

Comparing Institutional MOOC strategies

2015 Czech Republic report

Status report based on a mapping survey conducted in October – December 2015

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Acknowledgement / about HOME project

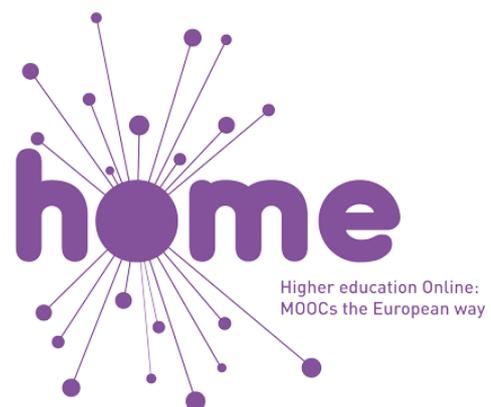
This report is published as part of the project HOME – Higher education Online: MOOCs the European way. HOME is partly funded by the European Commission’s Lifelong Learning Programme. HOME started in January 2014 and is funded to June 2016. The aim of the project is to develop and strengthen an open network for European cooperation on open education, in general, and Massive Open Online Courses (MOOCs), in particular. The partners will build an open institutional network on MOOCs based on European values like openness, equity, quality and diversity.

The HOME partners saw the need to develop a survey to benchmark the strategy of higher education institutions to MOOCs. Not only benchmarking amongst European institutions but also to other surveys in, for example, the United States. This 2015 survey is largely a repetition of the survey of 2014. Next to the comparison between Europe and the U.S., the Czech Republic report is produced as well.

The coming years the partners will continue this survey, supporting an independent study, offering full privacy for all respondents, and providing free distribution of all report publications.

We like to thank the following partners for supporting and contributing to this year’s research:

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Executive Summary

Institutional MOOC involvement

Czech HEIs are mostly still in the process of finding their way to their own MOOC courses. The Czech Association of Distance Teaching Universities (ČADUV) at the moment does not register any Czech MOOC course that would comply with criteria proposed by EADTU and comply with quality framework necessary for European OpenUpEd platform.

MOOC courses are however very lively discussion topics and receive attention in both media and conferences. Many of university teachers recommend to their students to take part in the international MOOC courses as a relevant source of complementary information and more and more students and lifelong learners use offers of MOOC course in foreign institutions.

The commercial institutions gradually widen their portfolio of online courses that they call MOOC in order to attract interest of customers. Usually these are short non-tutored open online courses from the offer of the foreign MOOC platforms.

The usual blocking factor for the Czech universities to create their own MOOCs is the lack of funding and also shortage of experience with providing the open online education. Most institutions need to adapt their internal regulations to ensure proper quality of the courses to place their MOOCs to foreign platforms. In the Czech Republic there is no Open University and purely distance study programmes are offered by minimum of universities. Thus online education strives for acceptance and finds its use only in blended learning and courses of continuing education and lifelong learning.

At the national level there is an apparent positive position towards development of MOOCs demonstrated by approval by government of Digital Education Strategy 2020, where MOOCs are one of the planned activities.

Czech Republic and MOOC priorities and objectives

Czech Republic is located in the heart of Europe and has a democratic tradition, a highly developed economy, and a rich cultural heritage. Czech universities offer long-standing reputation and interesting specializations. Open and distance education is getting stronger since the 90's when the country was confronted with other, notably western, education systems. Due to new strategies in human resource management and employment policies, the necessity for lifelong education is more and more emphasized and interest in flexible learning is growing. The development of information and communication technologies provides new tools and means to bridge the distance and e-learning and is gradually becoming integral part of the education system in the Czech Republic.

None of the universities enquired in frame of the presented study is providing MOOCs so far. All universities however plan their preparation and implementation with the primary goal of developing innovative pedagogy, increasing of institution visibility, and new student reaching due to flexible learning opportunities. The financial reasons are of the least importance among other studied factors. Most of the Czech Republic inhabitants do not command sufficient language skills to allow learning in foreign language, therefore it is necessary to work on the offer in courses in Czech in order to make the education accessible to general public. On the other hand there is a growing number of Czech universities that actively work on internationalization and preparation of courses in English by which they could open the possibility to study in the Czech Republic to foreign applicants.

The most important institutional drivers in Czech Republic for MOOCs are improving the quality of learning, developing new forms to educate the many and satisfy the need for (e-)skills and jobs. The least drivers are providing new method in big business, reducing the cost of HE and creating business models based on 'free'.

For Czech HEIs it is for the time being difficult to grasp the business model that is based on the offer of MOOCs that assume high initial investment and learning for free. The acceptance of credits is not being tackled for the time being and the Czech HEIs do not assume that the offer of MOOCs could have some impact on their revenues.

Czech institutions are in many responses more positive related to MOOCs than EU or US institutions. The positive attitude towards MOOCs can be given by the high current interest of the Czech institutions in development of open education and at the same time little experience with the MOOC courses. Position of EU and US institutions is more conservative and based on much larger experience.

Introduction

Czech Republic is through Czech Association of Distance Teaching Universities (ČADUV) member of the European Association of Distance Teaching Universities (EADTU) from 1998 and continuously cooperated on activities that impacts the development of open and distance learning in Europe. The ČADUV was established by the representatives of the universities in 1993 in Prague and its sphere of action comprises the whole Czech Republic. From January 2014 to June 2016 ČADUV participates on European Union funded project HOME (Higher education Online: MOOCs the European way).

In this report we present the results of the survey of strategies of HEIs in MOOC domain that was conducted within the HOME project. In the Czech Republic the questionnaires were filled in by HEIs' experts in online education that cooperate with ČADUV. Due to the fact that a substantial portion of Czech public universities took part in the survey, this national report was prepared.

We believe that this report brings comparison of strategies, priorities and attitudes of the Czech institutions and those of the foreign institutions. This will help to increased development of MOOCs in the Czech Republic.

Methodology

This study was conducted during the fourth quarter of 2015. The survey was largely a repetition of the survey from 2014. Most questions were kept identical. Some additional questions were developed during the summer of 2014 and tested among HOME partners. A Google form was open from 15th October to 4th January 2016. Higher education institutions were in general approached by personal contact and by the use of a newsletter and social media to complete the questionnaire.

The survey consists of the following 9 sections (the overall report includes the complete survey):

1. Profile Information
(8 open question)
2. Status of MOOC offering, main target group and impact on institution
(5 questions with various answer categories, 3 identical questions as used in the US surveys)
3. Do you agree with the following statements?
(4 identical questions as used in the US surveys and an optional open question)
4. Primary objective for your institution's MOOCs
(1 question with 9 options identical to US survey)
5. Relative importance of the following objectives for your institution's MOOCs
(4 closed question on 5 point Likert scale plus an open question)
6. What are the primary reasons for your institution to collaborate with others on MOOCs?
(a list with 24 possibilities and 1 open question)
7. What are the primary reasons for your institution to outsource services to other (public and/or private) providers on MOOCs?
(a list with 24 possibilities and 1 open question)
8. How important are the following macro drivers for your institutional MOOC offering?
(10 closed question on 5 point Likert scale)
9. How important are the following dimensions of MOOCs?
(15 closed question on 5 point Likert scale)

Most closed questions could be scored on a 5-point scale ranging from *Not at all relevant for my institution* to *Highly relevant for my institution*. Exceptions are those closed questions that were included from the US survey (Allen & Seaman 2014, 2015, 2016). These questions were kept identical with those in their survey so comparisons could be made. These surveys will be referenced to as US 2013, US 2014 and US 2015 respectively.

Response and Institutional profiles

The following 8 universities from Czech Republic responded to the survey, representing 28.6% of all public HEIs:

1. Charles University in Prague
2. Masaryk University
3. University of West Bohemia

4. University of Ostrava
5. Czech Technical University in Prague
6. University of Hradec Králové
7. Technical University of Liberec
8. University of Pardubice

One response came also from HE research institute Centre for Higher Education Studies, which is not a university but a research institute of the Ministry of Education.

Data from all 9 institutions are included in the survey.

In the following the responses of the Czech respondents are referred to as CZ 2015 and usually they are compared to the overall survey S 2015 (responses of 150 HEIs that were mostly European but few were non-European) and the EU survey 2014 (responses of 67 European HEIs).

Status of MOOC offering

In Figure 1 the institutional profile in MOOC offering in this survey is compared to the overall study (S 2015), the European study (EU 2014) and that of the US surveys of last three years (US 2013, US 2014 and US 2015).

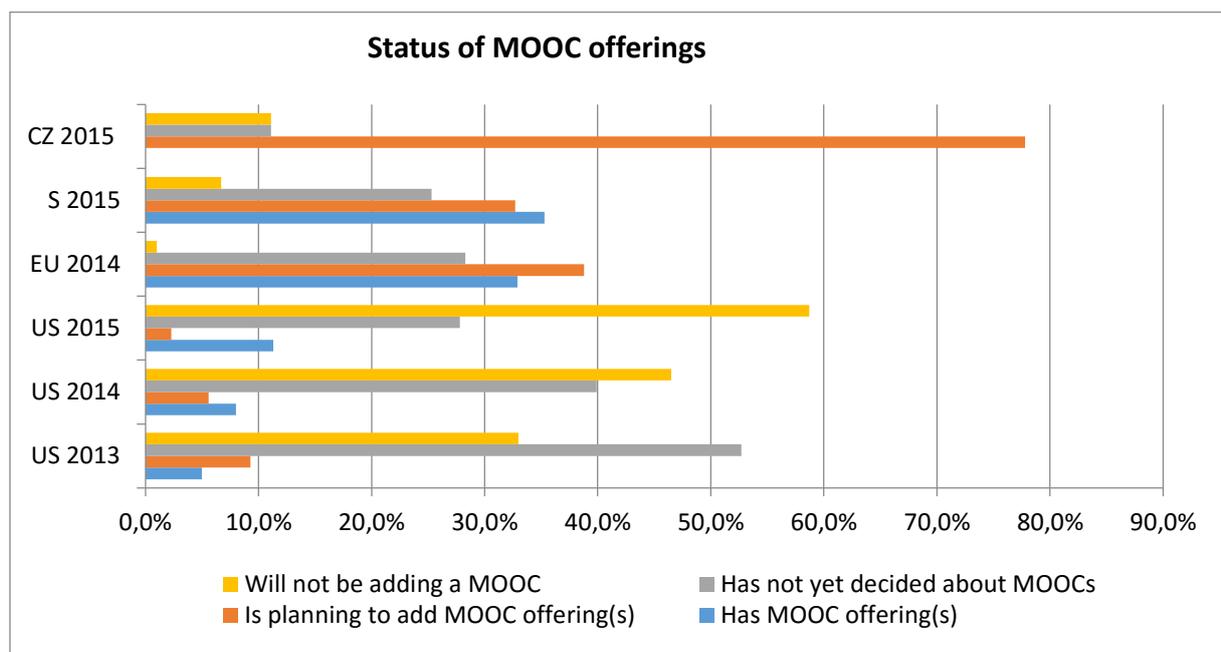


Figure 1: Institutional profile in their MOOC offering compared between that of US surveys (US 2013, US 2014 and US 2015), the EU survey (EU 2014), the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015).

No Czech HEI has MOOC courses so far, but in total 77.8% of the institutions in Czech Republic are planning to develop MOOCs (see also Figure 1). This is a more positive attitude towards MOOC than what is seen in the overall survey (32.7% are planning it and 35.3% have it already) and significantly more than in US 2015 study (2.3% are planning it and 11.3% have it already).

Target group and impact of MOOC offering

Figures 2 and 3 show that further education students (lifelong learners – CPD) are considered to be the main target group of MOOC offering. This is the case for both the Czech Republic and the overall survey.

