

Comparing Institutional MOOC strategies

2015 Country report Finland

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

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Acknowledgement / about HOME project

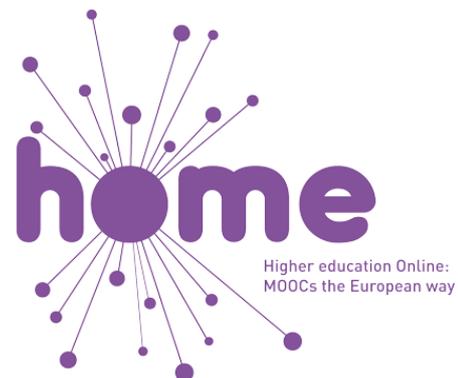
This report is published as part of the project HOME - Higher Education Online: MOOCs the European way. HOME is partly funded by the European Commission's Lifelong Learning Programme. HOME started in January 2014 and is funded to June 2016. The aim of the project is to develop and strengthen an open 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 for developing 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., country reports are 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.

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Executive Summary

The Open Education Scoreboard (2016), administrated on the Open Education Europa website, shows misleading numbers of MOOCs running in Finland. It usually claims that Finland only has a couple of (if any) MOOCs. However, for instance on the platform **MOOC.fi** (2016) alone, there were nine live MOOCs running at the time of writing this article in May 2016 - and the MOOC.fi service is by far not the only Finnish provider of MOOCs. For this reason, reliable information of the status of MOOCs in Finland should be found elsewhere.

What are MOOCs – Massive Open Online Courses? In this article we agree with the definition of MOOCs, presented in the European report (February, 2015) “ Institutional MOOC strategies in Europe, Status report based on a mapping survey conducted in October - December 2014”:

MOOCs are “**online 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**”. (Jansen & Schuwer, 2015).

This article shows some MOOC trends in Finland, and compares them to those in all Europe and in the United States. The results are based on European surveys conducted in 2014 and repeated during the fourth quarter of 2015.

According to the surveys analysed in this article, the Finnish higher education institutions (HEIs) are very willing to collaborate with other institutions on MOOCs in several areas. All of the HEIs in Finland that responded to the survey indicated that they are likely or very likely to **co-create MOOCs** with other HEIs. As for the primary objectives to implement MOOCs, institutions in Finland emphasized **reaching new students** and **providing flexible learning opportunities** as their primary objectives. As for the drivers behind the MOOC movement, **need for (e-)skills and jobs, improving the quality of learning** and **globalisation and internationalization** stand out in the Finnish responses.

Finland has its national policy and legislation of Open Universities and Open Universities of applied sciences (UASs), which is different from many other European countries. The online courses that the Finnish open universities and open UASs offer, resemble MOOCs in many respects. That could be one of the main reasons, why creating MOOCs has not become as popular in Finland as in some other European countries. The online courses at the Finnish Open Universities and Open UASs are offered for extremely reasonable prices, and they cover much of the need that is covered by MOOCs in the US and in some other European countries.

Introduction

This country report of Finland on the MOOC strategies covers only nine of the 28 higher education institutions (HEIs) operating in the sector of Ministry of Education and Culture in Finland in 2015. The Finnish Education Evaluation Centre (FINEEC) audits all of these nine HEIs on a regular basis.

Moreover, eight of the Finnish HEIs, which responded to the 2015 MOOC survey, were universities of applied sciences, and only one was a university with scientific research orientation. The two most prominent Finnish research universities, the forerunners of the Finnish MOOCs, University of Helsinki and Aalto University, did not participate in the survey. For these reasons, much of the input needed to conduct a valid analysis of the state of MOOCs in Finland, is missing in this report.

At the time of writing this article University of Helsinki alone has nine MOOCs actively running on their MOOC.fi (2016) platform. Aalto University also has a few MOOCs on their MOOC platform, mooc.aalto.fi. A few of the Finnish universities of applied sciences (UASs), which have implemented MOOCs, did not respond to the survey either.

