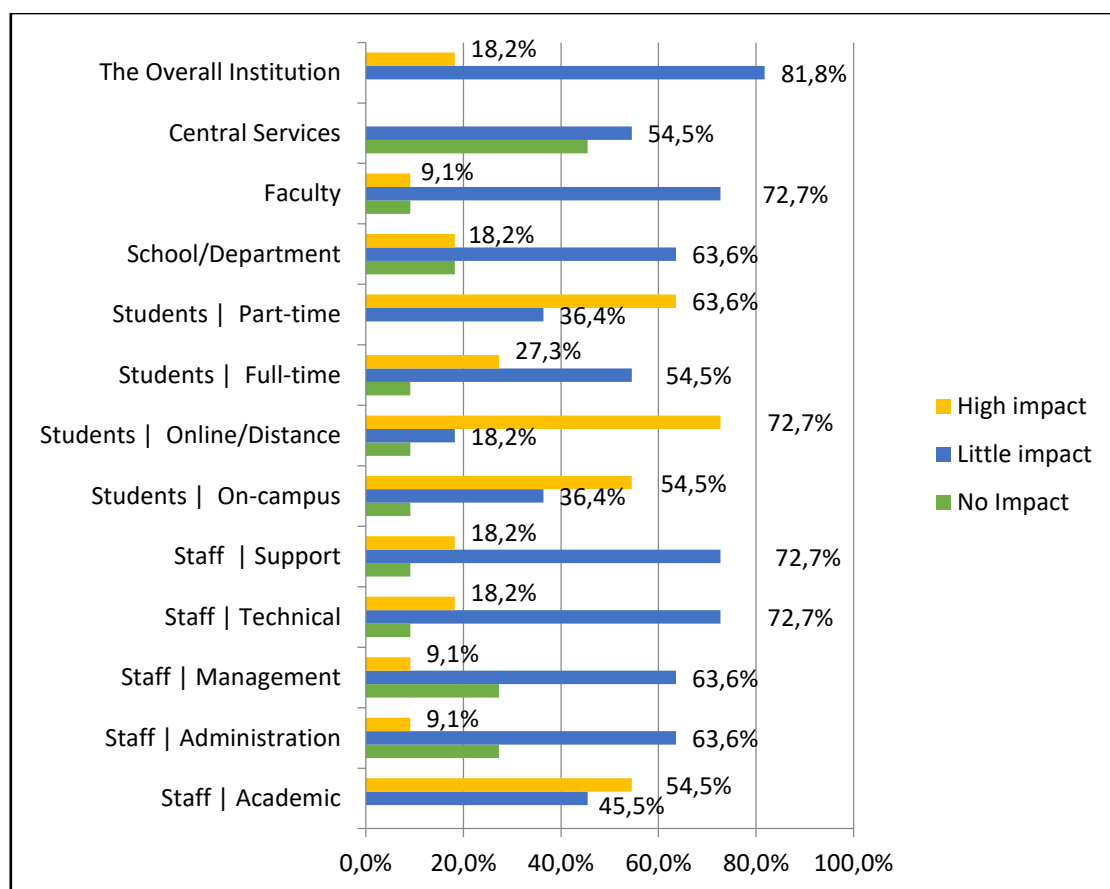


Figure 4. Impact that MOOCs make on the institutional level in Lithuania.

The majority of respondents (81.8 %) declared that MOOCs have little impact on the overall institution. The impact on technical and support staff and faculty is indicated by more than two thirds of respondents (72.7 %). Considering the groups that have been indicated as receiving almost no impact of MOOCs, the major part of respondents indicated central services of universities.

The role of MOOCs

Considering the statement “Credentials for MOOC completion will cause confusion about higher education degrees” a majority of the respondents from the 11 Lithuanian HEIs has chosen the neutral position (63.6 %) (see Figure 5). 18.2 % of respondents agreed with the statement, however, the same percentage of respondents disagreed. Comparison of these results with the US 2013 study makes it clear that the situation in the US is very different from the one in Lithuania: 63.6 % of respondents in the US agreed that “Credentials for MOOC completion will cause confusion about higher education degrees” (see Figure 5). It means that in the US, HEIs feel more potential confusion between MOOCs and higher education degrees. There were 21.8 % of respondents who chose the neutral position, and the rest (14.6 %) disagreed.

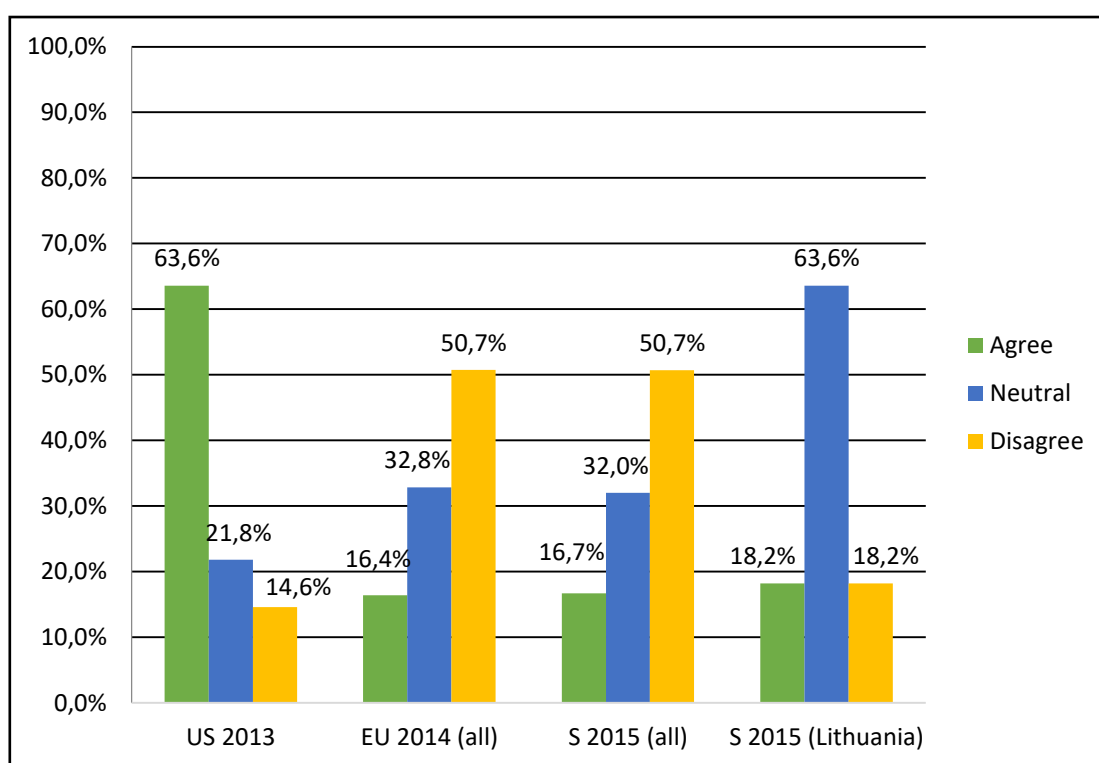


Figure 5. The distribution of respondents regarding the statement “Credentials for MOOC Completion will cause confusion about higher education degrees”, data on Lithuania (S 2015 Lithuania), the US (US 2013), and the EU (S2015 & EU 2014 all).

In the EU, 16.4 % of respondents feel that MOOCs will cause confusion with higher education degrees. This is approximately a similar share of respondents as in Lithuania. Many respondents (50.7 %) in the EU disagreed with the statement. Thus it is possible to sum up that the main division line regarding this question seems to occur between the US and European countries.

The next question of the survey was related to the evaluation as to how much MOOCs are important for institutions to learn about online based education. Lithuania is the most positive about MOOCs and online based education (81.8 %) if compared to the data for the

EU and the US surveys. The percentage is similar as in the surveys of the EU 2014 and the EU study 2015 (see Figure 6), however it is significantly higher than in the survey of the US 2014 and 2013 (27.9 % and 44.0 % respectively).

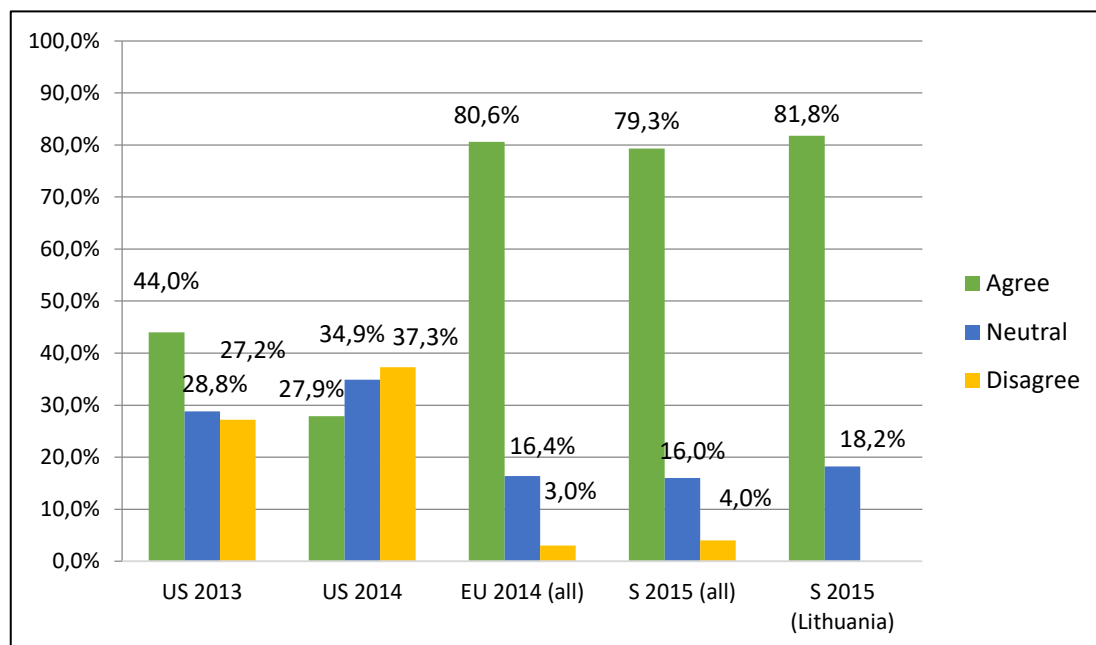


Figure 6. The distribution of respondents regarding the statement “MOOCs are important for institutions to learn about online pedagogy”, data on Lithuania (S 2015 Lithuania), the US (US 2013), and the EU (S2015 & EU 2014 all).