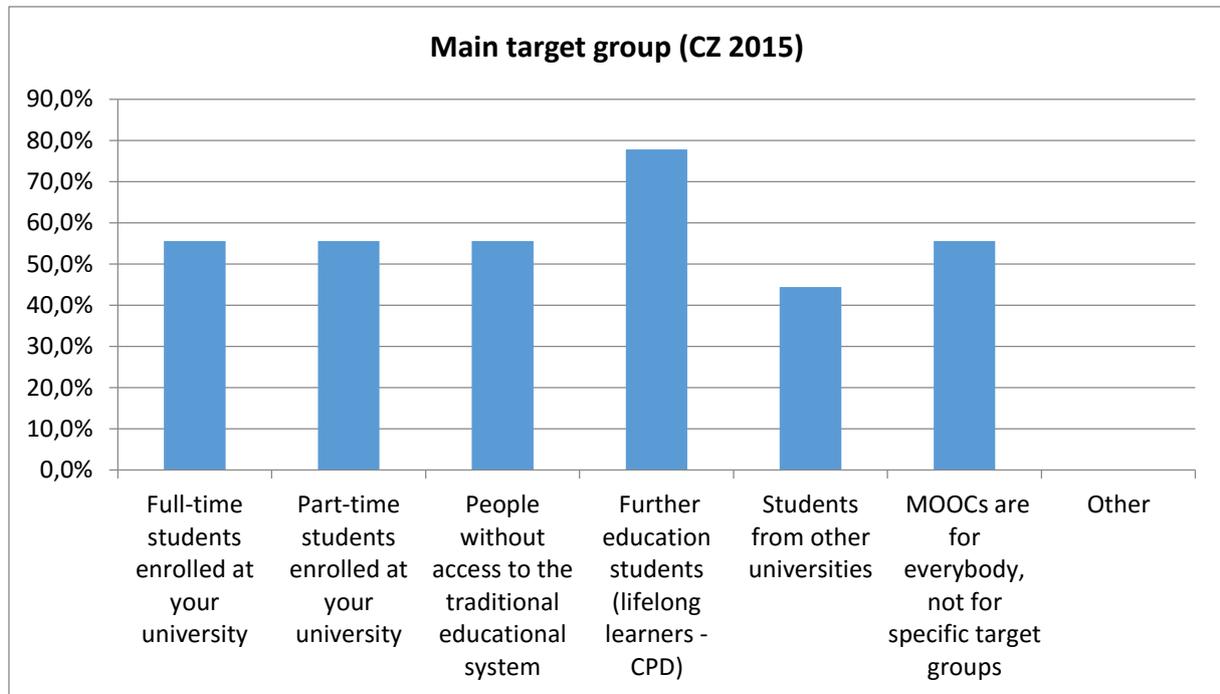


Figure 2: Main target groups for MOOC offering (CZ 2015)

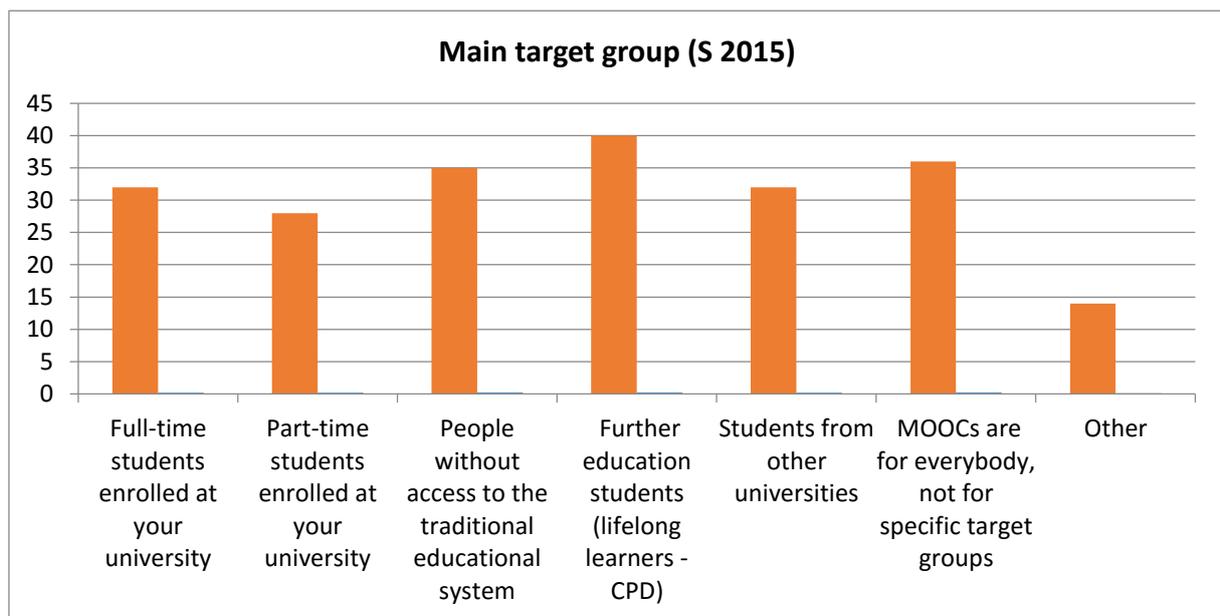


Figure 3: Main target groups for MOOC offering (S 2015)

Figures 4 and 5 show at what level of the institution MOOCs have impact.

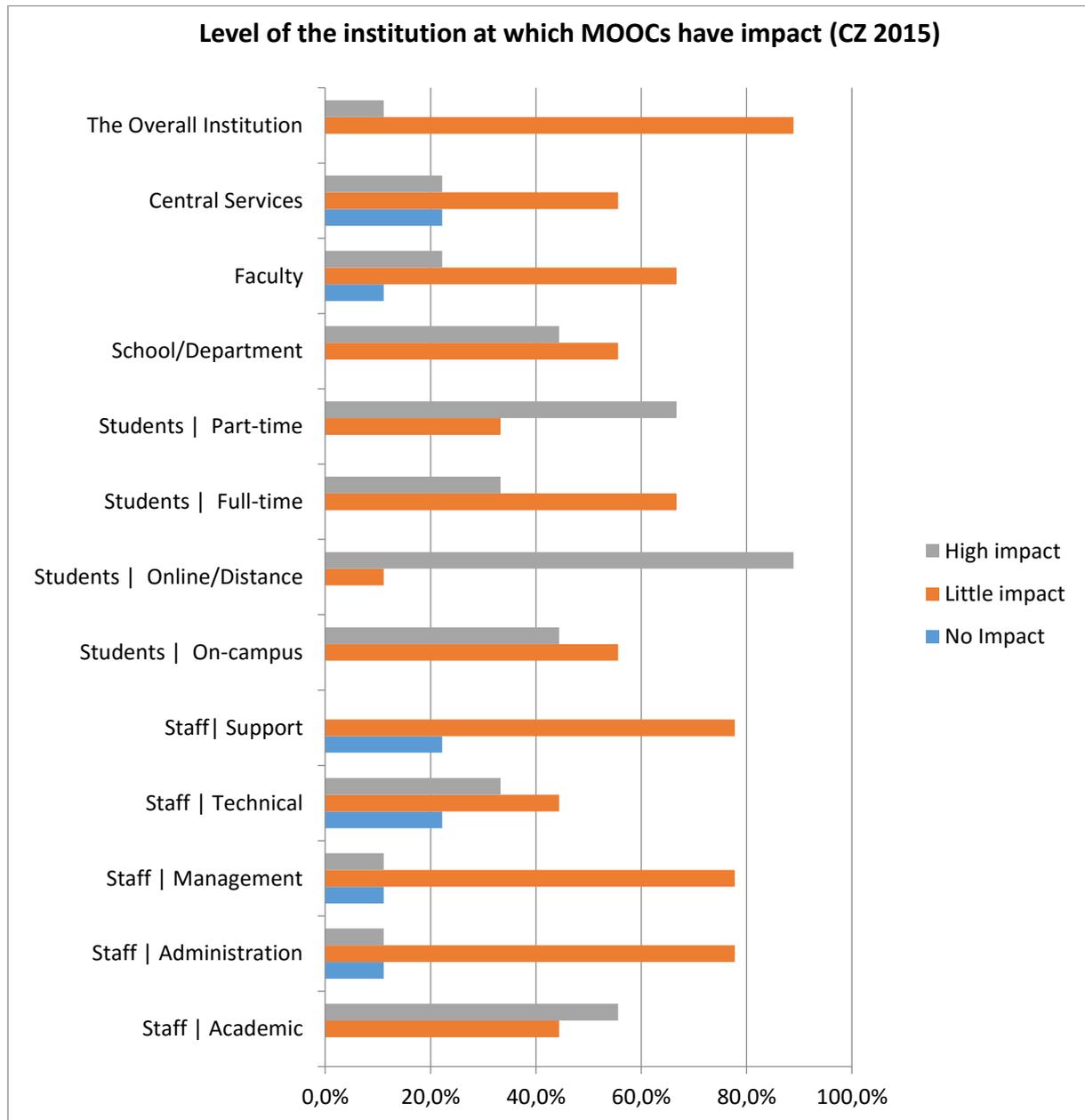


Figure 4: Impact that MOOC offering has at levels of the institution (response 9 institutions in the Czech Republic, CZ 2015)

Czech respondents predict high impact on online and part-time students; impact on the overall institution or staff is considered to be low.

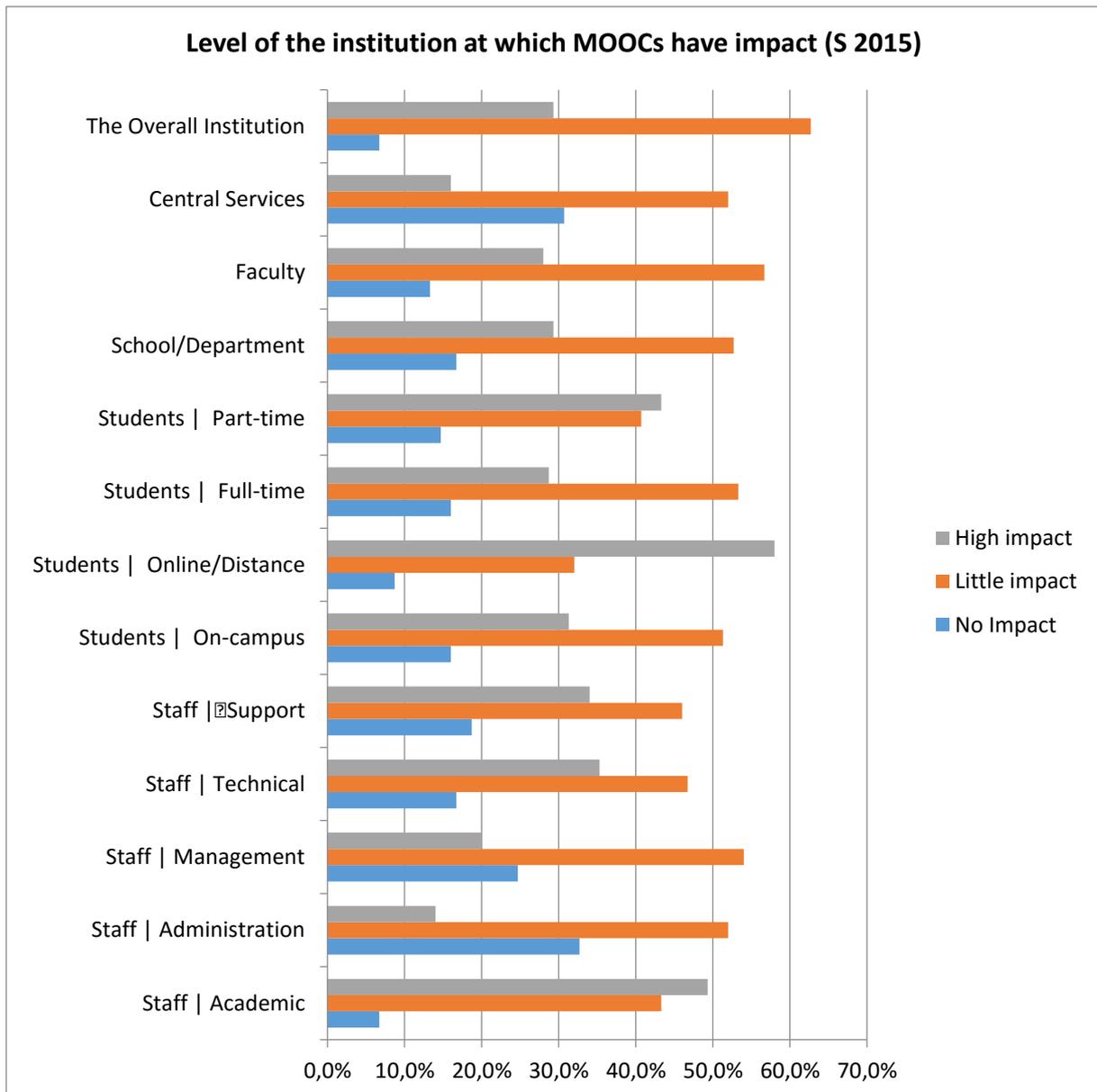


Figure 5: *Impact that MOOC offering has at levels of the institution (the overall survey, S 2015)*

From overall results (S 2015) we see that the impact on the institution itself, on the students (on campus and full time) and on the staff (academic and administrative) are mentioned the most, the impact on part-time students, management and central services are predicted as less important but still high and the impact on the other levels is considered low (40% and less).

Role of MOOCs compared to US and EU

In this section we discuss the results of section 3 of the survey that encompasses four questions identical to those in the US 2013 survey (Allen & Seaman, 2014). Only two of those four questions were repeated in their US 2014 survey (Allen & Seaman, 2015).

Figure 6 shows the results of the question whether the *credentials for MOOC completion will cause confusion about higher education degrees*.