Despite all these flaws, we think that analysing the data on MOOC strategies, collected from nine Finnish HEIs, is worthwhile and highly interesting. The results of the 2015 MOOC survey seem to reflect the prevailing opinions about MOOCs in the Finnish UASs in general. For instance, in the network of the Finnish Online University of Applied Sciences (amk.fi), experiences have been shared, and best practices on MOOCs have been exchanged in webinars and project meetings. The experiences presented in these occasions support the results of the surveys, and the analysis presented in this article.

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 (annex I includes the complete survey):

1. Profile Information
(8 open questions)
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 the US survey)
5. Relative importance of the following objectives for your institution's MOOCs
(4 closed questions 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 questions on 5 point Likert scale)
9. How important are the following dimensions of MOOCs?
(15 closed questions 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 US2013 and US2014 respectively.

Response and Institutional profiles

The following nine institutions from Finland responded to the survey, representing 23.7% of all public higher educational institutions in Finland.

1. Centria University of Applied Sciences
2. Haaga-Helia University of Applied Sciences
3. JAMK University of Applied Sciences
4. Kymenlaakso University of Applied Sciences
5. Lahti University of Applied Sciences
6. Novia University of Applied Sciences
7. Tampere University of Applied Sciences
8. University of Eastern Finland
9. Yrkeshögskolan Arcada

Status of MOOC offering

From the nine Finnish HEIs that responded, two are offering MOOCs. Numbers of MOOCs offered since 2012 by these institutions are 4 in one of the institutions, and 2 in the other one.

In figure 1 the institutional profile of MOOC offering in this survey is compared to the overall study (S2015), the European study (EU 2014), and that of the US survey in the last three years (US 2013, US 2014 and US 2015).

In total 55.5% of the nine institutions that responded in Finland either have a MOOC, or are planning to develop one (see figure 1). This is less than the overall EU 2015 study (68.0%) but significantly more than in the US (13.6%).

In general, the European studies suggest that European institutions are relatively more involved in MOOCs than the US institutions. And this counts for Finland as well.