18.2 % of Lithuanian respondents were neutral regarding the statement, the percentage is similar to the data on the EU in 2014 and in 2015 (see Figure 6). Respondents of the US 2013 and the US 2014 surveys were distributed in almost equal proportions in all three categories: agree, neutral and disagree (US 2013 – neutral 28.28 %, disagreed 27.2 %; US 2014 – neutral 34.9 %, disagreed 37.3 %). As Lithuanian survey has showed, none of respondents agreed that MOOCs are not important for institutions to learn about online pedagogy. Small numbers of respondents in the EU 2014 survey and the EU 2015 study disagreed with the proposition that MOOCs are important for institutions to learn about online based education (just 3% and 4% respectively).

It can be stated that MOOCs are important for Lithuanian institutions to learn about online based education as it is for European HEIs.

Figure 7 shows the results of the answers to the question if MOOCs are a sustainable method for offering courses. Out of eleven HEIs that participated in the survey, 81.8 % agreed that MOOCs are a sustainable method for offering courses. Comparing results from Lithuania with the respondents' answers from the EU 2014 and 2015 surveys, it is evident that Lithuanian institutions emphasize MOOCs as sustainable method more than in other EU countries and especially in the US. 54.7 % of respondents in the EU 2015 survey agreed with this statement, while just 16.3 % of respondents held the same opinion in the US 2014 survey (see Figure 7).

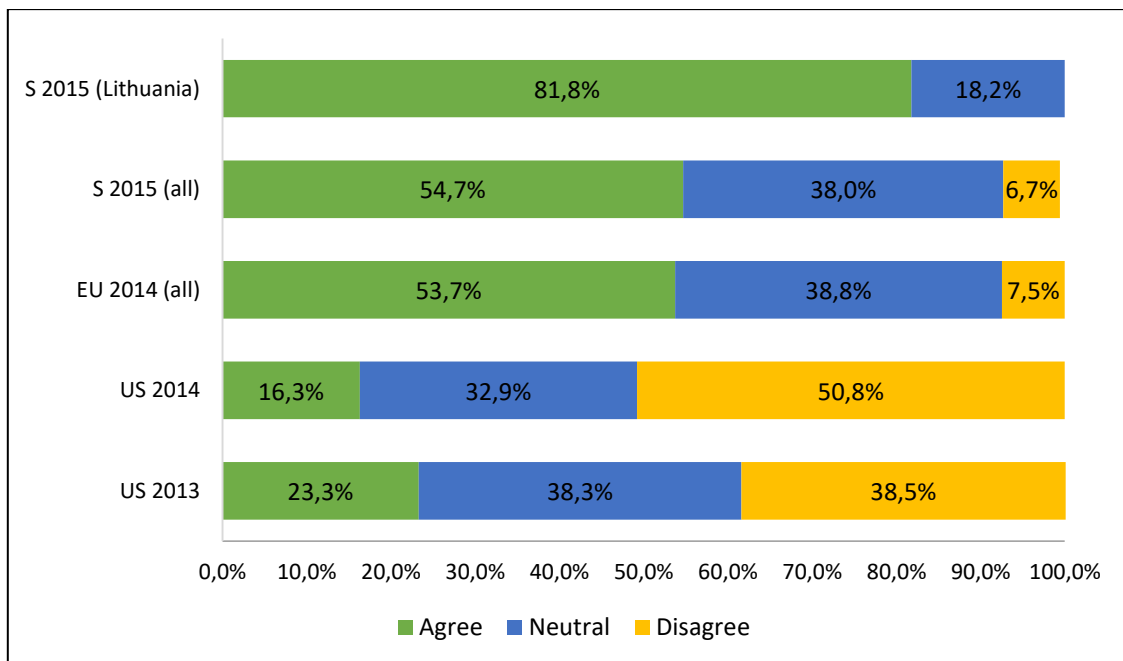


Figure 7. The distribution of respondents regarding the statement “MOOCs are a sustainable method for offering courses”, data on Lithuania (S 2015 Lithuania), the US (US 2013), and the EU (S2015 & EU 2014 all).

18.2 % of Lithuanian respondents were neutral about the statement thus comprising obviously smaller part of hesitating respondents compared to US 2014 and US 2013 (32.9 % and 38.3 %). None of the eleven institutions that participated in the survey in Lithuania disagreed that MOOCs are a sustainable method for offering courses (see Figure 7). Half of respondents in the US 2014 survey disagreed that MOOCs are a sustainable method for offering courses.

These results reveal that MOOCs are treated as a sustainable method for offering courses in Lithuania as well as in all Europe.

Figure 8 illustrates the answers to the question what is the most sustainable method for delivering MOOCs in Lithuania.

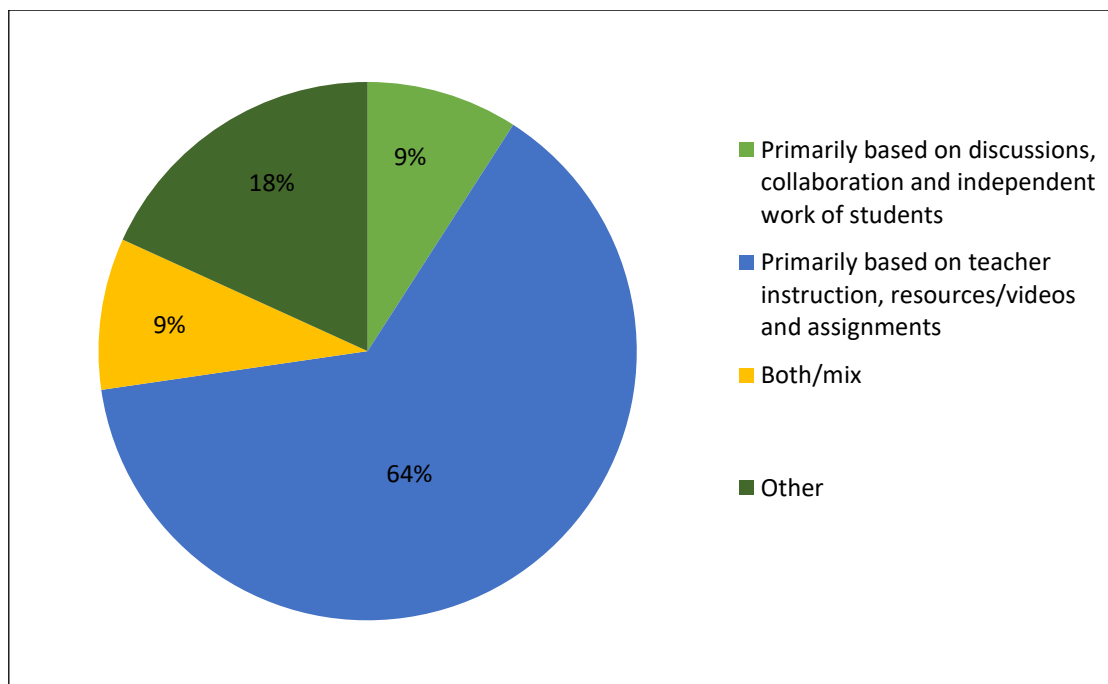


Figure 8. The most sustainable methods for delivering MOOCs in Lithuania.

More than a half of Lithuanian survey respondents (64 %) chose the option that delivering MOOCs via teacher instruction, resources/videos and assignments is the most sustainable method. However, only 9 % of respondents supported MOOCs based on discussions, collaboration and independent work of students, while the same percent of respondents chose to mix all the previously mentioned methods of delivering MOOCs. Quite a high number of the survey participants (18 %) marked that other methods of MOOCs delivery are important as well.

Institutional objectives related with MOOCs

Figure 9 depicts answers to the question how well MOOCs meet the institution's objectives. The majority of respondents in Lithuania (45.5 %) answered that it is too early to tell whether MOOCs meet their institution's objectives well. 44.7 % of institutions in Europe in the overall survey answered that MOOCs meet either some or all of the institution's objectives. Compared to Lithuania, the results in Europe are similar.

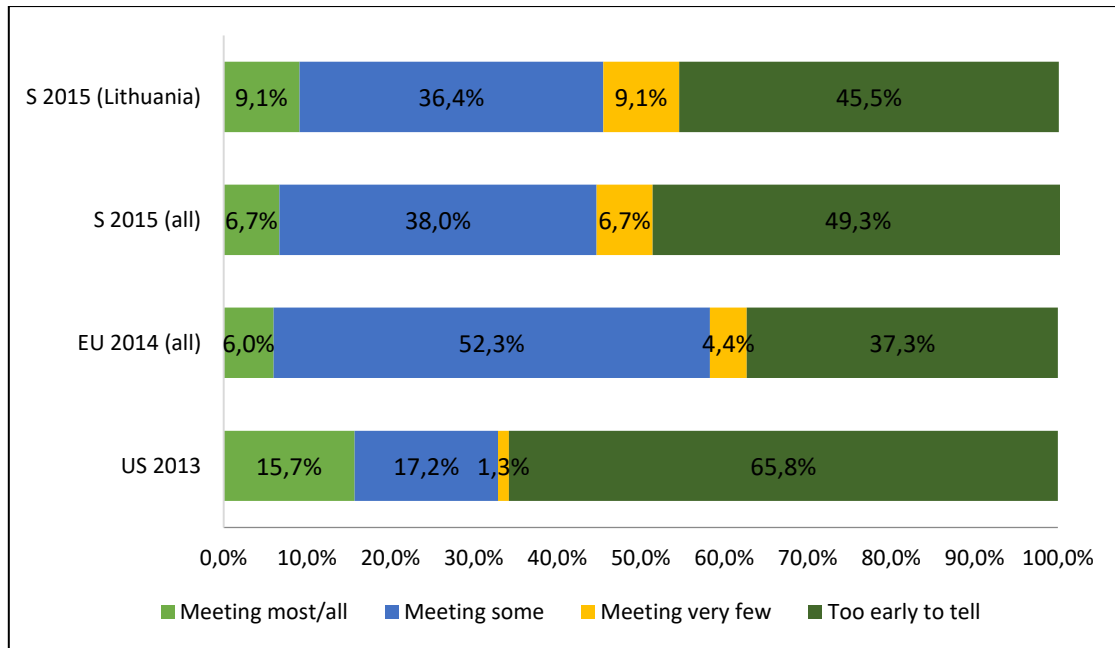


Figure 9. The distribution of respondents regarding the statement “How well MOOCs meet institution's objectives”, data on Lithuania (S 2015 Lithuania), the US (US 2013), and the EU (S2015 & EU 2014 all)

According to the results of the US 2013 survey, the major part of respondents (65.8 %) think that it is too early to tell if MOOCs meet institutional objectives and only 32.9 % answered that MOOCs meet either some or all of the institution's objectives.