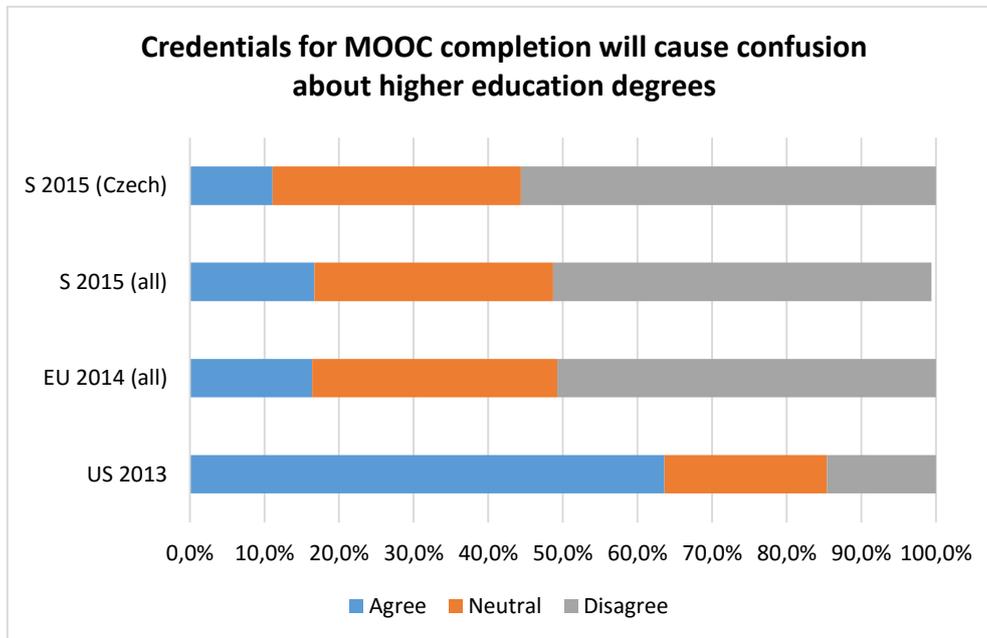


Figure 6 Responses to the statement “Credentials for MOOC completion will cause confusion about higher education degrees” compared between that of US survey (US 2013), the EU survey (EU 2014), the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

The US responded more positively on this question than the respondents of the overall survey and respondents from the Czech Republic, meaning US respondents feel more than the other respondents that the credentials for MOOC completion will cause confusion about higher education degrees.

Figure 7 shows the response for the statement that *MOOCs are important for institutions to learn about online pedagogy*.

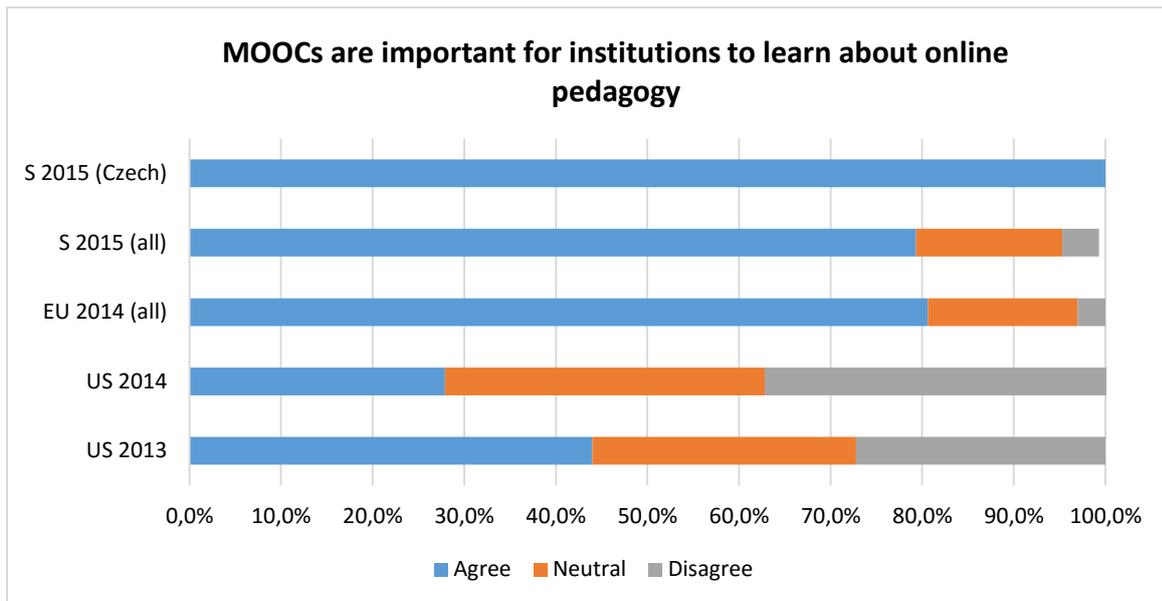


Figure 7: Responses to the statement “MOOCs are important for institutions to learn about online pedagogy” compared between that of US surveys (US 2013, US 2014), the EU survey (EU 2014), the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

The overall survey respondents are the most positive towards using MOOCs for learning about online pedagogy. The Czech respondents are 100% positive while in the US the respondents think more neutral about this issue.

Figure 8 lists the reactions to the statement that *MOOCs are a sustainable method for offering courses*. While in the US the opinion is mostly neutral or disapproving, half (EU 2014, S2015) or more than half of the institutions of the EU agrees. These results confirm the outcomes of the status of MOOC offering as shown in Figure 1. The Czech respondents are very positive on this subject (77.8% agree).

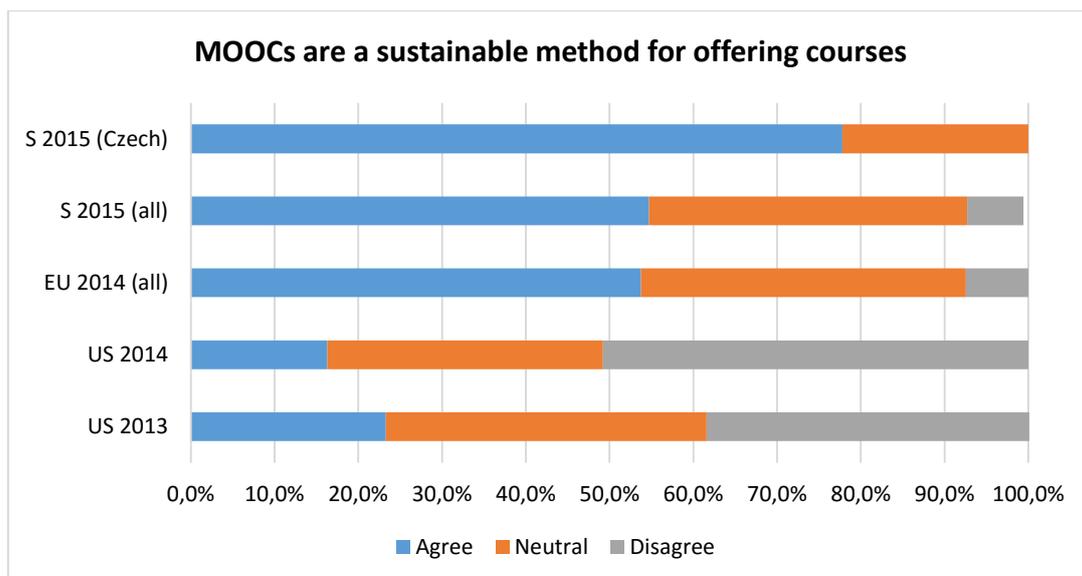


Figure 8: Responses to the statement “MOOCs are a sustainable method for offering courses” compared between that of US surveys (US 2013, US 2014), the EU survey (EU 2014), the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

Figures 9 and 10 show opinions on the most sustainable method for delivering MOOCs.

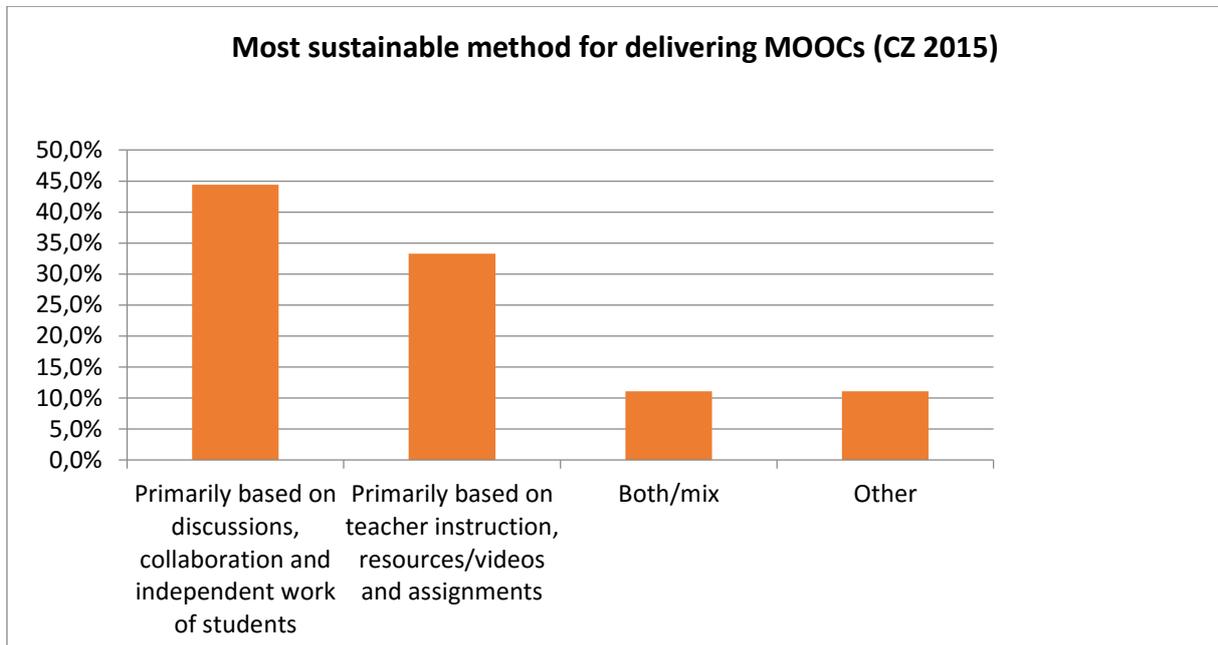


Figure 9: *Most sustainable model for delivering MOOCs (response 9 institutions in the Czech Republic, CZ 2015)*

Czech results show a more positive view on courses primarily based on discussions, collaboration and independent work of students.

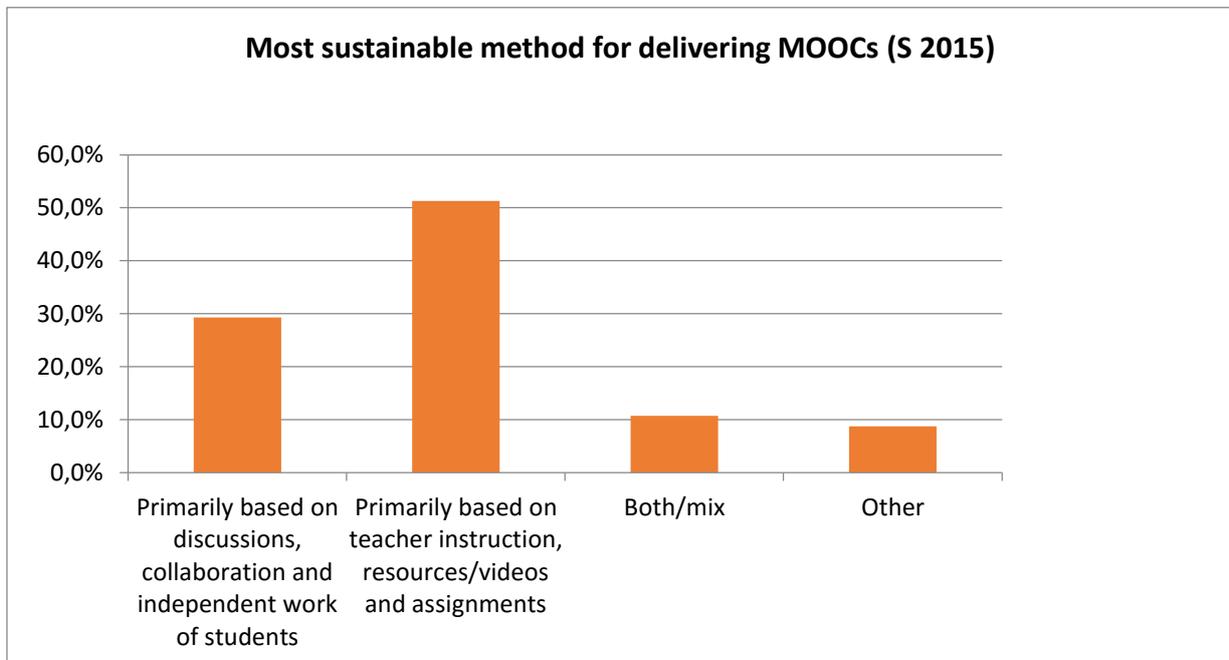


Figure 10: *Most sustainable model for delivering MOOCs (the overall survey, S 2015)*

The EU overall survey shows opposite results than Czech survey and more a positive view on courses primarily based on teacher instruction, resources/videos and assignments.

Institutional objectives on MOOCs

Figure 11 shows the results of the question on how well MOOCs are meeting institution's objectives. Figure 11 shows that in the US in 2013 people had the opinion that it is too early to tell that MOOCs are meeting institutional objectives. The institutions in the Czech Republic and respondents of overall survey have a more positive attitude about this question.