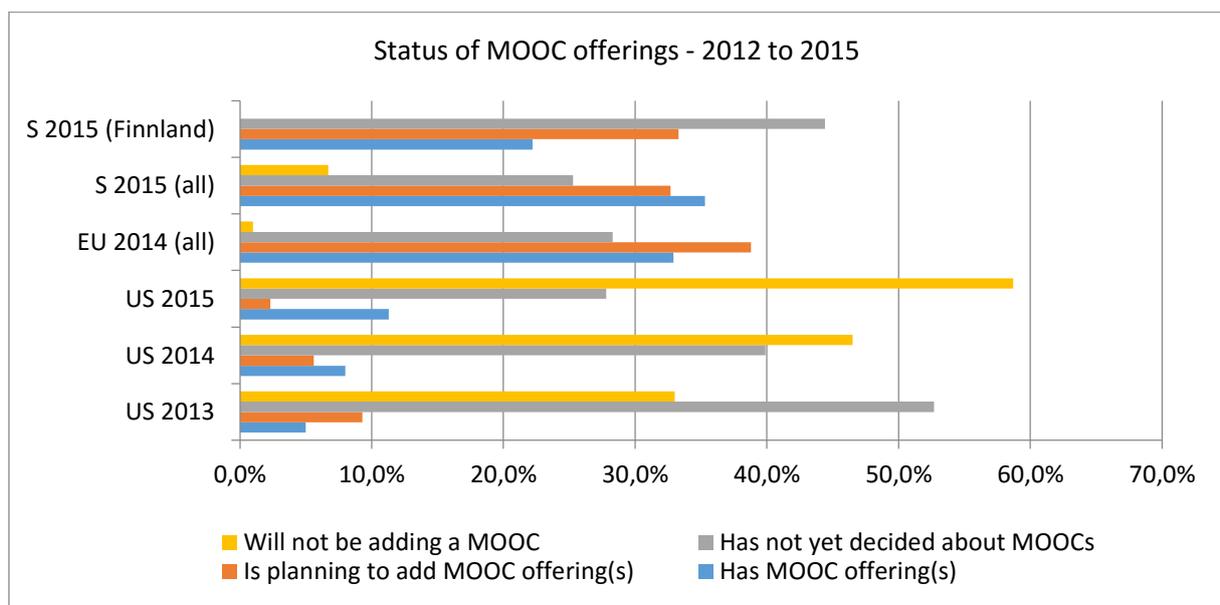


Figure 1: Institutional profile in their MOOC offering compared between that of US survey (US 2013, US 2014 and US 2015), the EU survey (EU 2014) the overall survey (S2015) and this selection of institutions in Finland.

Target group and impact of MOOC offering

In figure 2a we can see that even 66.7% of the Finnish institutions participating in the survey consider that MOOCs should be targeted for everybody, instead of any specific group. The target groups of full-time students, further education students, and students from other universities are regarded as less important but still high (more than 40%). The other target group levels remain lower (40% and less).

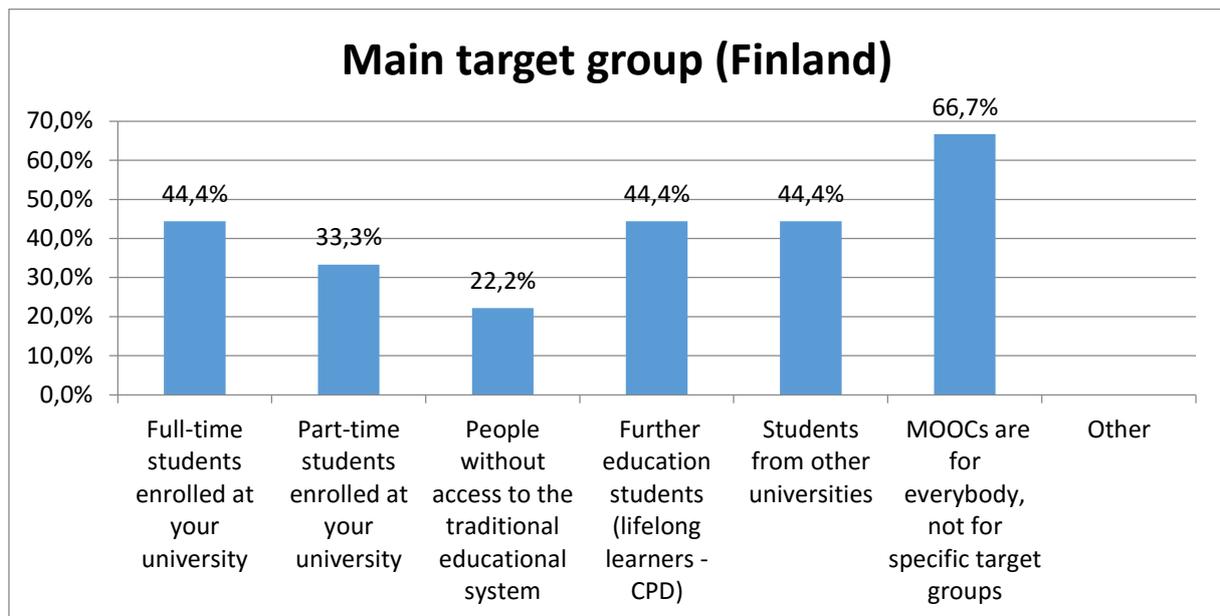


Figure 2a: *Main target groups for MOOC offering in Finland*

The Finnish response (figure 2a) differs from the overall European response (figure 2b). The most striking difference is that in Finland the **least** probable target group for MOOCs seems to be “people without access to the traditional educational system”.