During the survey, the respondents identified the primary objectives of the MOOCs (see Figure 10). Lithuanian institutions declared that MOOCs help to increase institutional visibility (72.7 %). Comparing the Lithuanian survey results with the results from the United States, it can be observed that institutional visibility is important for the US as well as the EU higher education institutions, however at a smaller scope in comparison to Lithuania. It was noticed that HEIs in the US highlight that MOOCs foster student recruitment (20.0 %). None of respondents in Lithuanian institutions indicated this aspect.

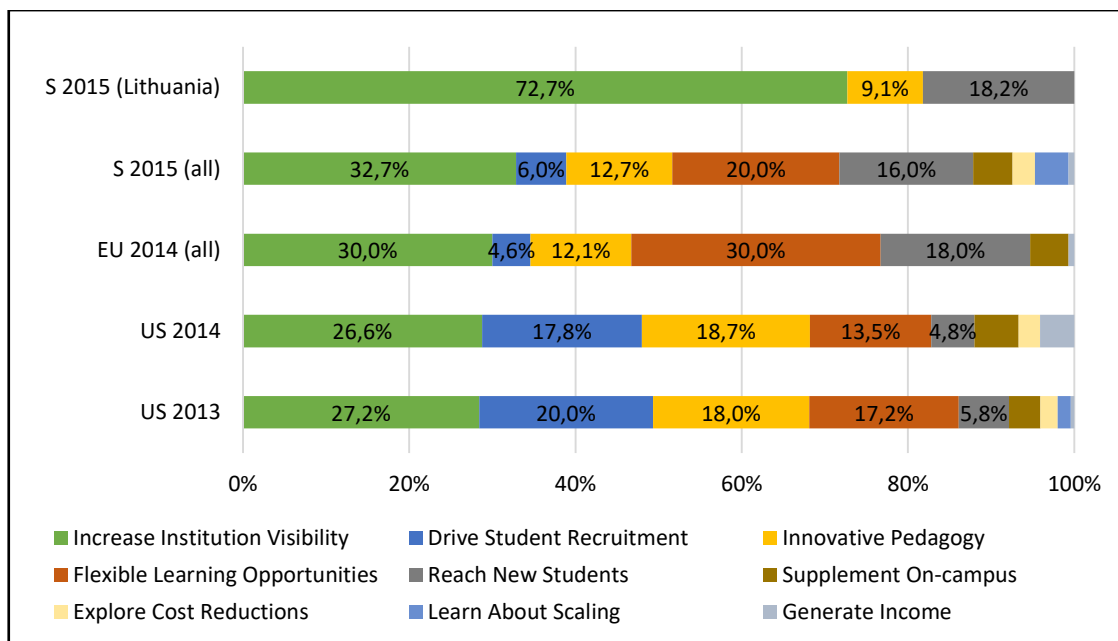


Figure 10. Primary objectives to offer MOOCs compared among institutions in Lithuania (S 2015 Lithuania), the US (US 2013 and US 2014), the EU (EU 2014 and S2015).

However, 18.2 % of Lithuanian respondents declare that MOOCs help to recruit new students. In the EU survey, this percentage was almost the same, but in the US survey just 4.8 % of respondents indicate that MOOCs help to recruit new students. In addition, in the EU survey, respondents declare that two objectives are equally important: „Increase institution visibility” and “Flexible learning opportunities”, totally 30.0 % of respondents. Unfortunately, Lithuanian respondents did not note the objective “Flexible learning opportunities” as important.

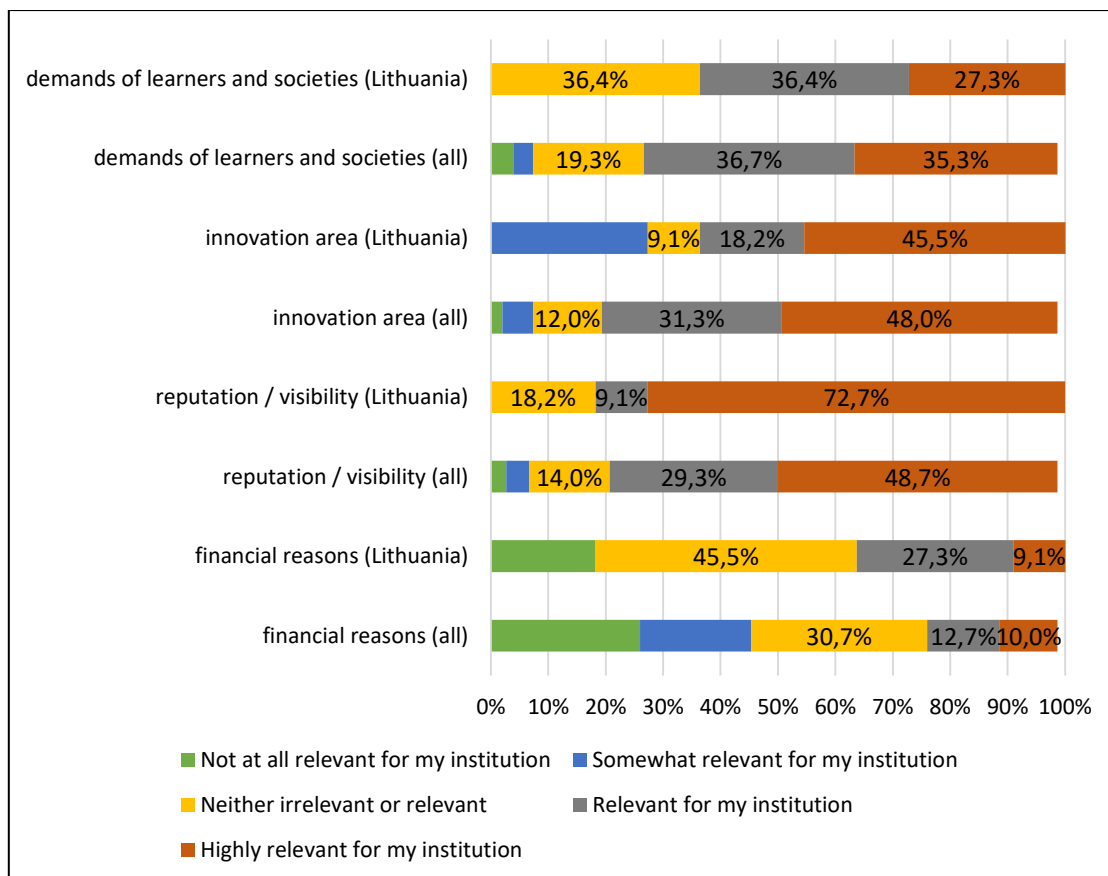


Figure 11. Relevance of clusters of objectives for Lithuania and the overall EU study (S 2015).

Figure 11 lists clusters of relevancies per objective for institutions in the overall EU study (S2015) and Lithuania. Only 22.7 % of institutions in the EU consider financial reasons relevant or highly relevant for implementing MOOCs. The percentage is slightly higher in Lithuania (i.e. 36.4 %). However, a big share (45.5 %) of respondents from Lithuanian institutions answered that financial reasons are neither irrelevant nor relevant for implementing MOOCs. In the overall EU survey (S2015), 26.0% of respondents mentioned that financial reasons are not at all relevant to their institutions, while in Lithuania this share amounted to 18.2%.

Macro drivers for institutions

Economic, financial and other data take an important role for the strategy of MOOCs and its implementation. Figure 12 shows the responses from the eleven Lithuanian participants of the survey concerning different macro drivers for MOOCs.