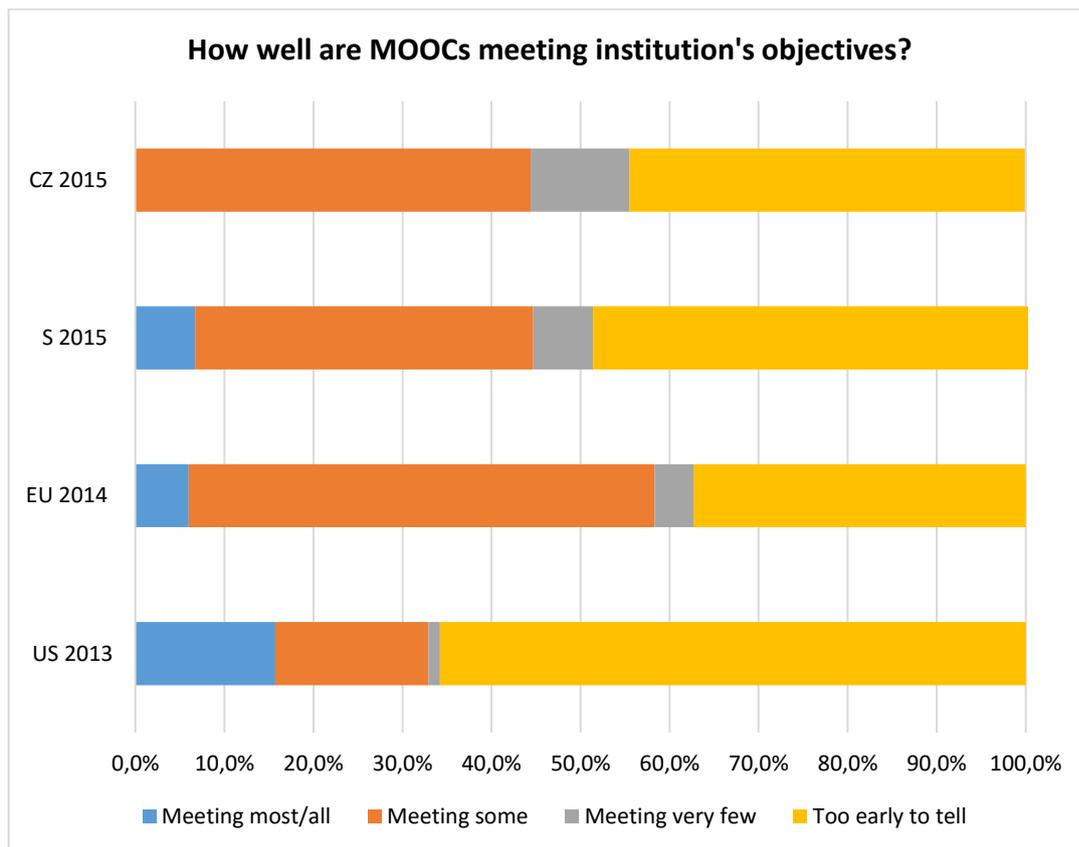


Figure 11: Replies to the question “How well are MOOCs meeting institution's objectives?” compared between that of US survey (US 2013), the EU survey (EU 2014), the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

This raises the question if the institutional objectives between US and Europe are also different. The US 2013 data are out-dated because the question is not repeated in the latest US surveys (Allen & Seaman, 2015 & 2016). Still the question seems to be pertinent due to the trend seen in Europe between 2014 and 2015.

Figure 12 shows the primary objectives to offer a MOOC as indicated by institutions.

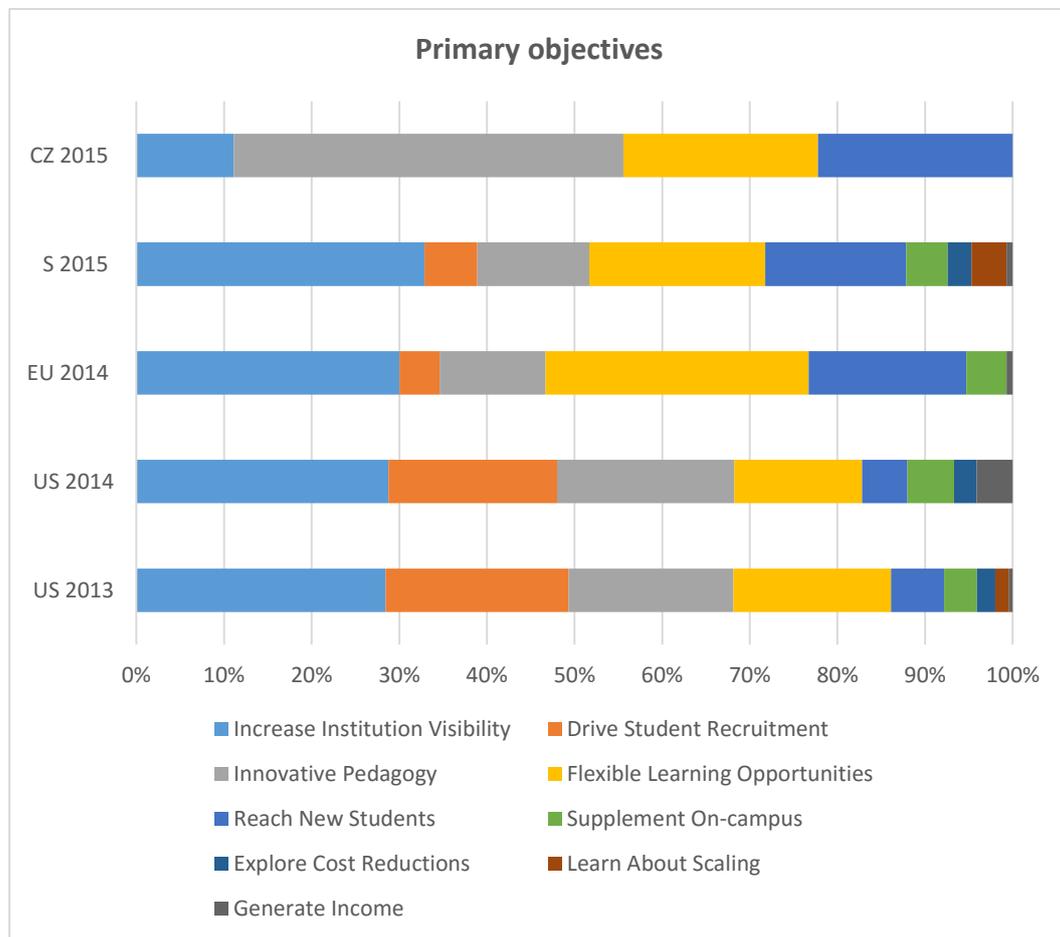


Figure 12: Primary objectives to offer a MOOC compared between that of the US surveys (US 2013), the EU survey (EU 2014), the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

The response of Czech institutions to the primary objectives is targeted to only four items while all nine objectives are listed in the overall response in the US surveys, EU and overall survey. Czech respondents see that the most primary objectives are the innovative pedagogy, increase of institution visibility, flexible learning opportunities and reach of new students. Compared to the overall survey – the Czech HEIs are mainly interested to use MOOCs for innovative pedagogy which is consistent with the results presented in figure 7.

Figure 13 shows the relevance of 4 different clusters of objectives for institutions with comparison between the overall response and of the 9 institutions in the Czech Republic.

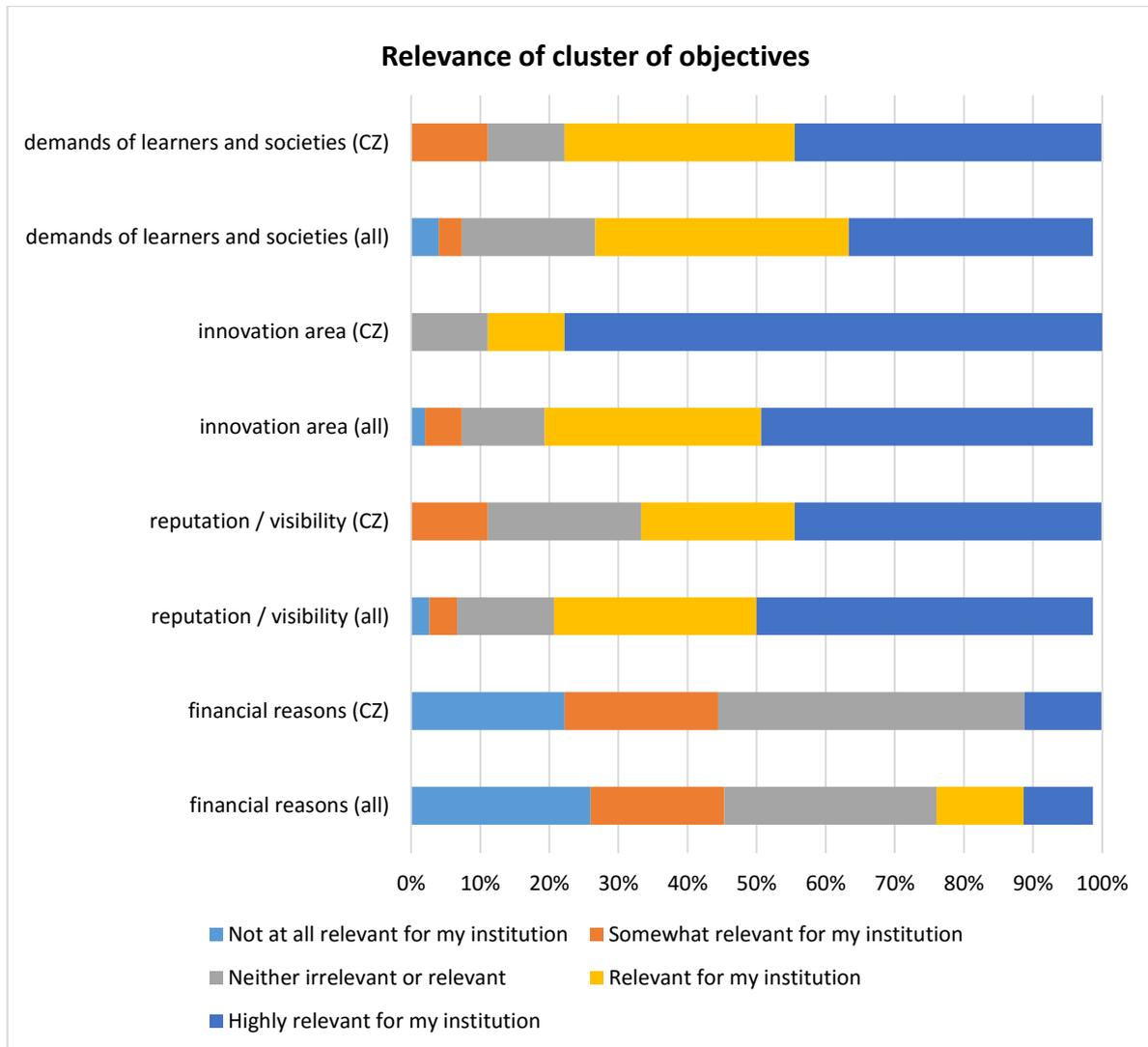


Figure 13: Relevance of four different clusters of objectives for respondents from 9 institutions in the Czech Republic (CZ 2015) and for respondents of the overall survey (S 2015)

Again, for the Czech Republic the most relevant objective is innovation, like already indicated in the primary objective (figure 12). The less relevant for having a MOOC are financial reasons and this is true for both respondents of the overall survey and respondents from the Czech Republic. The response of the Czech Republic to the other two clusters (reputation/visibility and demands of learners and societies) are similar to the overall response and seen as important as well.

Macro drivers behind MOOC offering

The European report (February, 2015) “Institutional MOOC strategies in Europe, Status report based on a mapping survey conducted in October – December 2014” extensively discusses the macro drivers behind the MOOC movement.

The importance of different macro drivers for institutional MOOC offering

Figure 14 shows the response from the 9 institutions in the Czech Republic (CZ 2015) and figure 15 shows the data from the overall survey (S 2015).