Another difference is that Finland has relatively high percentages for every target group. The **lowest** percentage, 22.2% (no access to the traditional education) in the Finnish data nearly equals the **highest** percentage 26.8% (further education students) in the overall survey. This reflects the same phenomenon as above: Finns indicate that MOOCs should be targeted for everybody, and consequently all the target groups will get high scores. We remind that the respondents of the survey were allowed to choose several options in this question.

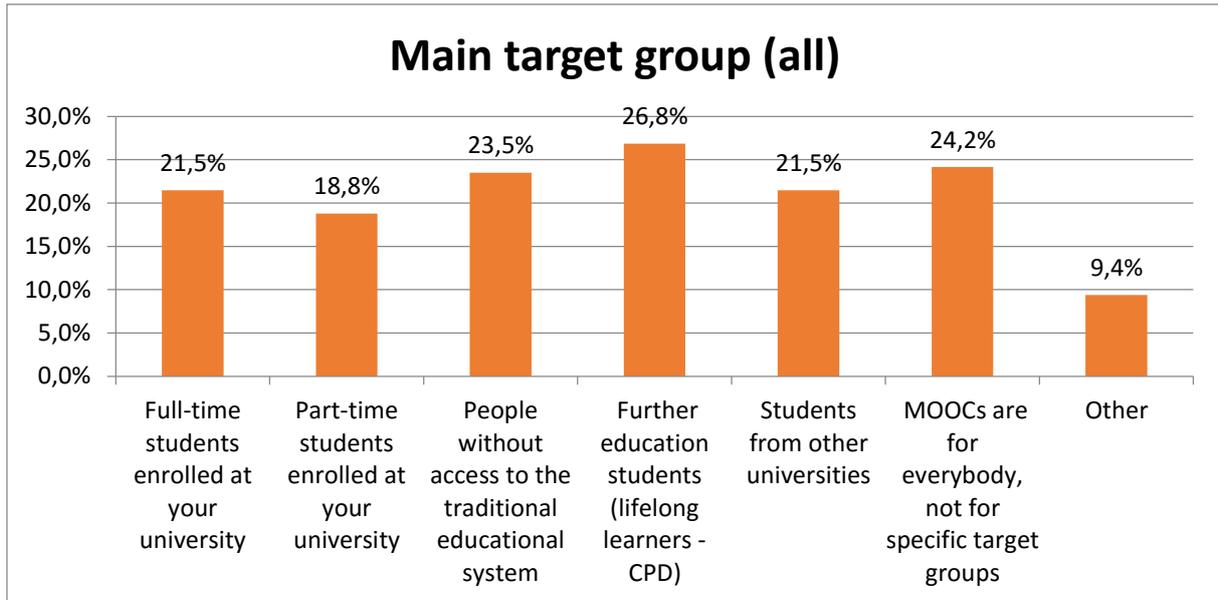


Figure 2b: Main target groups for MOOC offering in Europe according to the EU 2015 survey.

From figure 3 we see that in Finland the impact of MOOCs in different levels of institution is highest in three categories: the online/distance students, the support staff and the academic staff. The impact on technical staff and part-time students is regarded as less important but still high, and the impact on the other levels is considered low (40% and less).