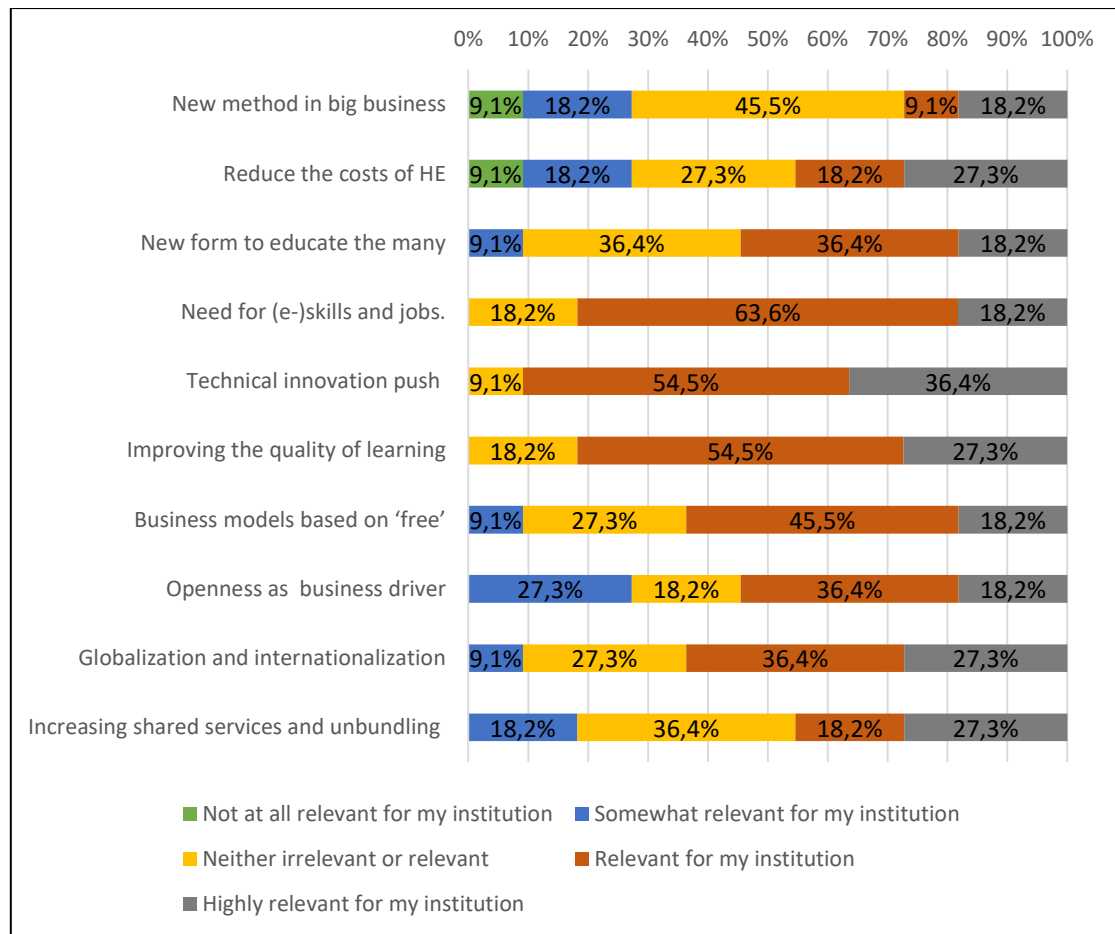


Figure 12. Different macro drivers in Lithuanian institutions and in the EU in 2015 and (S2015).

Figure 12 reveals that all drivers are important for Lithuanian HEIs. The drivers „Technical innovation push“ and „Need for (e-)skills and jobs“ make the influence for the institutions, 90,9 % and 81,8 % of respondents mentioned this as highly relevant on personal level as well as relevant to their institutions. The highest percent (45,5 %) of respondents answered that the driver “New method in a big business” is neither irrelevant nor relevant in Lithuania, 18,2 % of respondents mentioned that this driver is highly relevant to their institution.

Collaboration or outsourcing of services in MOOCs

In the next survey section participants answered questions about the collaboration with other organisations on MOOCs design and delivery in Lithuania. Respondents were asked what primary reasons incite their institution to collaborate with others on MOOCs and what kind of services the institutions would be willing to outsource to (public and/or private) providers.

Both questions were supported in 24 areas:

1. Use of MOOCs platform
2. Development (adaptation) of MOOCs platform
3. Certification services
4. Authentication services
5. New educational services (scalable)
6. Using MOOCs as crowdsourcing to answer research questions
7. Tailored (paid for) follow-up courses
8. Follow-up materials to be paid for (e-documents, software, e-books)
9. Translation services
10. Evaluation (pre-/posts surveys)
11. Design of MOOCs
12. Development of a MOOC (materials)
13. Re-using elements (for instance OER, tests) from MOOCs
14. Licencing – copyright – copy left
15. Assessment – tests – quizzes
16. Learning Analytics
17. Support services for participants
18. Using MOOCs from other institutions in your own institution
19. Co-creating MOOCs with other institutions
20. Co-creating cross-national educational programmes based on MOOCs with other institutions
21. Networks/communities on MOOCs
22. Branding of staff (best research universities, etc.)
23. Marketing MOOCs
24. Selling MOOCs-data (e.g., for recruitment, advertisements)

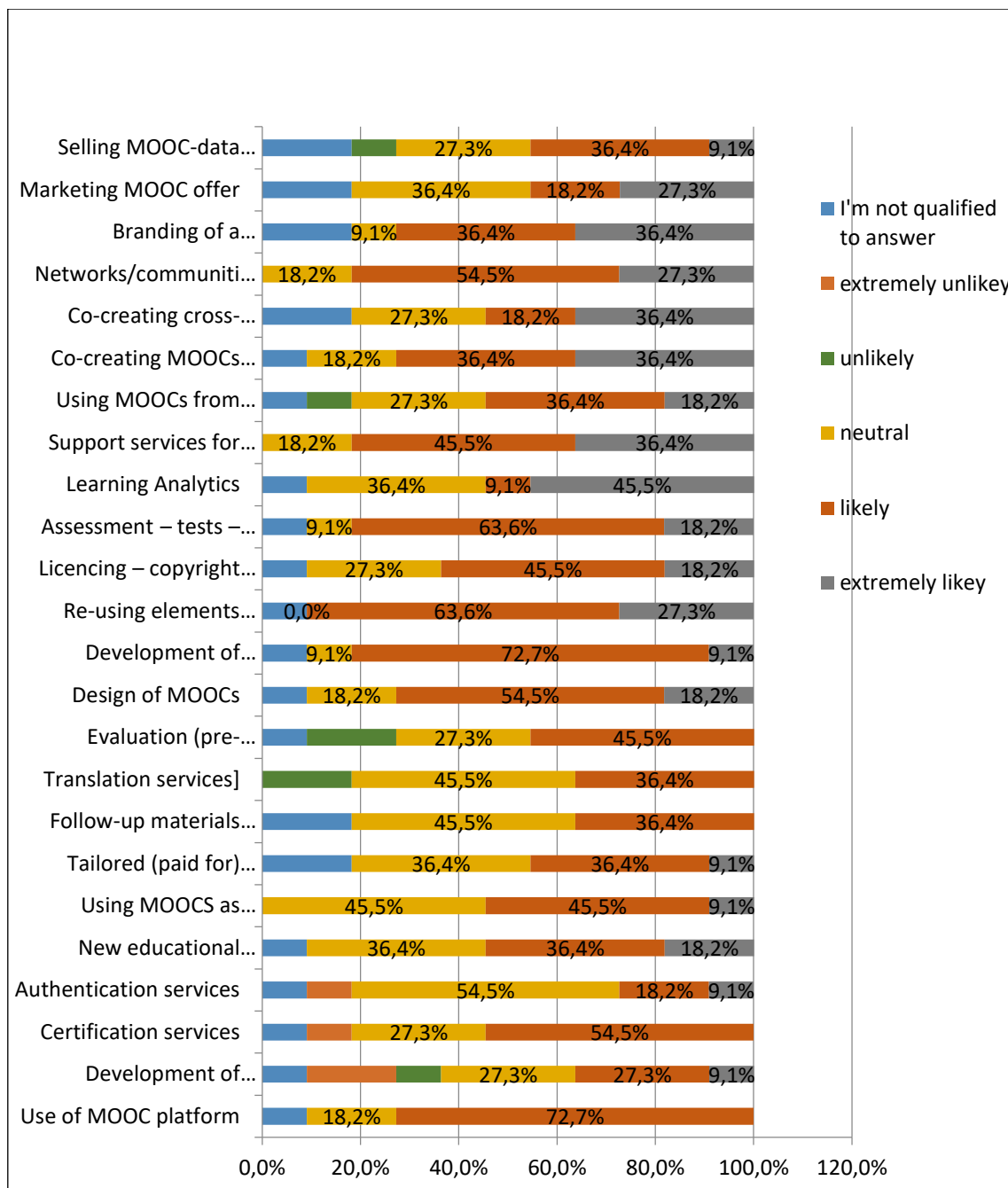


Figure 13. Collaboration with other organisations on MOOC design and delivery in Lithuania (S 2015).

Figure 13 indicates that Lithuanian HEIs are willing to collaborate with other institutions on MOOCs design and delivery in many areas.

In total, 90.9 % of respondents mentioned that it is very important to re-use elements (for instance OER, tests) from MOOCs. Such collaboration initiatives as “Networks/communities on MOOCs”, “Support services for participants”, “Assessment–tests–quizzes” and “Development of MOOC (materials)” are also very important for Lithuanian institutions (81.8 %). Moreover, 72.7 % of respondents would like to invest and to use a special MOOC platform.

Respondents in Lithuania were least likely to emphasize “Authentication services”(27.3%). The highest percent (45.5 %) of participants who chose a neutral position was on “Using MOOCS as crowdsourcing to answer research questions “, “Follow-up materials to be paid for (e-documents, software, e-books)” and “Translation services“. There were respondents in almost every item who chose the option indicating they have no competences to answer these questions.

Figure 14 reveals which of the MOOCs related services are the most likely to be outsourced by the HEIs participating in the survey.