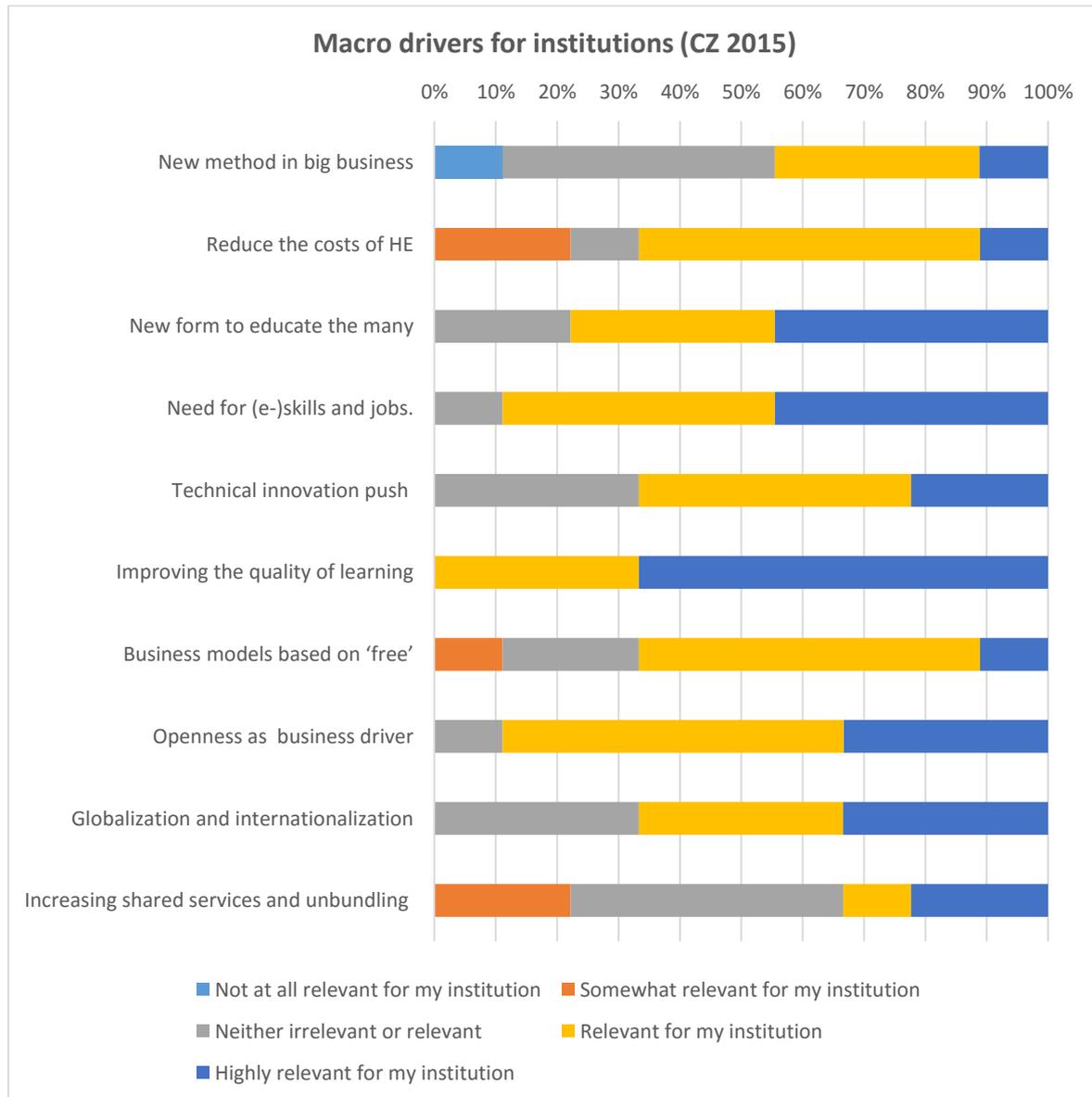


Figure 14: Relevance of 10 different macro drivers for institutions in the Czech Republic (CZ 2015)

A large majority (between 65% and 80%) indicates that many macro drivers are relevant or highly relevant for their institution. The following two drivers are not seen as that important in the Czech context consistent with the overall response.

1. New method in big business (driver 1) is considered as (highly) relevant by only 41.4% of respondents of the overall survey (comparable to 44.5% in Czech survey). Apparently

European institutions are not in the market with MOOC to generate big business. This relates to the strong social dimension of higher education where many universities in Europe are funded by governments.

- Increasing shared services and unbundling (driver 10) is also seen as less relevant, even less relevant for Czech Republic (33.4% states (highly) relevant) compared to the overall response (46,7%)

The driver to reduce the costs of HE (driver 2) is considered as (highly) relevant 66.7% of Czech survey compared to only 30.0% institutions in the overall survey. This might be seen as contradictory to results presented in figure 13, but might be explained in relating to the high response on ‘openness as a business driver’.

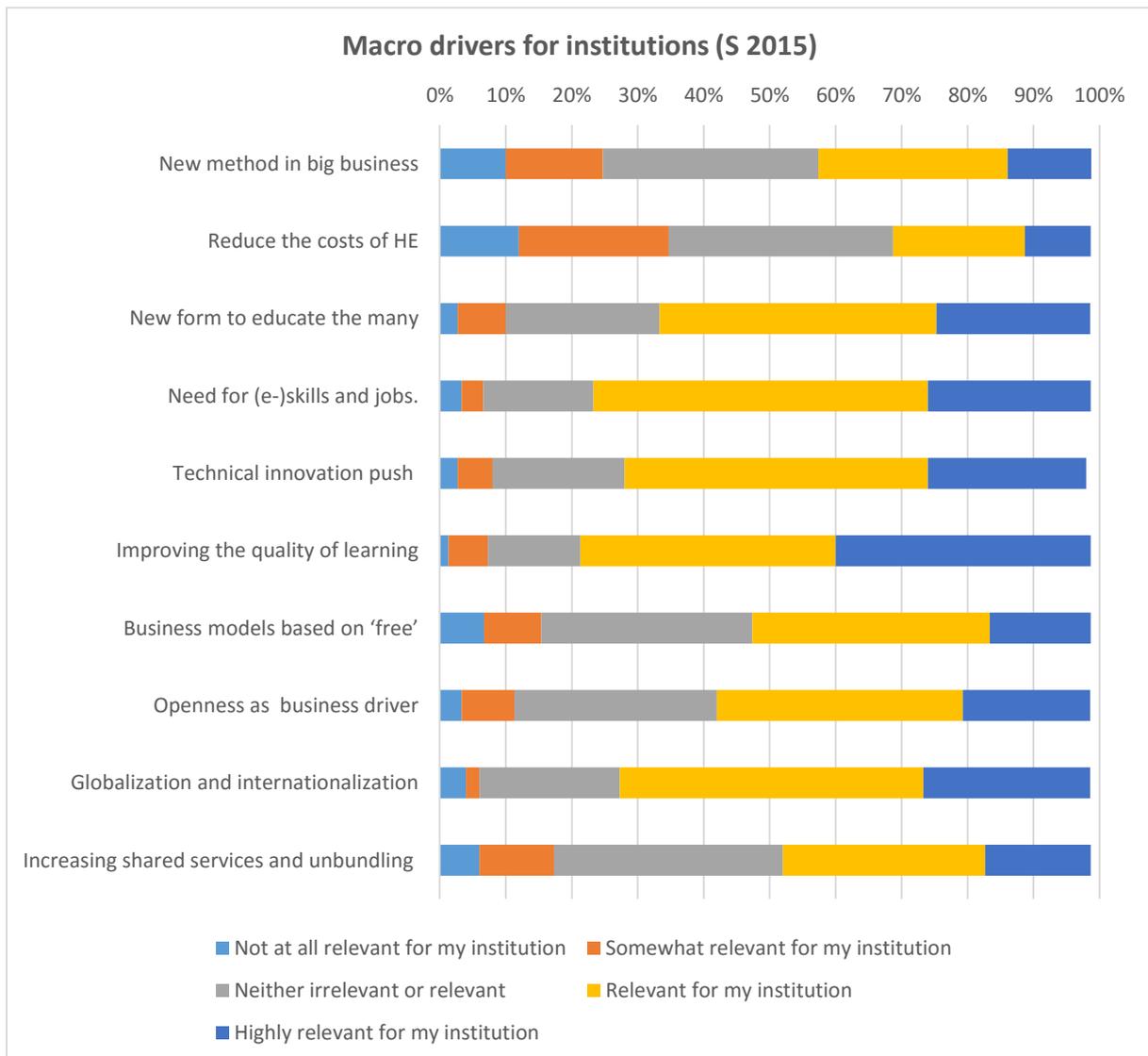


Figure 15: Relevance of 10 different macro drivers for overall survey respondents (S 2015)

In contrast with the overall survey (S 2015), for institutions in the Czech Republic, the main driver is improving the quality of learning. This seems related to the importance of innovative pedagogy, i.e. those innovations are mainly targeted to improve the quality of learning.

Collaboration or Outsourcing of services in MOOC offering

In section 6 of the survey we asked what the primary reasons for institutions are to collaborate with others on MOOCs. In the next section (7) we asked what kind of services institutions would be willing to outsource to (public and/or private) providers. Both questions are supported by a common list of 24 areas:

1. Use of MOOC platform
2. Development of MOOC 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 MOOC (materials)
13. Re-using elements (for instance OER, tests) from MOOCs
14. Licencing – copyright – copyleft
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 a collective (best research universities, etc.)
23. Marketing MOOC offer
24. Selling MOOC-data (e.g., for recruitment, advertisements)

Figures 16 and 17 indicate likeliness of areas on which institutions would like to collaborate with other HE institutions for respectively the Czech HEIs and all 150 HEIs in the overall survey. It is general observed that European HEIs are very much willing to collaborate on services like co-creating MOOCs with other institutions, re-using elements from MOOCs, development of MOOC (materials) and in the design of MOOCs next to the use of MOOC platforms. The joint development of a European MOOC platform is not very likely as well as services on selling data, translation services and follow-up materials. Translations and licensing are among the less likely areas of collaboration.

Figures 18 and 19 repeats the same question but now ask about the likeliness of services that institutions would like to outsource to other providers. In general the likeness to outsource these services is much lower. Most likely services to be outsourced are related to the use of a MOOC platform and to co-creating MOOCs with other institutions in the context of cross-national educational programmes based on MOOCs with other institutions. Czech results show that the evaluation (pre-/posts surveys) is the most likely to be outsourced. The overall survey HEIs think firstly about outsourcing of the MOOC platform seconded by (co-)MOOCs.

Note that a very high percentage indicates that they are not qualified to answer so these responses are only an indication about reasons for the overall survey HEIs would be willing to outsource.

Collaboration with other organisations on MOOC offering (CZ 2015)

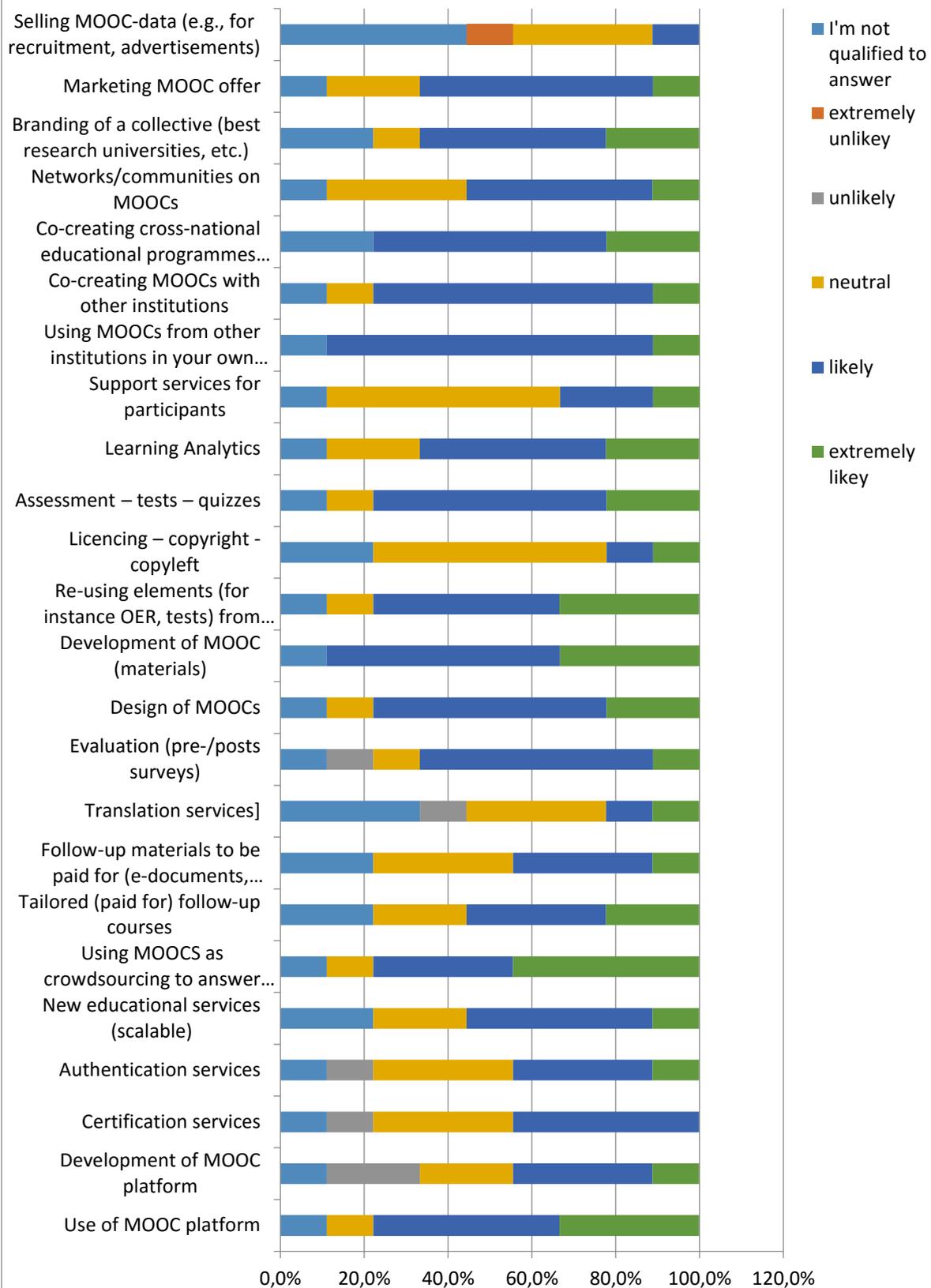


Figure 16: Likelihood of areas on which institutions in Czech Republic (2015) would like to collaborate with other HE institutions.