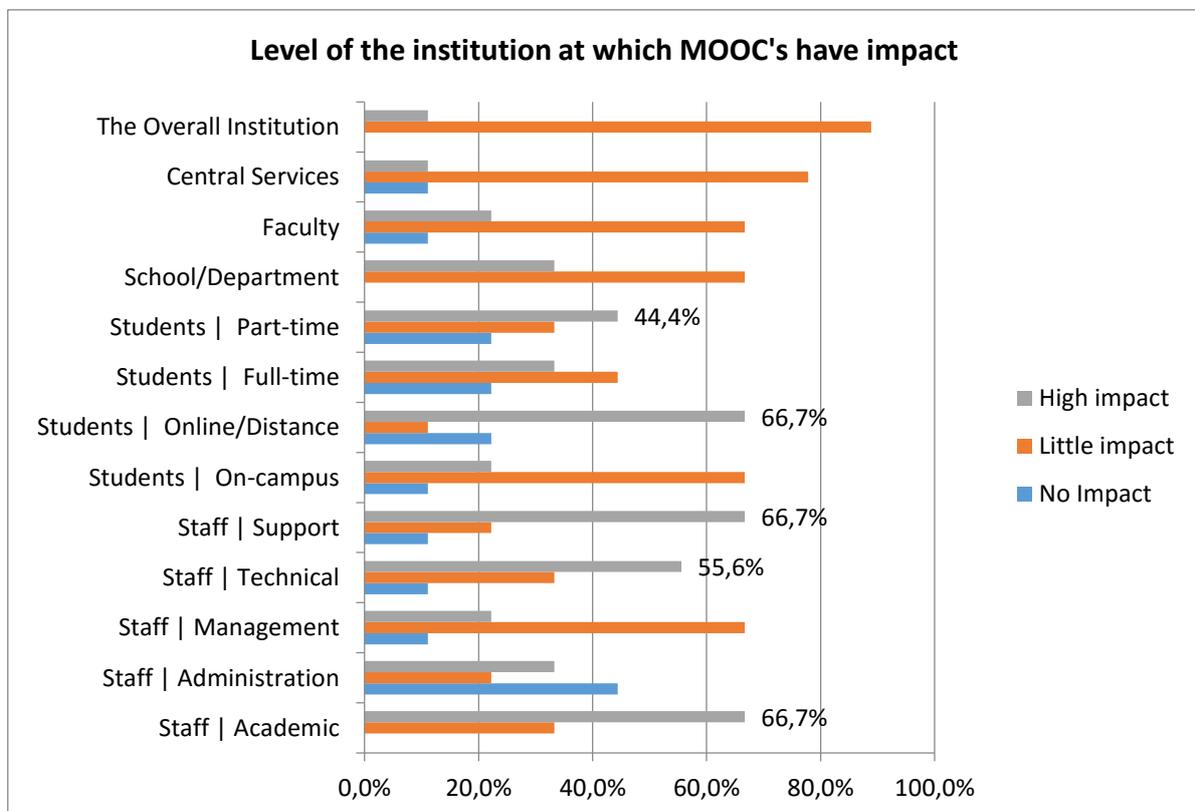


Figure 3: Impact that MOOC offering has at levels of the institution in Finland

Role of MOOCs compared to US and EU

Here we discuss the results of section 3 of the survey that encompasses four identical questions as used 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 4 lists the results of the question if *credentials for MOOC completion will cause confusion about higher education degrees*. Note that this question is not repeated in the 2014 US survey (Allen & Seaman, 2015).