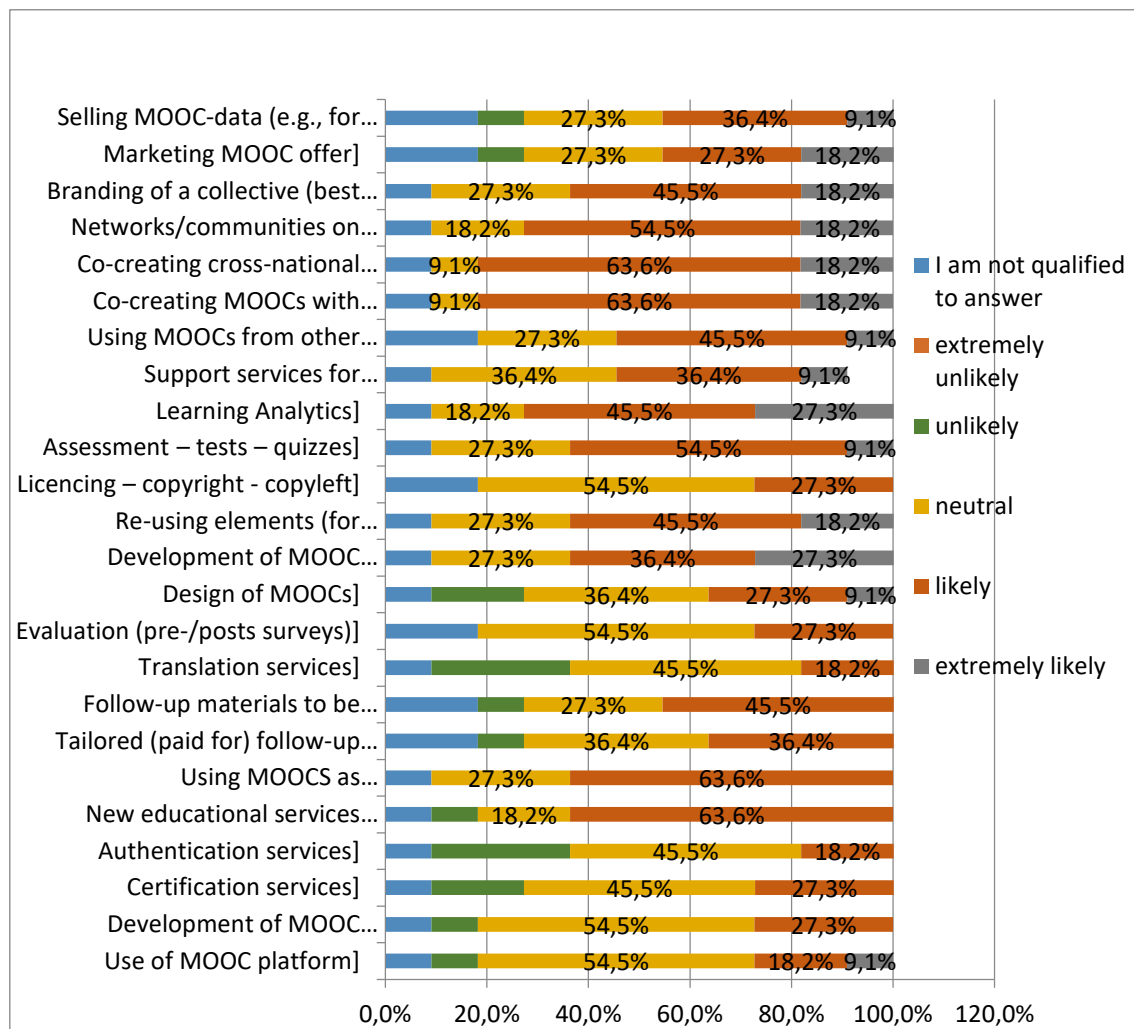


Figure 14. Outsourcing services to other providers in Lithuania (S 2015).

Lithuanian institutions mentioned that they would like to outsource their services to other providers. “Co-creating cross-national educational programmes based on MOOCs with other institutions” and “Networks/communities on MOOCs” are extremely likely or likely to be outsourced by Lithuanian institutions (81.8 %). On the other hand, none of Lithuanian respondents is likely to outsource selling of MOOCs data (e.g., for recruitment, advertisements) or marketing of MOOCs.

In Lithuania, institutions are the least likely to notice “Evaluation (pre-/posts surveys)” (18.2 %). The highest percentage of participants (54.5 %) was in neutral position on “Use of MOOCs platform”, “Development of MOOCs platform” and “Evaluation (pre-/posts surveys)”.

There were some respondents who chose the option indicating that they have no competences to answer these questions (9.1%).

The feature of massiveness

The survey contains some questions that are focussed on learners/participants (e.g. “How important are the following dimensions of a MOOC for learners/participants?”). Respondents evaluated how much the components “MOOCs must be designed for massive audience” and “MOOCs might be designed for massive audience” are relevant to their institutions.

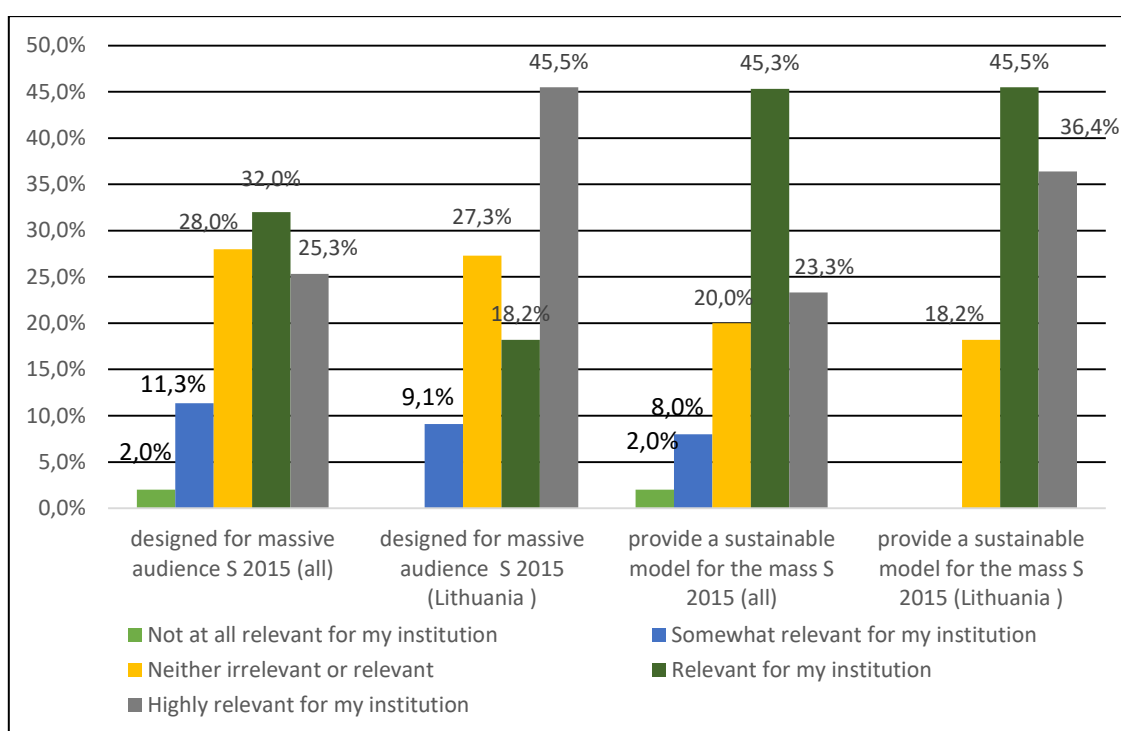


Figure 15. Component of massiveness in MOOCs (data from the EU study 2014, the overall EU study (S 2015) and a survey of institutions in Lithuania (S 2015 Lithuania)).

Figure 15 shows that the component “designed for massive audience” is highly relevant to 63.7 % of respondents from different HEIs in Lithuania. According to the results of the overall EU study, this percentage is slightly lower – 57.3 %. Respondents in Lithuania (81.9 %) marked that provision of a sustainable model for the masses is important to their institution.

To determine the importance of the openness dimension in MOOCs, the eleven HEIs of Lithuania had to answer the question about the importance of free delivery as the openness dimension of MOOCs, and about other “openness” issues in MOOCs. However, just 36.4 % of Lithuanian respondents indicated that MOOCs should be free. This is less than in the whole

EU (68.0%). Totally, 27.3% of Lithuanian respondents answered that this component is neither irrelevant nor relevant to their institutions. Other respondents chose the option that it is not at all relevant to their institution.

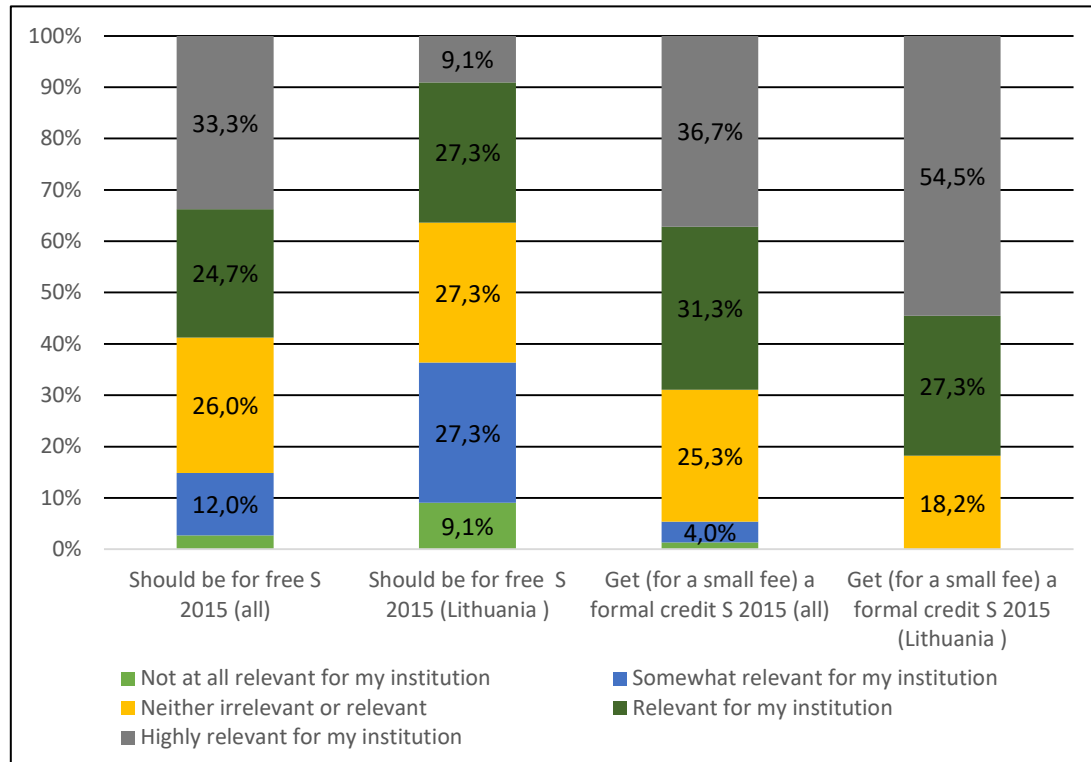


Figure 16. Importance of the free/gratis in the openness dimension of MOOCs compared between the overall EU study (S 2015) and Lithuanian institutions.

One of the MOOCs features is getting formal credits from MOOCs. It can be said that this dimension is more important in Lithuania (81.8 %) than to the whole EU (68.0 %). For 18.2 % of Lithuanian respondents this component is neither irrelevant nor relevant to their institutions.

Figure 17 demonstrates that the dimension of openness “accessible to all people” was considered less relevant in Lithuania than in European institutions in 2015. The variation in percentage is 8.3 %. Some of survey participants in Lithuania (18.2 %) answered that this dimension is neither irrelevant nor relevant to their institution and 9.1 % of respondents from eleven institutions chose that it is not at all relevant. The dimension of openness “offer open licence” is relevant to Lithuanian institutions less than the previous one (Lithuania – 45.5 %, the EU-58.7 %).