Collaboration with other organisations on MOOC offering (S 2015)

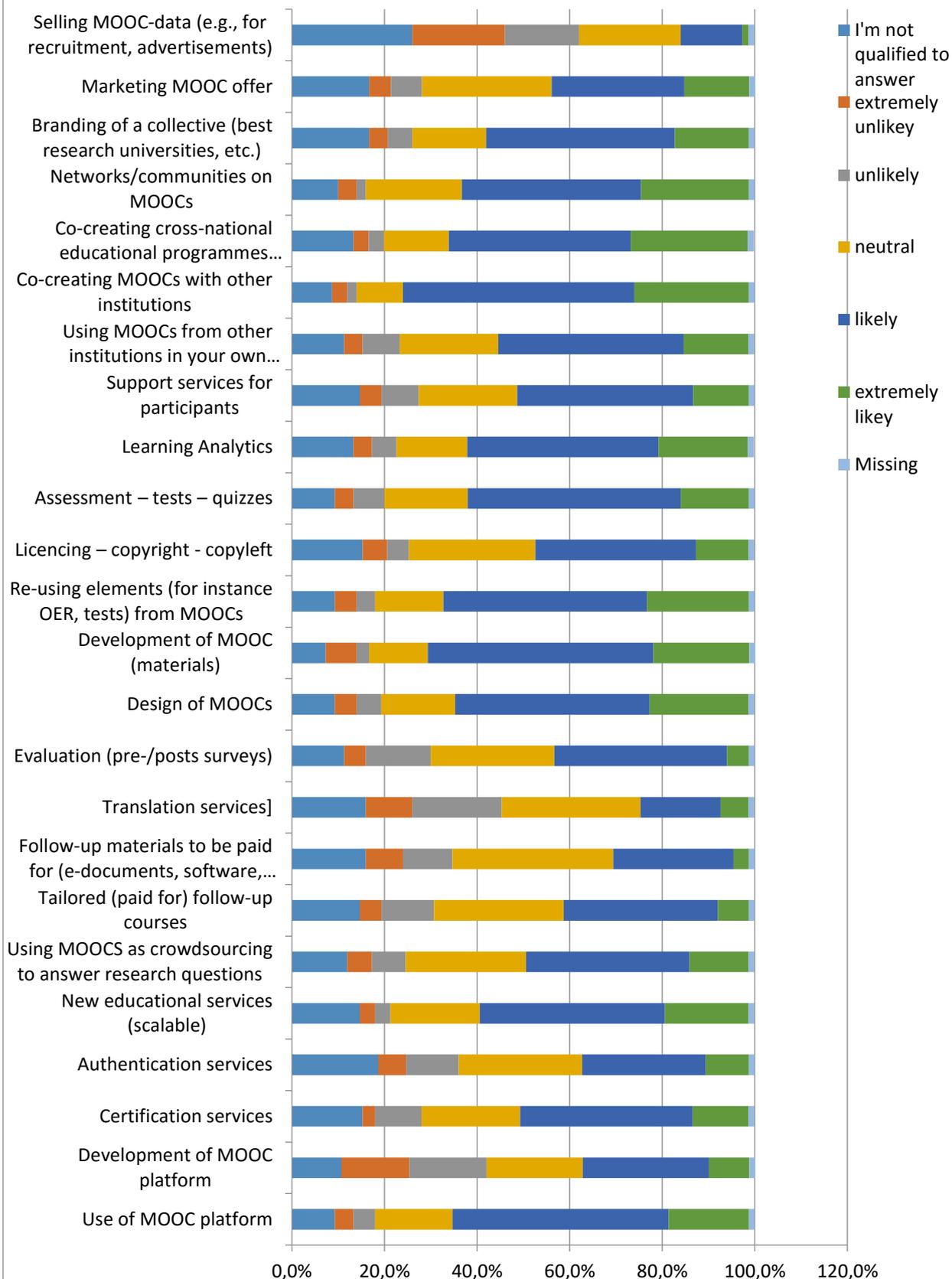


Figure 17: Likelihood of areas on which overall survey respondents (S 2015) would like to collaborate with other HE institutions.

Outsourcing of services to other providers (CZ 2015)

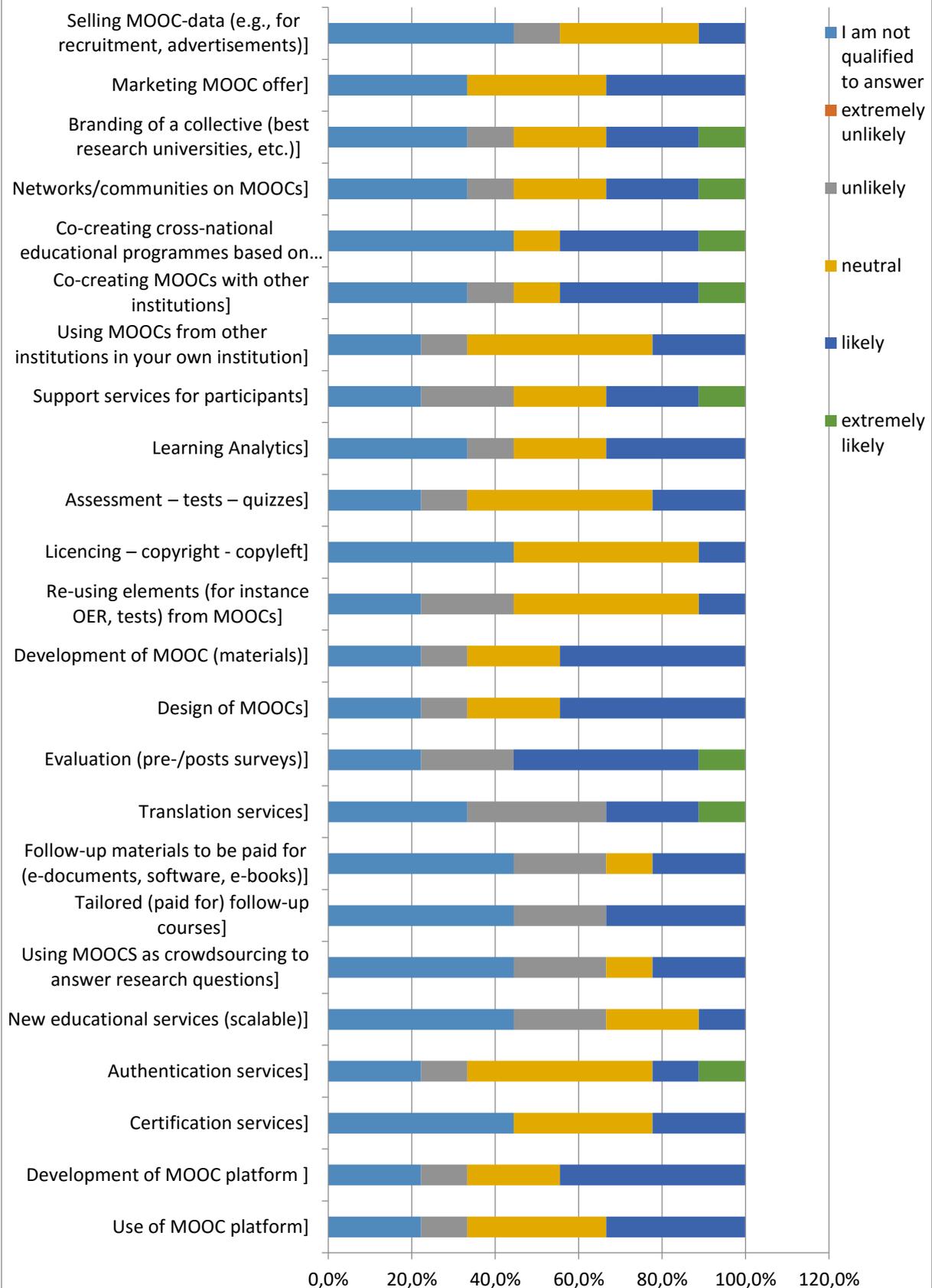


Figure 18: Likelihood of services that institutions in the Czech Republic (CZ 2015) would like to outsource to other providers

Outsourcing of services to other providers (S 2015)

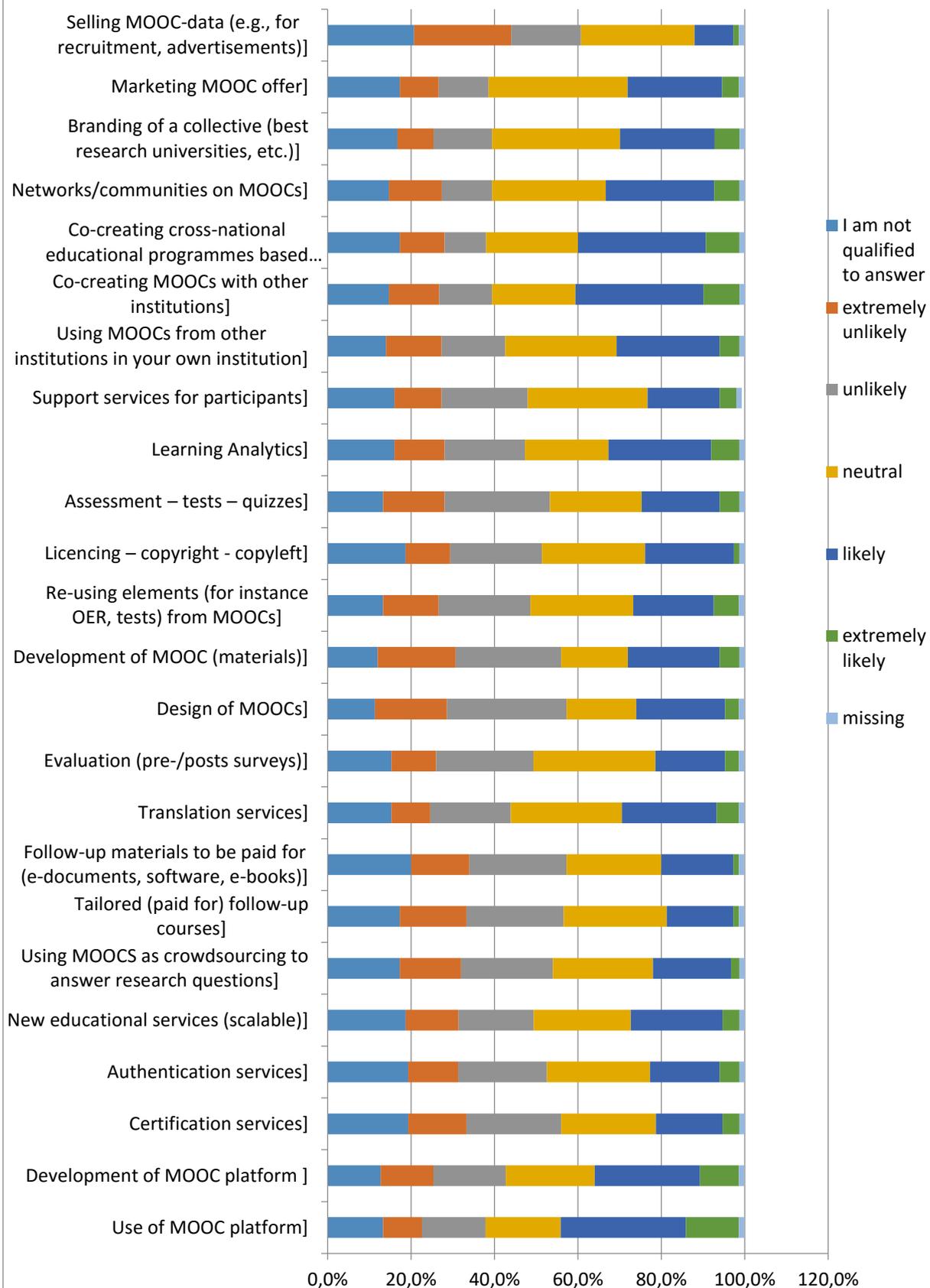


Figure 19: Likeliness of services that overall survey HE institutions (S 2015) would like to outsource to other providers

Perceptions on what's a MOOC

The European report (February, 2015) "Institutional MOOC strategies in Europe, Status report based on a mapping survey conducted in October - December 2014" (Jansen & Schuwer, 2015) extensively discusses the several dimension involved in MOOCs. That report also discusses the possible criteria related to each letter of MOOC abbreviation and was also used to validate a definition developed by many European projects.

What's a MOOC

In the introduction of the survey we referred to the following definition of [MOOC](#) developed by European partners in HOME project (Higher education Online: MOOCs the European way) together with the ECO project (ECO: E-learning, Communication and Open-data: Massive Mobile, Ubiquitous and Open Learning) and OpenupEd: *"MOOCs are courses designed for large numbers 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."* At the same time the following criteria of different dimensions of proposed MOOC definition are considered:

Massive

- Number of participants is larger than can be taught in a 'normal' campus class room / college situation (>150 = Dunbar's number).
- The (pedagogical model of the) course is such that the efforts of all services (including of academic staff on tutoring, tests, etc.) do not increase significantly as the number of participants increases.