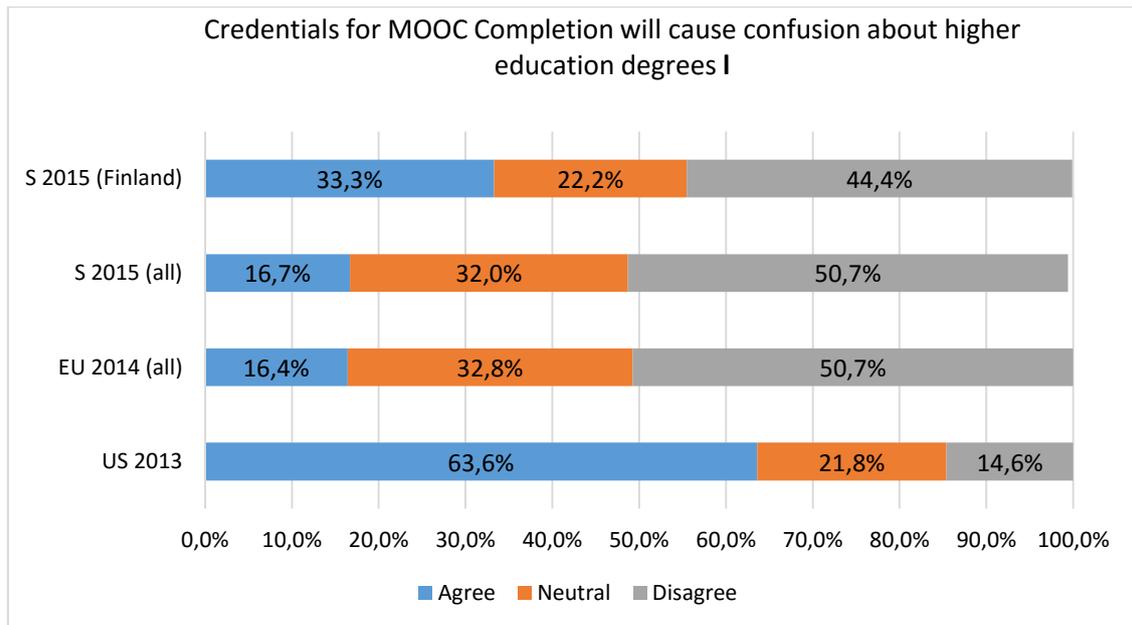


Figure 4 Replies to the question “Credentials for MOOC completion will cause confusion about higher education degrees?” compared between US survey (US 2013), the EU survey (EU 2014 all), the overall survey (S2015) and this selection of institutions in Finland (S 2015 Finland).

We can conclude from the replies that the US feel the most confusion (63.3%) about MOOCs and higher education degrees. Next comes Finland with 33.3% share of the replies, but the difference to the US is remarkable. In the EU as few as 16.7% feel that MOOC completion will cause confusion with higher education degrees. In all, the division line in this question seems to be between the US and European countries.

Figure 5 below shows the response for the statement “MOOCs are important for institutions to learn about online pedagogy”. It suggests that Finland is the most positive about learning about MOOC online pedagogy. Of the respondents in Finland 88.9% reacted positively to this question. All EU respondents on an average are nearly as positive as Finland, but the US are more neutral or disagree with this question.

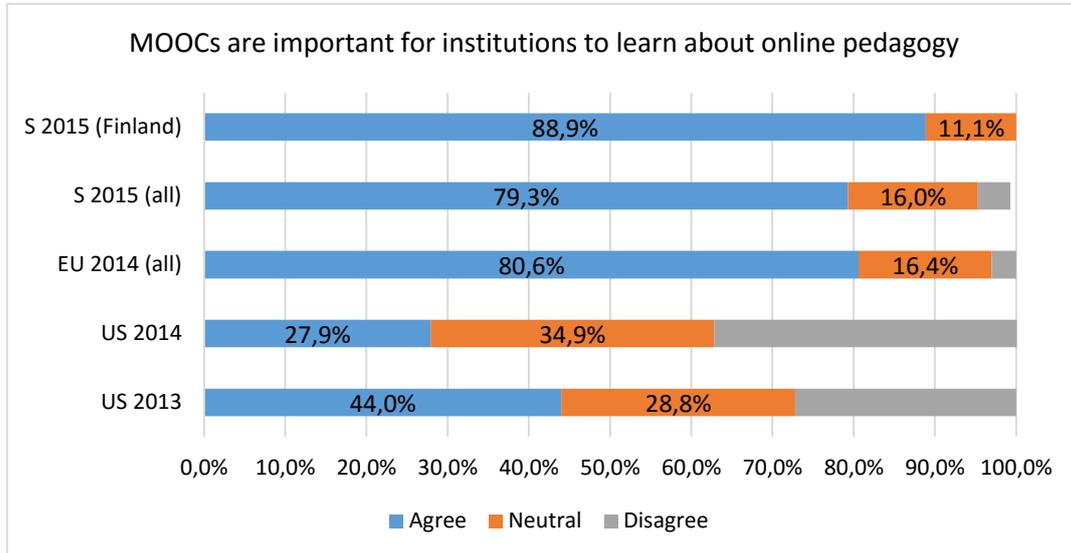


Figure 5: Replies to the question “MOOCs are important for institutions to learn about online pedagogy?” compared between that of US surveys (US 2013, US 2014), the EU survey (EU 2014) the overall survey (S2015) and this selection of institutions in Finland.(S 2015 Finland).