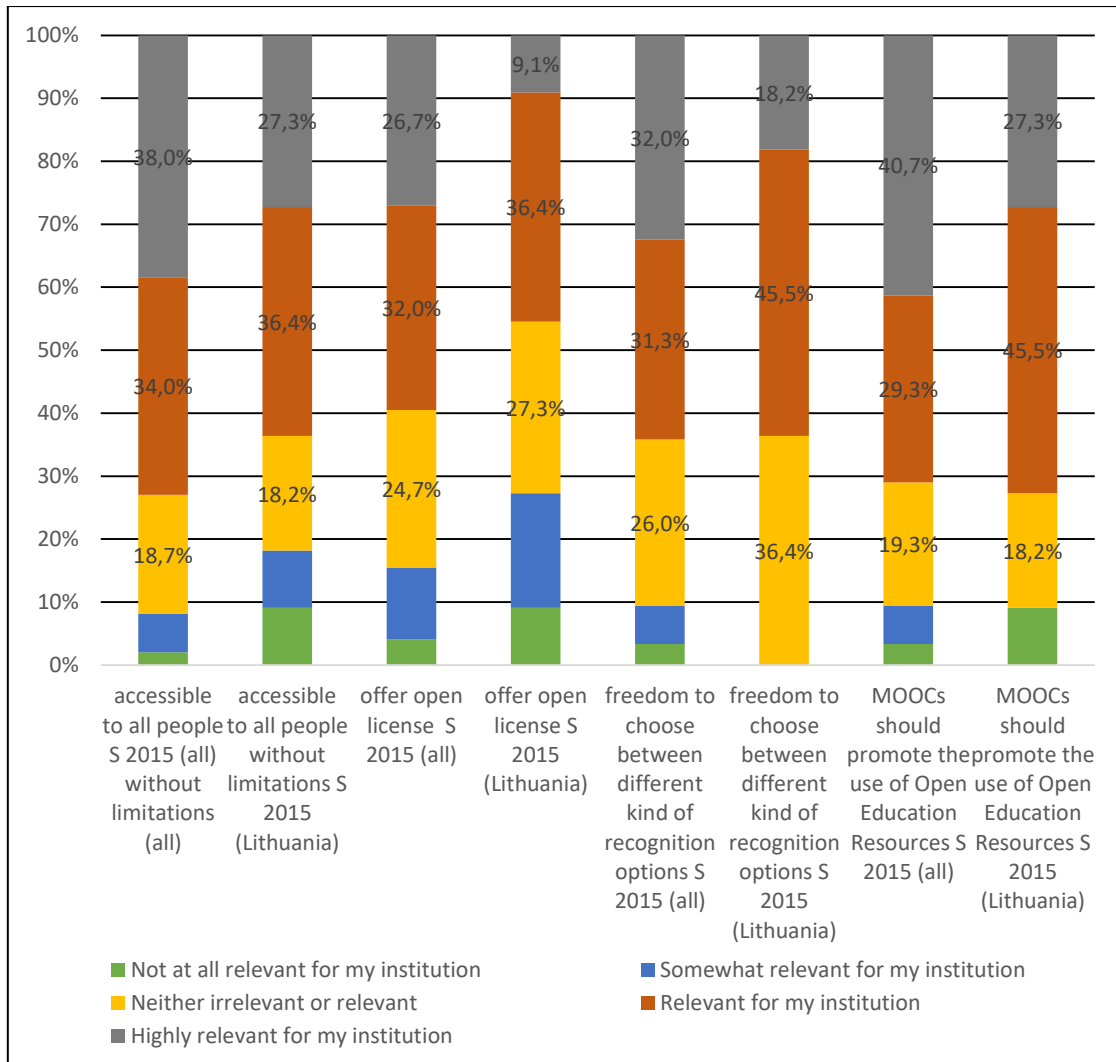


Figure 17. Importance of openness dimension of MOOCs compared between the overall EU study (S 2015) and institutions of Lithuania (2015).

Figure 17 shows that the dimensions of openness (“freedom to choose between different kind of recognition options” and “MOOCs should promote the use of Open Education Resources”) are more important to Lithuanian institutions than to European institutions. The difference of percentage is marginal (0.4 % and 2.8 % respectively). Some respondents (36.4 %) answered that the dimension “freedom to choose between different kinds of recognition options” is neither irrelevant nor relevant to institutions in Lithuania. A small part of respondents (18.2 %) chose the option indicating that the dimension “MOOCs should promote the use of Open Education Resources” is neither irrelevant nor relevant to their institutions.

Fixed start date and/or self-paced courses

Concerning the possibility to freely choose location, pace and time of study (as part of the openness dimension), the questionnaire contained questions aimed at revealing what dimensions of a MOOC are important for learners/participants. The survey participants had to

evaluate institutional relevance of several aspects: “MOOCs should have a fixed start and the end date with imposed pace for every participant” and “MOOC participants should also have freedom to define their own pacing and finish whenever they want”.

Figure 18 provides a graphical overview of the questions.

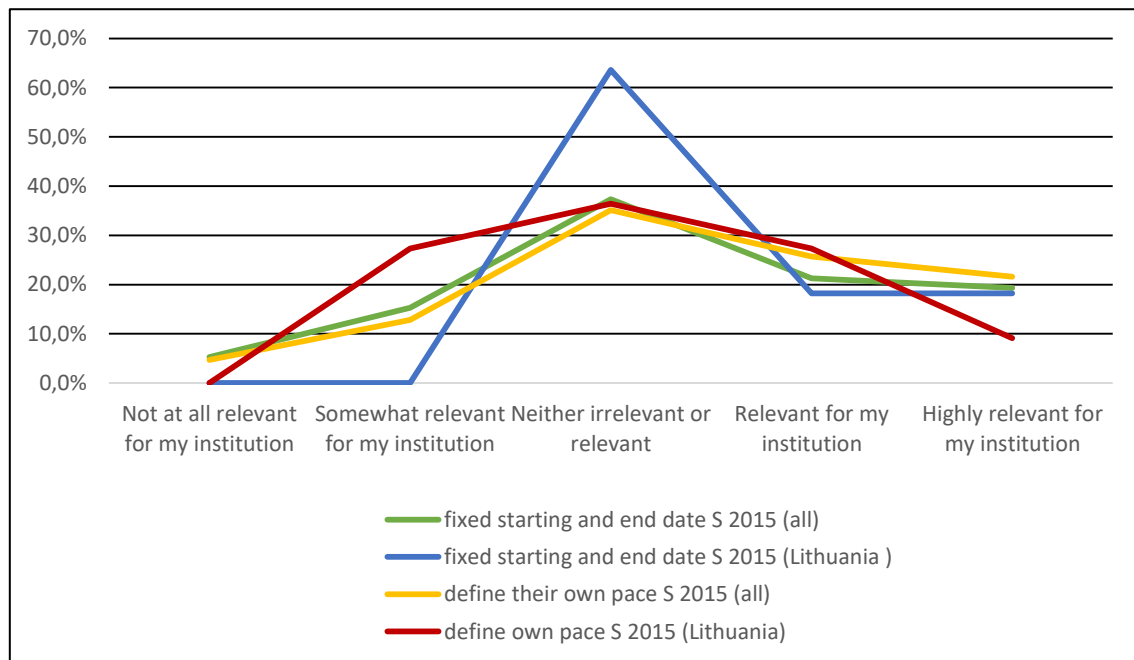


Figure 18. Importance of courses with fixed starting date and self-paced MOOCs compared among institutions of Lithuania (S 2015 Lithuania) and the overall EU study (S 2015 all).

Figure 18 shows that Lithuanian institutions mostly chose the option “neither relevant nor irrelevant” while assessing the importance of fixed starting and ending dates of MOOCs (blue line). According to the survey data, the EU institutions are more positive about fixed dates (green line). Lithuania (red line) and the EU (yellow line) are more inclined to define their own pacing.

The importance of dimensions of a MOOC

The importance of online learning will increasingly grow in future education system. Online accessibility is one of the defining features of MOOCs, therefore respondents had to evaluate which dimensions regarding this aspect are relevant or not to their institutions. Respondents had to react to the following statements: “MOOCs should offer a course completely online”, “The final exams of a MOOC for a formal credit should be offered online as well (with respect to quality procedures, authentication, etc.)” and “MOOCs should support off-line access for those with weak network connectivity”.

Figure 19 provides a graphical overview of the answers to the above mentioned questions.

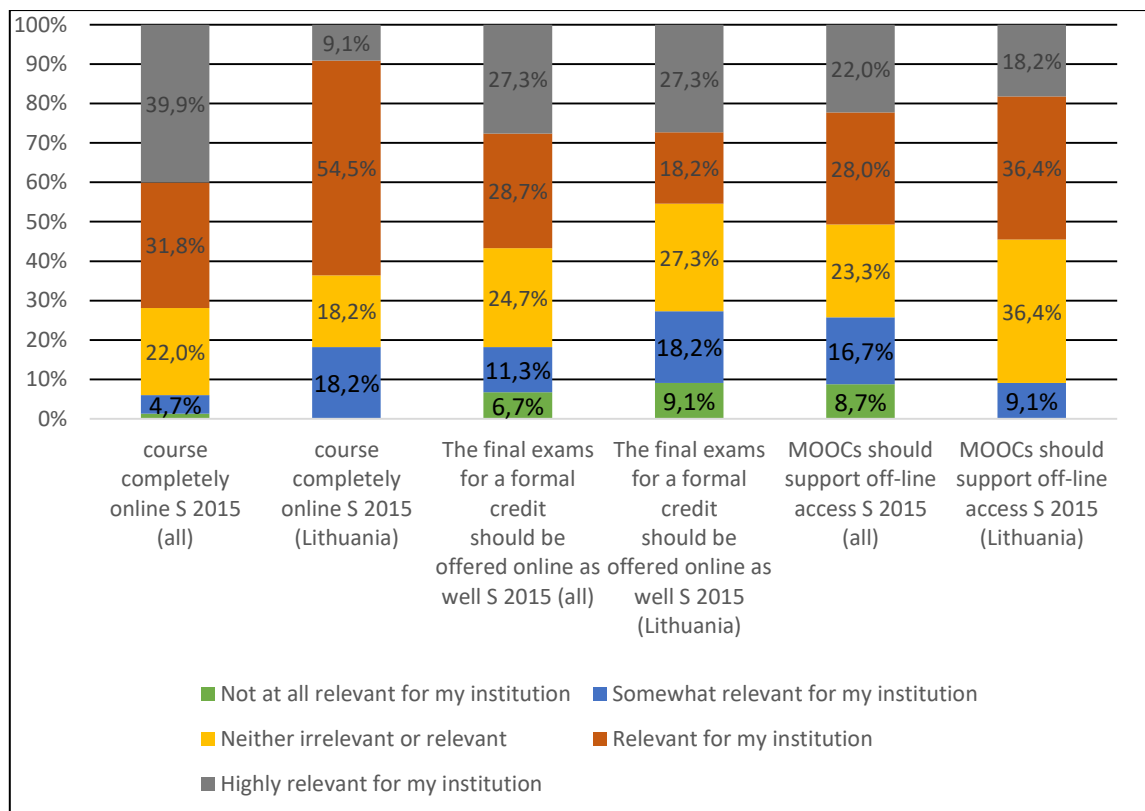


Figure 19. Importance of the online dimension in MOOCs compared among institutions of Lithuania (S 2015) and the overall EU study (S 2015).