Open

- Course accessible to (almost) all people without limitations.
- The course content is always accessible even if the tutor is not.
- Course can be accessed from anywhere as long as there is an internet connection.
- Most MOOCs nowadays have a fixed start and end date and as such are not open in pace or in time.
- Pre-defined pace and/or a fixed starting date and end date is not considered an explicit criteria to distinguish between MOOCs and other types of courses.
- No qualifications / diplomas needed to participate in the online course.
- Full course experience without any costs for participants.

Online

- All aspects of course are delivered online.

Course

- The total study time of a MOOC is at least 1 ECTS (typically between 1 and 4 ECTS).
- Educational content may include video, audio, text, games (incl. simulation), social media, and animation.
- Course offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers to build a learning community.
- Participants are provided with some feedback mechanism. It can be automatically generated (e.g., quizzes), provided by peers only (peer feedback) and/or general feedback from academic staff, etc.
- Course always includes some kind of recognition like badges or a certificate of completion. A formal certificate is optional and most likely has to be paid for.
- Study guide / syllabus includes instructions as to how you may learn from the presented materials and interactions.

In this report we discuss the differences between the European and Czech institutions based on replies to questions from section 9 in the questionnaire.

The importance of the massiveness dimension in MOOCs

A MOOC differs to other Open Online Courses in the number of participants. To determine the importance of the massiveness dimension we included two questions in the survey.

How important are the following dimensions of a MOOC for the learners/participants?

- MOOCs must be designed for massive audience
- In addition MOOCs should provide a sustainable model for the masses e.g. leverage massive participation or the (pedagogical model of the) course is such that the efforts of all services (including of academic staff) does not increase significantly as the number of participants increases.

Figure 20 shows the response of Czech Republic institutions on the massiveness dimension compared to the overall survey (S 2015).

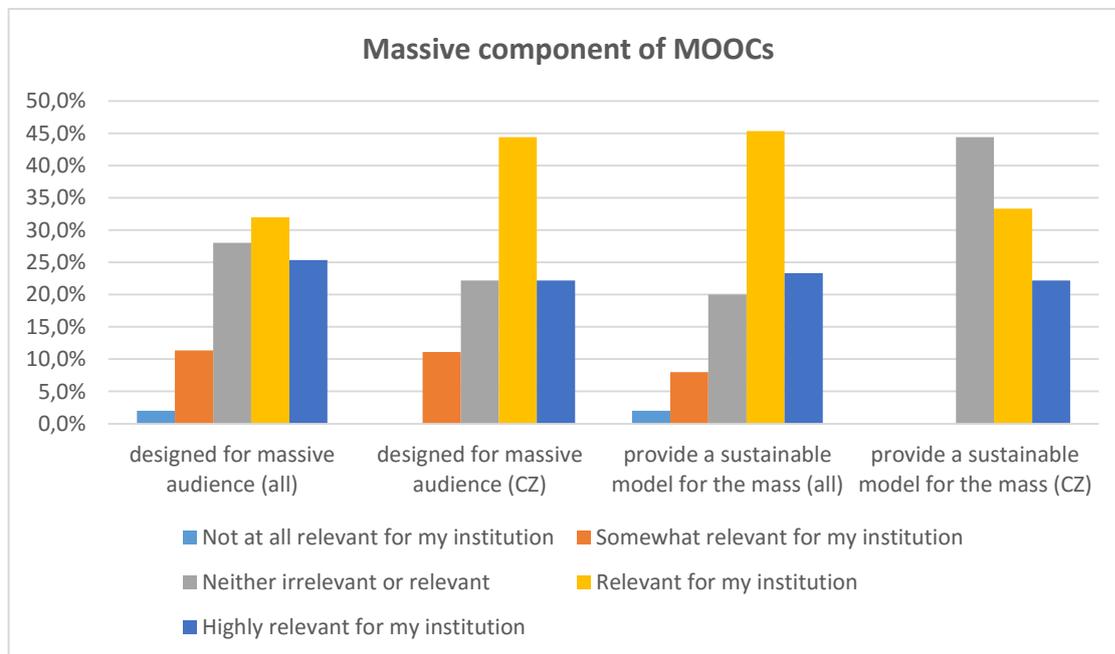


Figure 20: Importance of the massive dimension of MOOCs for institutions included in the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

Czech HEIs are more positive on the design for a massive audience and think almost equal about the provision of a sustainable model for the masses.

The importance of the open dimension in MOOCs

In this section we discuss the open dimension in MOOCs. We asked about the importance of the free delivery in the open dimension of MOOCs and about other aspects of “openness” in MOOCs.

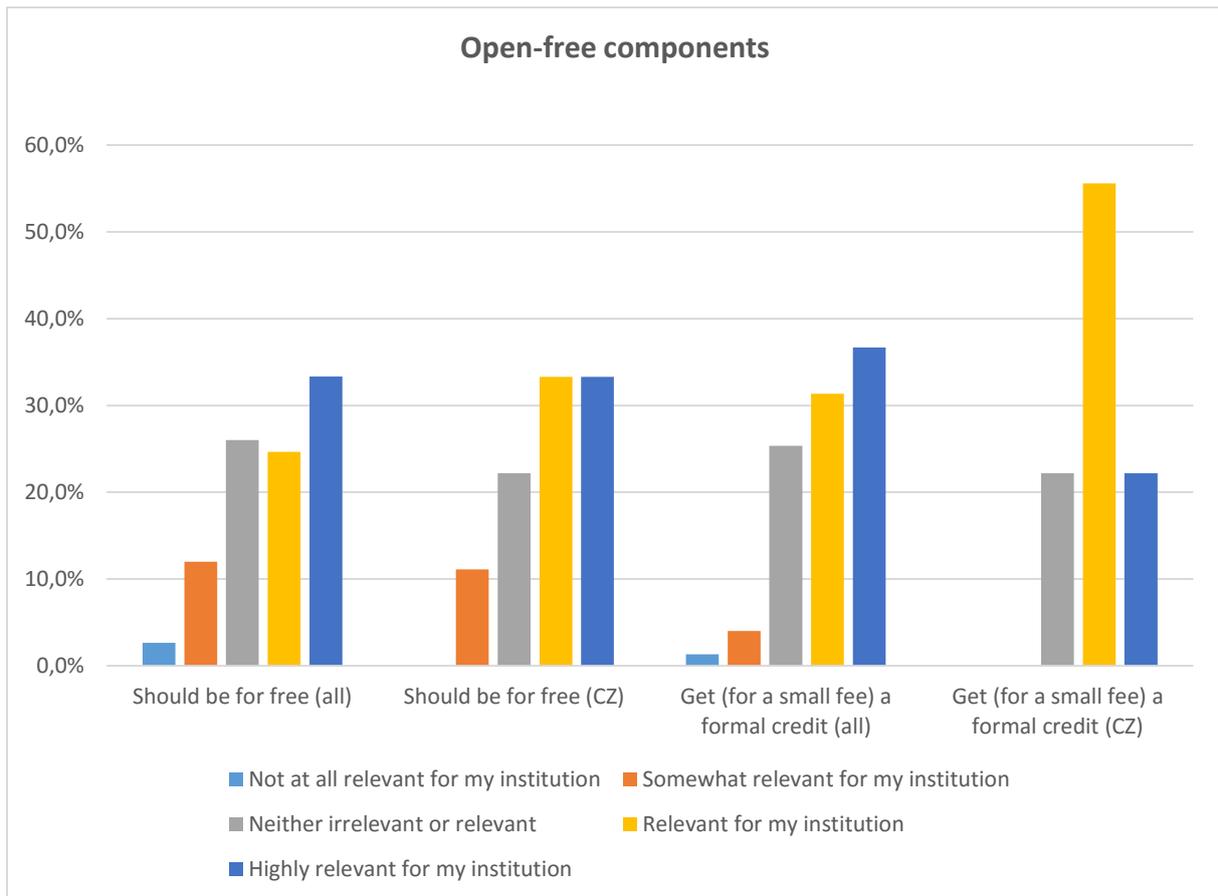


Figure 21: Importance of the free/gratis in the open dimension of MOOCs compared between institutions included in the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

Figure 21 compares the overall survey HEIs (S 2015) and institutions of the Czech Republic (CZ 2015) and shows that the 'being free' dimension of MOOCs is somewhat more important for Czech HEIs than for overall survey HEIs. Getting a formal credit as part of MOOC offering is considered important for both Czech and overall survey HEIs but the Czech opinions are less fine grained (this might be related to smaller sample size).

Figure 22 shows results related to several openness on MOOC's. From the results we see that in Czech institutions the openness dimensions are considered as relevant or highly relevant and this is almost the same in the overall survey institutions (S 2015) with a high positive response on the freedom to choose between different kind of recognition options.

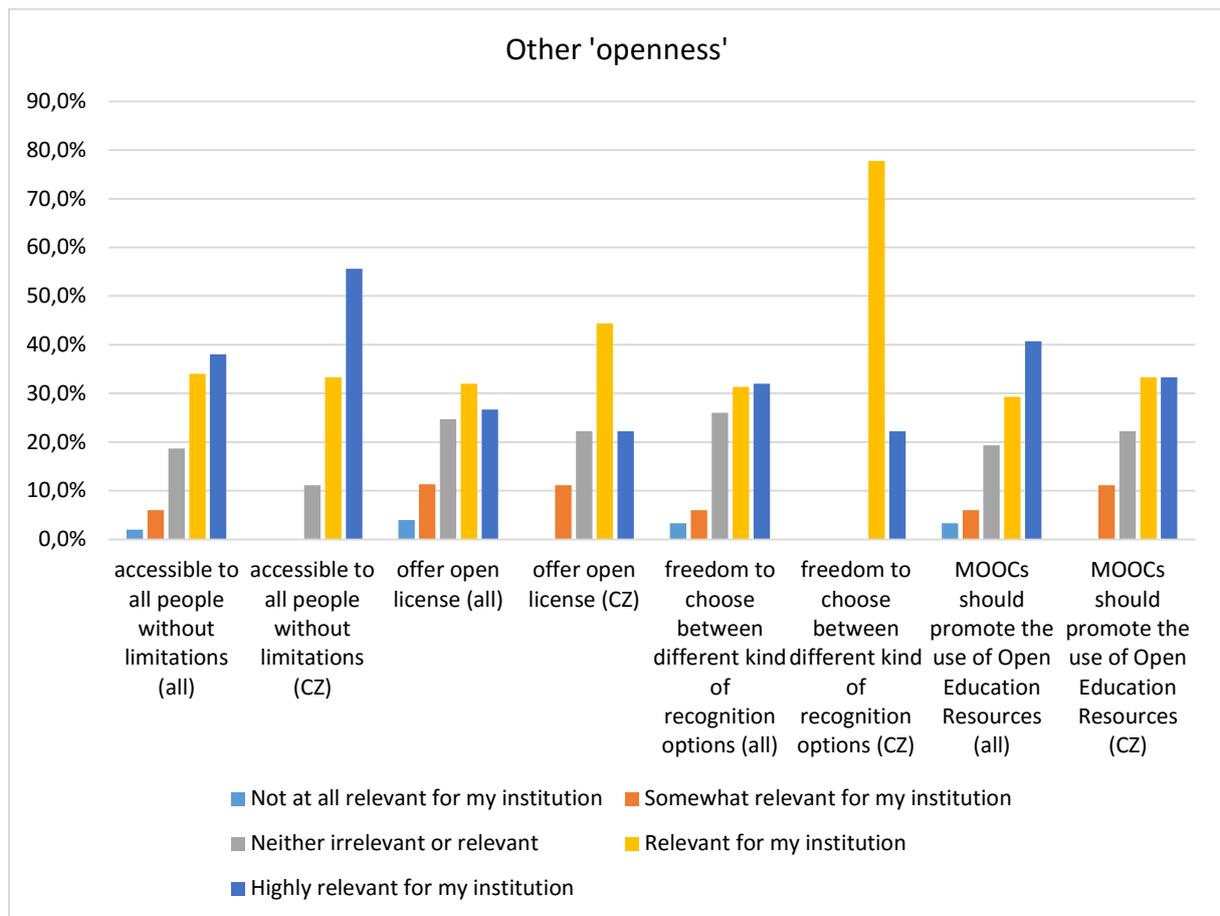


Figure 22: Importance of open dimensions of MOOCs compared between institutions included in the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

Fixed start date and/or self-paced courses

Figure 23 shows results regarding the issue of freedom of place, pace and time of study (as part of the open dimension) that we included to the following two questions.

How important are the following dimensions of a MOOC for the learners/participants?