To conclude, it might be stated that it is important to have the courses completely online for both Lithuanian institutions and European institutions (63.3 % of Lithuanian respondents indicated this dimension as relevant or highly relevant to their institution. The percentage in the EU was 71.7%). More than 18.0 % of respondents declared that this dimension is not at all relevant in Lithuania.

Similarly, considering the question “final exams for a formal credit should be offered online as well”, around 46 % of Lithuanian respondents thought it is relevant or highly relevant to their institution, while in the EU this percentage was higher (56.0 %). Totally, 27.0 % of respondents mentioned that this dimension is not at all relevant in Lithuania and 9.1 % chose that it is not at all relevant to their institutions.

Lithuania expresses a high need to have an off-line access to MOOCs (54.6 % chose that this dimension is relevant or highly relevant to their institution). The EU survey results reveal that 50.0 % of participants find this dimension relevant or highly relevant to their institution.

To determine the importance of the course content in MOOCs, some questions were included in the survey, i.e. “At least the course content of a MOOC should be accessible at any time (i.e. not only between start and end dates for a scheduled course)”, “MOOCs should offer courses of the best quality and as such be part of quality assurance of the institution” and “MOOCs should adopt proven modern online learning pedagogies”. Participants were asked to measure if these aspects are relevant or not to their institutions.

Figure 20 shows the importance of the course content in MOOCs compared among institutions of Lithuania (S 2015), the EU 2014 survey and the overall EU study (S 2015 all). Figure 20 demonstrates the inclination of Lithuanian HEIs (72.7 %) to have content of a MOOC accessible at any time, however, Lithuanian data does not reach the level of the EU institutions (76.0 %). Almost the same percentage of respondents from Lithuania and the EU institutions answered that the dimension “Course content of a MOOC should be accessible at any time” is neither irrelevant nor relevant to their institutions.

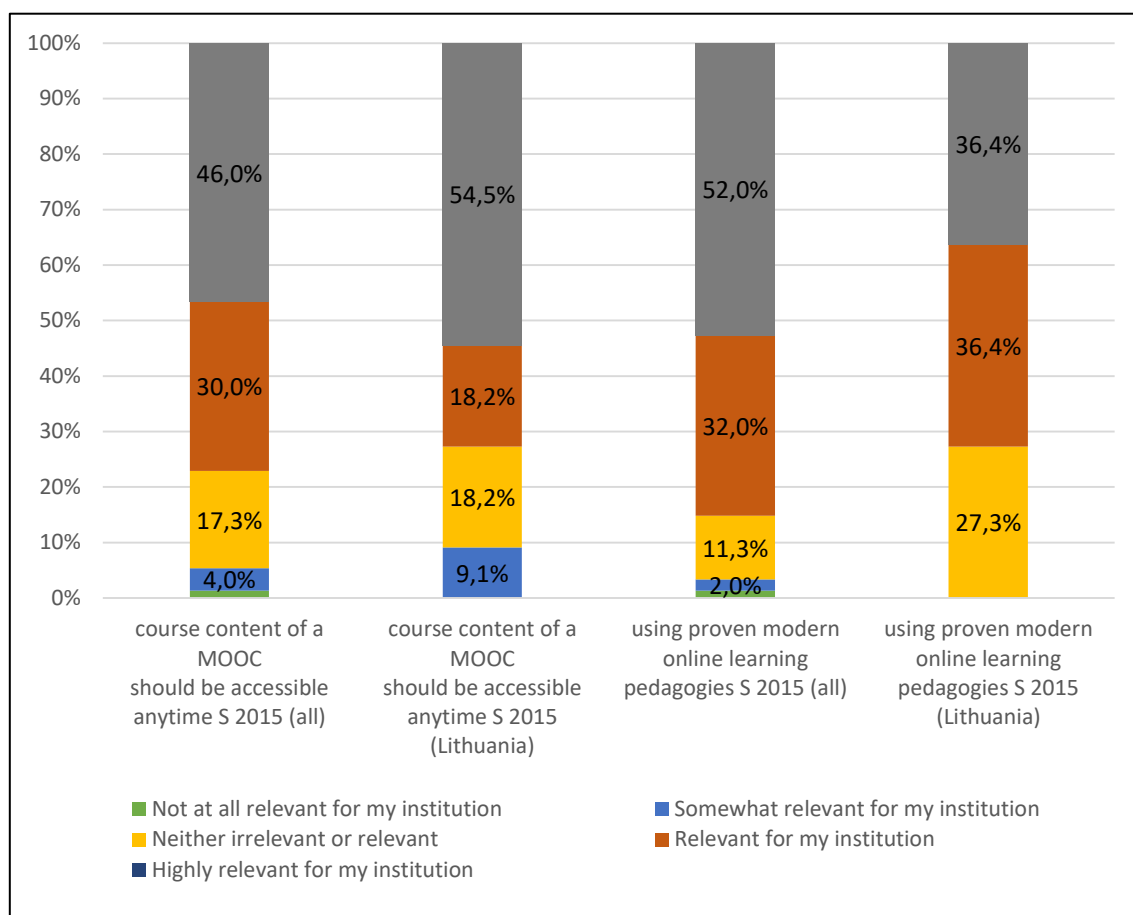


Figure 20. Importance of the course content dimension in MOOCs compared among institutions of Lithuania (S 2015), the EU 2014 survey and the overall EU study (S 2015 all).

A similar situation is observed regarding the pedagogical dimension, i.e. “Using proven modern online pedagogies”: it is slightly more emphasized in the EU institutions (84 %) than in Lithuanian institutions (72.8 %). Totally, 27.3 % of Lithuanian respondents answered that this dimension is neither irrelevant nor relevant to their institutions, while in the EU survey this percentage is lower (11.3 %).

Conclusions

Eleven Lithuanian higher education institutions were invited to participate in this survey: Kaunas University of Technology, Lithuanian Academy of Music and Theatre, Mykolas Riomeris University, Vilnius University, Alytaus Kolegija University of Applied Sciences,

Klaipeda University, Lithuanian University of Health Sciences, University of Applied Social Sciences, Siauliai University, Vilnius Gediminas Technical University and Aleksandras Stulginskis University. Involved institutions had to respond to questions related with characteristics of MOOCs (openness, access on the Internet).

MOOCs provide various kinds of content: course material, readings, problem sets and place for communication such as interactive user forums for communication to maintain a community of students, professors or teaching assistants, tests and assignments.

The survey data show that Lithuanian respondents (27.3%) offer MOOCs at the moment and are planning to launch some MOOCs in curricular in the future. The biggest part of the survey participants (36.4%) marked that their institutions have not yet decided about offering MOOCs whereas around 9% of the institutions are not going to use MOOCs in their educational process.

So far, MOOCs play a small role in strategies of universities and universities of applied sciences (just 9.1% of Lithuanian respondents marked that MOOCs meet all institution objectives while 45.5 % share this hesitation), although the digitalization of higher education is an excellent tool to improve the quality of provided services.

Institutions have an excellent opportunity to develop and try MOOCs in their study process. Educational institutions will support MOOCs development in accordance with the operating institutional principles and objectives.

Some recommendations can be drawn on the basis of the survey results. For instance, institutions should use all the possibilities offered by MOOCs: promotion of professional cooperation, labour division and efficient use of resources. Most of Lithuanian respondents (81.8%) think that MOOCs are a sustainable method for offering courses online. More than a half of Lithuanian survey respondents (64%) indicated that delivering MOOCs by using different resources/videos and assignments is the most sustainable method.

It can be stated that for MOOC trainings it is necessary to strengthen digital skills of higher education employees. Employees should be encouraged to share and re-use open educational resources.

Moreover, according to the Dagiene, Rutkauskiene and Gudoniene's (2015) research on MOOCs design and delivery, it can be stated that the definition of MOOCs is not easily understood and many have not even heard about it. In order to estimate popularity of MOOCs, respondents were asked to say if they knew anything about MOOCs. The results show that most of the respondents (54%) have never heard of this term. Therefore, a training institution must take the initiative to promote not only partnership between universities and universities of applied sciences, but also cooperation with institutions overseas and to seek that MOOCs would be used internationally.

MOOCs must also be constantly reviewed and updated because of changing technologies and this is a future challenge to all educators.

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Annex I: The complete EU survey Profile Information

Full name of Institution

Country of institution *

Type of institution (Finance) *

- ☐ Mainly public financed
- ☐ Mainly private financed
- ☐ Mixed

Type of institution (Education) *

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

Total number of students enrolled at your Institution

Your name

Your email address

Your position at the Institution

Status of MOOC offerings at your institution

My institution

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

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

What do you consider to be the main target group for MOOCs? (more than one option possible)

- ☐ Full-time students enrolled at your university
- ☐ Part-time students enrolled at your university
- ☐ People without access to the traditional educational system
- ☐ Further education students (lifelong learners - CPD)
- ☐ Students from other universities
- ☐ MOOCs are for everybody, not for specific target groups
- ☐ Other:

What do you believe to be the most sustainable model for delivering MOOCs at your institution?

(or if you plan to deliver MOOCs)

- ☐ Primarily based on discussions, collaboration and independent work of students
- ☐ Primarily based on teacher instruction, resources/videos and assignments
- ☐ Other:

At what levels of the Institution do you feel MOOCs have (had) an impact?

(or will have if you are planning to offer a MOOC in the near future)

	No impact	Little impact	High impact
Staff Academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Technical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students On-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students Online/Distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students Full-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students Part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No impact	Little impact	High impact
The Overall Institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Do you agree with the following statements?

MOOCs are a sustainable method for offering courses

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Credentials for MOOC completion will cause confusion about higher education degrees

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

How well are MOOCs meeting your institution's objectives?

- ☐ Too Early to Tell
- ☐ Meeting very few
- ☐ Meeting Some
- ☐ Meeting Most/all

MOOCs are important for institutions to learn about online pedagogy

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Primary objective for your institution's MOOCs

(or what would be a primary objective if you plan to offer a MOOC in the near future)

- ☐ Generate Income
- ☐ Increase Institution Visibility
- ☐ Reach New Students
- ☐ Drive Student Recruitment
- ☐ Innovative Pedagogy
- ☐ Flexible Learning Opportunities
- ☐ Learn About Scaling

- ☐ Explore Cost Reductions
- ☐ Supplement On-campus

Comments on primary objective

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

Relative importance of the following objectives for your institution's MOOCs (or if you are planning to offer a MOOC in the near future)

Using MOOCs for financial reasons

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

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

Using MOOCs for reputation / visibility reasons

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

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

MOOCs as innovation area

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

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

Responding to the demands of learners and societies

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

Please add other important objectives for your institution's MOOCs
(or if you plan to offer one)

Collaboration with other organisations on your MOOC offering

What are the primary reasons for your institution to collaborate with others on MOOCs?
(others like private companies, associations, other HEIs, NGOs, etc.)

Below is a list of areas your institution may want to COLLABORATE with other HE institutions.
How likely would your institution COLLABORATE on these areas?
You may add new areas into the provided empty field.

	I am not qualified to answer	Extremely unlikely	Unlikely	Neutral	Likely	Extremely likely
Use of MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New educational services (scalable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using MOOCs as crowdsourcing to answer research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailored (paid for) follow-up courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up materials to be paid for (e-documents, software, e- books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	I am not qualified to answer	Extremely unlikely	Unlikely	Neutral	Likely	Extremely likely
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation (pre-/posts surveys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design of MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of MOOC (materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Re-using elements (for instance OER, tests) from MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licencing – copyright - copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment – tests – quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Analytics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support services for participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using MOOCs from other institutions in your own institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross-national educational programmes based on MOOCs with other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networks/communities on MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Branding of a collective (best research universities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing MOOC offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selling MOOC-data (e.g., for recruitment, advertisements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other areas for collaboration (please indicate)

Please do not forget to indicate how likely your institution would collaborate with others after typing new areas for collaboration into the empty field.

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

Below is a list of services your institution may choose to OUTSOURCE to (public/private) providers. How likely would your institution OUTSOURCE these areas?

You may add new areas into the provided empty field.

	I am not qualified to answer	Extremely unlikely	Unlikely	Neutral	Likely	Extremely likely
Use of MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New educational services (scalable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using MOOCs as crowdsourcing to answer research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailored (paid for) follow-up courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up materials to be paid for (e-documents, software, e- books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation (pre-/posts surveys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design of MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of MOOC (materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Re-using elements (for instance OER, tests) from MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licencing – copyright - copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment – tests – quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Analytics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support services for participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using MOOCs from other institutions in your own institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross-national educational programmes based on MOOCs with other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am not
qualified
to
answer

Extremely
unlikely

Unlikely

Neutral

Likely

Extremely
likely

institutions						
Networks/communities on MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Branding of a collective (best research universities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing MOOC offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selling MOOC-data (e.g., for recruitment, advertisements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other areas for outsourcing (please indicate)

Please do not forget to indicate how likely your institution would outsource after typing new areas for collaboration into the empty field.

How important are the following macro-drivers for your institutional MOOC offerings? (or if you plan to offer a MOOC)

MOOCs are new educational methods in a 7 trillion dollar industry. MOOCs and Open Education as such is big business

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

MOOCs are seen as a method to reduce the costs of higher education (both for institutions and government)

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

MOOCs are a new form to educate the masses

MOOCs provide a solution to the increasing need for (access to affordable) higher education and to accommodate 98 million additional students for the next 10 years

1 2 3 4 5

Not at all relevant for my institution

☐
☐
☐
☐
☐

Highly relevant for my institution

Need for (e-) skills and jobs.

MOOCs provide flexible, innovative learning approaches and delivery methods for improving the quality and relevance of higher education. Aiming to develop the right mix of skills: transversal competences, e-skills for the digital era, creativity and flexibility and a solid understanding of the field being studied.

1 2 3 4 5

Not at all relevant for my institution

☐
☐
☐
☐
☐

Highly relevant for my institution

MOOCs are essential for the continuous technical innovation push

MOOCs innovate by e.g. using ICT for digitalizing education content, mass distribution and personalized learning and reducing costs.

1 2 3 4 5

Not at all relevant for my institution

☐
☐
☐
☐
☐

Highly relevant for my institution

Improving the quality of opportunities for learning

Quality is (increasingly becoming) an important driver in open and online education. With an increasing offer of MOOCs the quality dimension will become more important as well.

1 2 3 4 5

Not at all relevant for my institution

☐
☐
☐
☐
☐

Highly relevant for my institution

MOOCs provide new business models based on 'free'

For example freemium business model, free as a tool to promote reputation, free product creates monetizable activity, etc.

1 2 3 4 5

Not at all relevant for my institution

☐
☐
☐
☐
☐

Highly relevant for my institution

The openness in MOOCs is seen as an important business driver

Open access in scientific output has already proven to be sustainable and profitable for society. OER from the world's top universities have been available to everyone, free of charge,

for over a decade. And open education is seen as the next essential, integrated step enhancing the circulation of knowledge and increasing the pace of innovation.

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

Globalization and increasing collaboration between institutions on MOOCs

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

Increasing shared services and unbundling of education

Unbundling means that parts of the process of education are not provided by the university but outsourced to specialised institutions and providers. MOOCs are accelerating the process by outsourcing marketing, branding, ict-platfom, exams, learning analytics services, etc.

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

How important are the following dimensions of a MOOC?

In this part we asked you about the relative importance of each (possible) MOOC dimensions indicated by its acronym, M-O-O-C.

MOOCs must be designed for massive audience

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

In addition MOOCs should provide a sustainable model for the mass

For instance, leverage massive participation or a pedagogical model such that human efforts in all services does not increase significantly as the number of participants increases.

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

Anybody can enter the course, i.e. course is accessible to all people without limitations.
This does not necessarily imply that the course can be taken without any learned competencies or experience.

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

MOOCs should offer open licensing such that providers and participants can retain – reuse – remix – rework – redistribute material of the MOOC

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

MOOCs should promote the use of Open Education Resources (e.g., open-textbooks, Open Courseware, copyleft or public domain materials, etc.)

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

A MOOC should be for free, i.e. without any costs for participants

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

In addition MOOCs should offer the opportunity for participants to get (for a small fee) a formal credit as a component of an accredited curriculum

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

Participants of a MOOC should have the freedom to choose different recognition options

MOOC participants can choose between badges earned for completion of specific activities, a credential for completion of the majority of activities and a final online test, and full certification with ECTS credit obtained after a proctored test.

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

MOOCs should offer courses completely online

1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> Not at all relevant for my institution <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Highly relevant for my institution </div>					

The final exams of a MOOC for formal credit should be offered online as well (with respect to quality procedures, authentication, etc.)

1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> Not at all relevant for my institution <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Highly relevant for my institution </div>					

MOOCs should support off-line access for those with weak network connectivity

1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> Not at all relevant for my institution <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Highly relevant for my institution </div>					

MOOCs should have fixed starting and end dates with imposed pace for every participant

1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> Not at all relevant for my institution <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Highly relevant for my institution </div>					

At least the course content of a MOOC should be accessible anytime

I.e. not only between start and end date for a scheduled course

1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> Not at all relevant for my institution <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Highly relevant for my institution </div>					

MOOC participants should also have the freedom to define their own pacing and finish whenever they want

1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> Not at all relevant for my institution <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Highly relevant for my institution </div>					

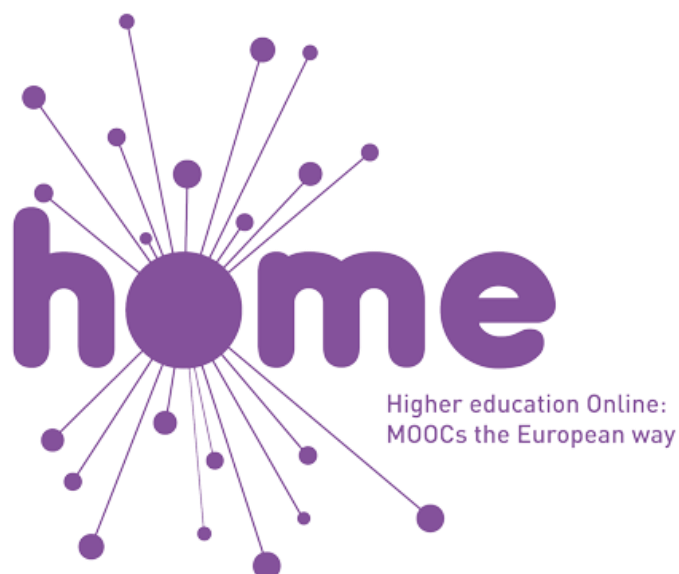
MOOCs should be using proven modern online learning pedagogies

1 2 3 4 5

Not at all relevant for my institution



Highly relevant for my institution



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