- MOOCs should have a fixed start and end date with imposed pace for every participants
- MOOC participants should also have the freedom to define their own pacing and finish whenever they want

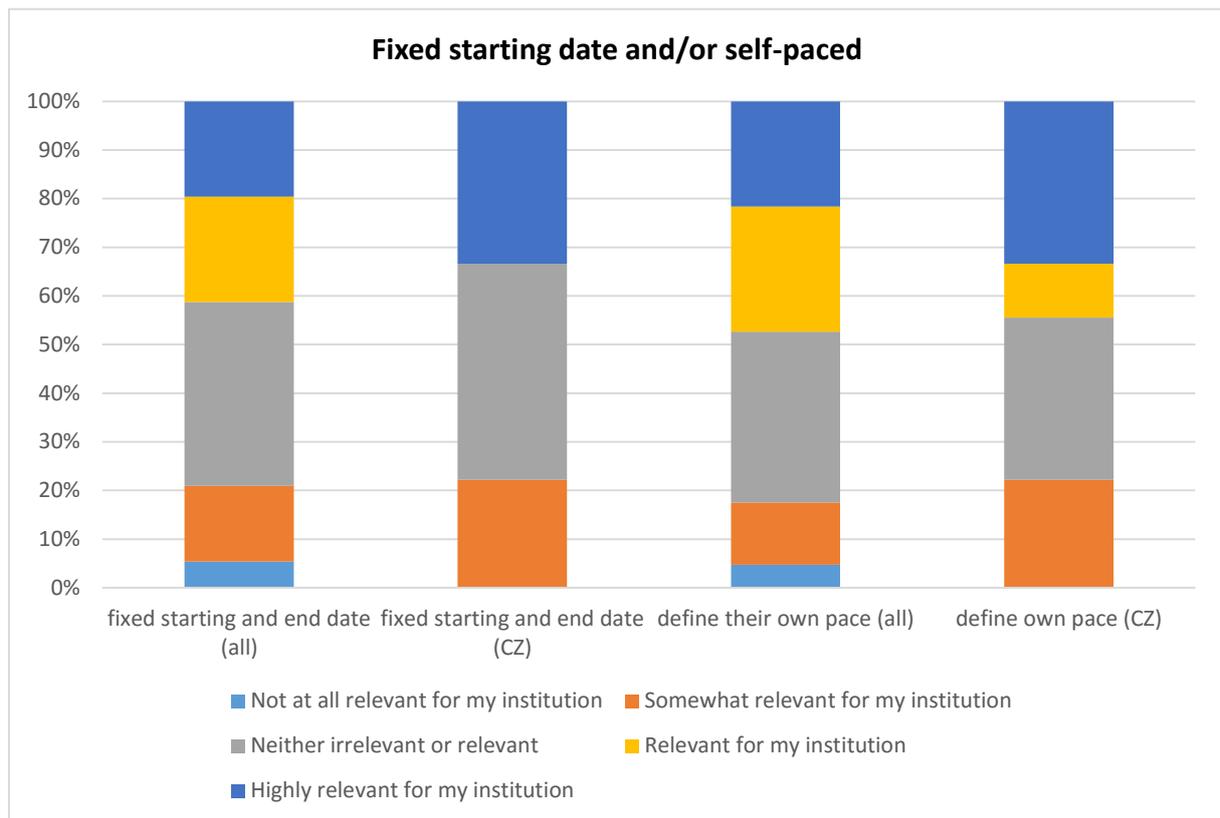


Figure 23: Importance of courses with fixed starting date and of self-paced courses of MOOCs compared between institutions included in the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

In Figure 23 we see that Czech and the overall survey institutions are both not exclusive in either fixed dates and that participants of a MOOC should have the freedom to define their own pacing and finish whenever they want. This strengthens again the conclusion of Jansen & Schuwer (2015) that MOOCs can either be self-paced or have a fixed start and end date.

The importance of the online dimension in MOOCs

For the online dimension we included the following three questions.

How important are the following dimensions of a MOOC for the learners/participants?

- MOOCs should offer the 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.)
- MOOCs should support off-line access for those with weak network connectivity

Figure 24 shows the results for these three questions related to the online dimension of MOOCs.

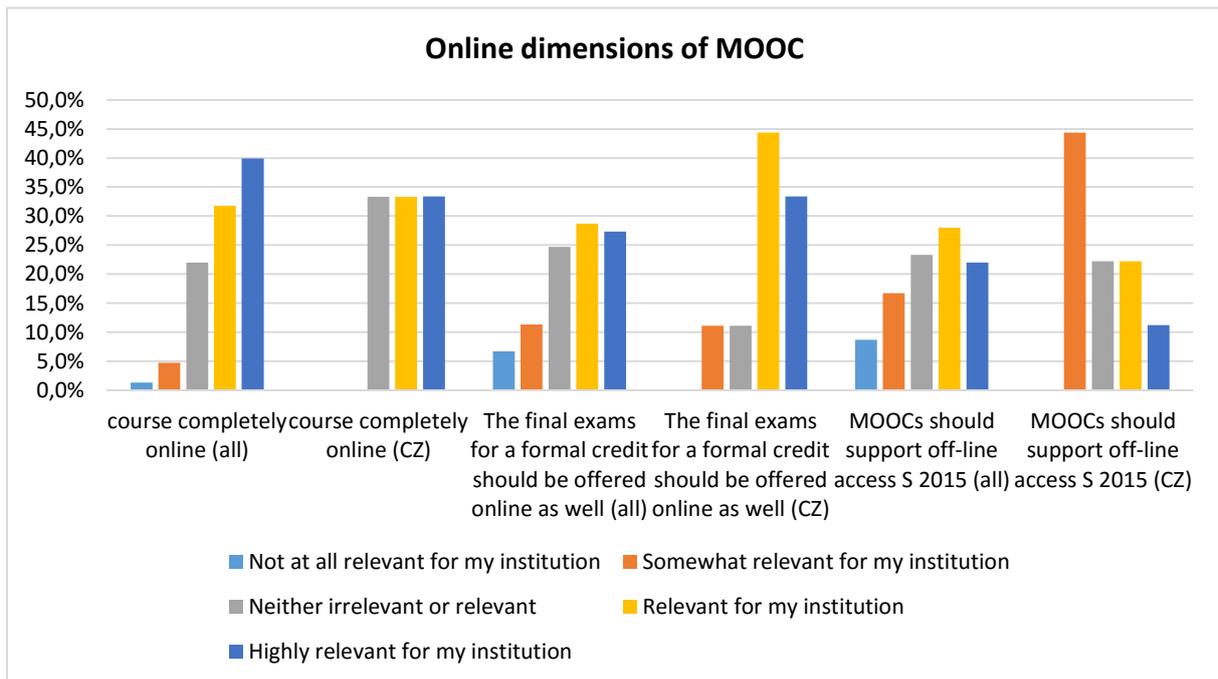


Figure 24: Importance of the online dimension in MOOCs compared between institutions included in the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

Both the overall survey HEIs and Czech HEIs are positive and highly positive about the importance of offering the course completely online. In Czech Republic the respondents are somewhat more positive about the importance of offering the final exams online and the overall survey HEIs (S 2015) are more positive about the relevance of supporting off-line access for those with weak network connectivity although there is also a notable amount of the overall survey HEIs that do not consider the off-line access as relevant.

The importance of the course dimension in MOOCs

The last letter in MOOCs abbreviation refers to being a course. The formal definition, as proposed, is that a MOOC should offer a full course experience i.e. the total study time of a MOOC should be minimal 1 ECTS and should include

- educational content
- facilitation interaction among peers (including some but limited interaction with academic staff)
- activities/tasks, tests, including feedback
- some kind of (non-formal) recognition options
- a study guide / syllabus

However, the course dimension of MOOCs is also debatable. Some question that MOOCs should not be compared to formal courses as they are part of informal education. To further test this the overall survey (S 2015) included questions related to quality and pedagogies. Here we included the following three questions.

Figure 25 shows the responses to question “How important are the following dimensions of a MOOC for the learners/participants?”

- 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).

- MOOCs should offer courses of best quality and as such be part of quality assurance of the institution.
- MOOCs should be using proven modern online learning pedagogies.

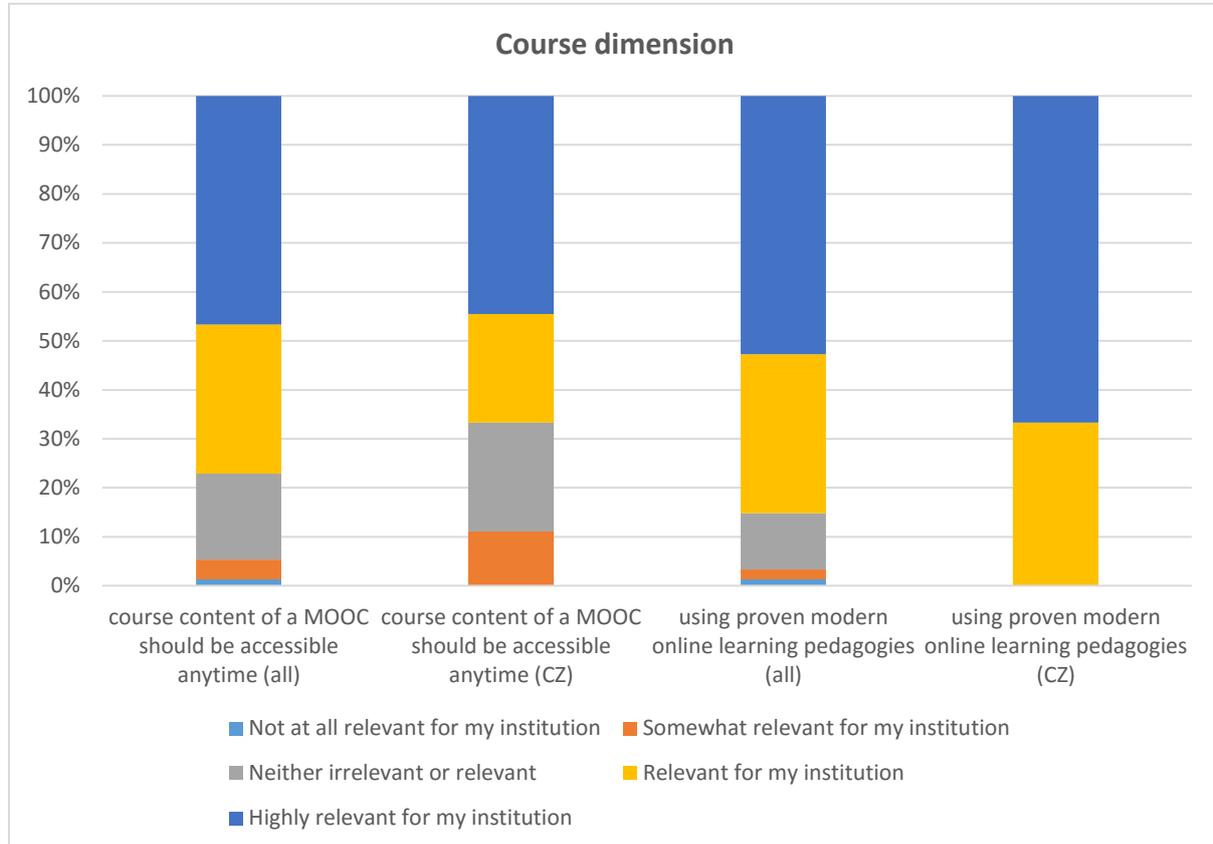


Figure 25: Importance of the course dimension in MOOCs compared between institutions included in the overall survey (S 2015) and the selection of the 9 institutions in the Czech Republic (CZ 2015)

The overall survey HEIs and Czech HEIs find the accessibility of the content equally relevant for their institutions and Czech Republic is more positive about the use of proven modern online learning pedagogies.

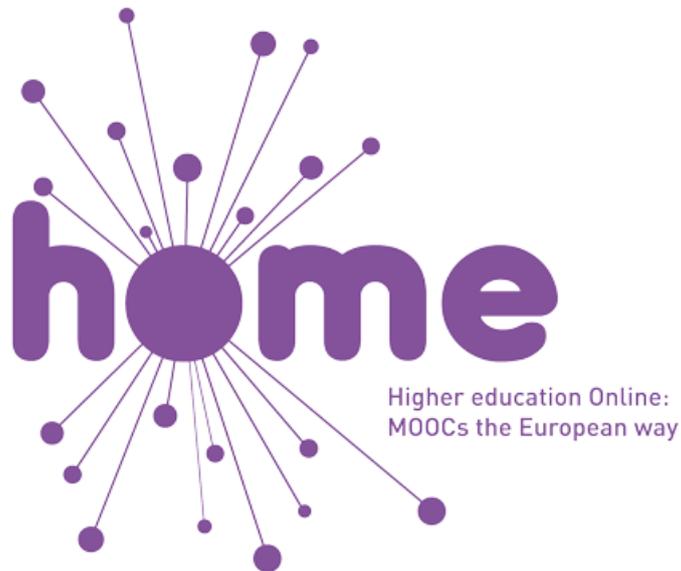
Closing Remarks

In the comparison of the responses of 9 Czech institutions and responses of all 150 respondents, there is apparently a very positive attitude of the Czech institutions towards MOOCs that can be biased by minimal experience of Czech institutions with providing MOOCs.

Czech institutions so far blunder in how to grasp the business model based on ‘free’ and they would welcome cooperation with foreign partner and help with development of the first courses. The awareness of general public of open online education is rising the last two years only. The potential of MOOCs as well as other forms of e-learning is by far not exhausted.

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