Figure 6 lists the results of the question if MOOCs are a sustainable method for offering courses. While more than half of the EU higher educational institutions participating the survey agree (S 2015, EU 2014), Finland responds distinctly different, remaining mainly neutral (77.8%). In the US the opinion is mostly neutral or disagree.

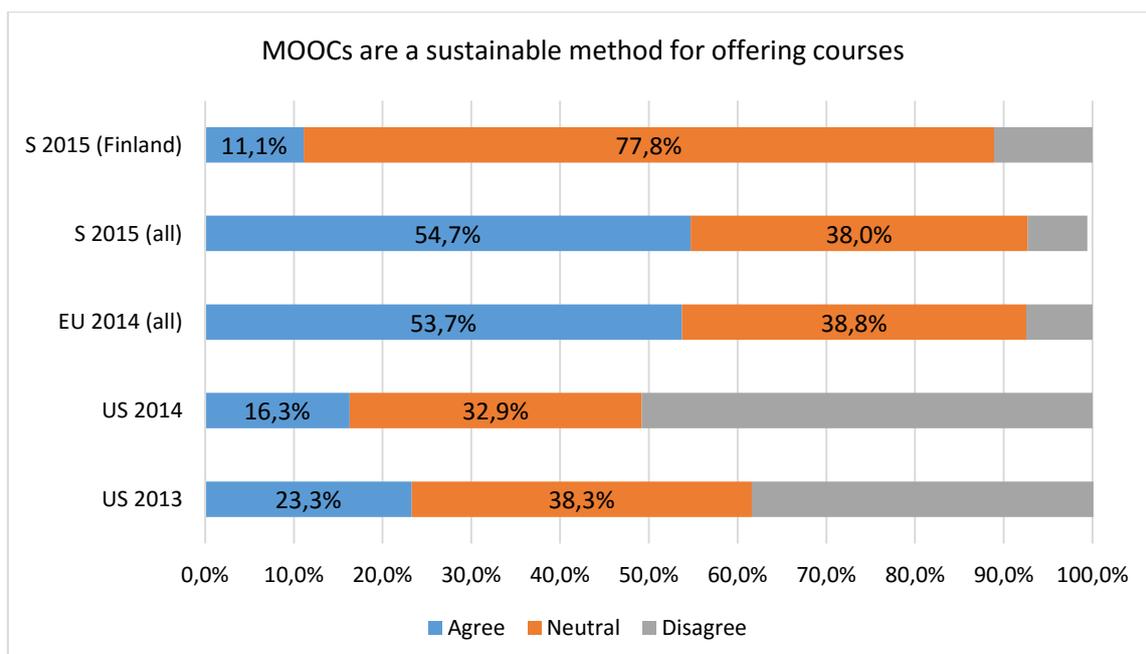


Figure 6: Replies to the question “MOOCs are a sustainable method for offering courses?” compared between that of US surveys (US 2013, US 2014), the EU survey (EU 2014) the overall survey (S2015) and this selection of institutions in Finland (S 2015 Finland).

Figure 7 illustrates the Finnish response to the question, what is the most sustainable method for delivering MOOCs. As many as 44.4% of the respondents in Finland prefer to deliver MOOCs based on discussions, collaboration and independent work of students. Delivering MOOCs based on teacher instruction, resources/videos and assignments gets very little support – it is supported by 11,1% of the respondents. However, as many as 33.3% of the respondents in Finland prefer mixing all the previously mentioned methods in a MOOC.

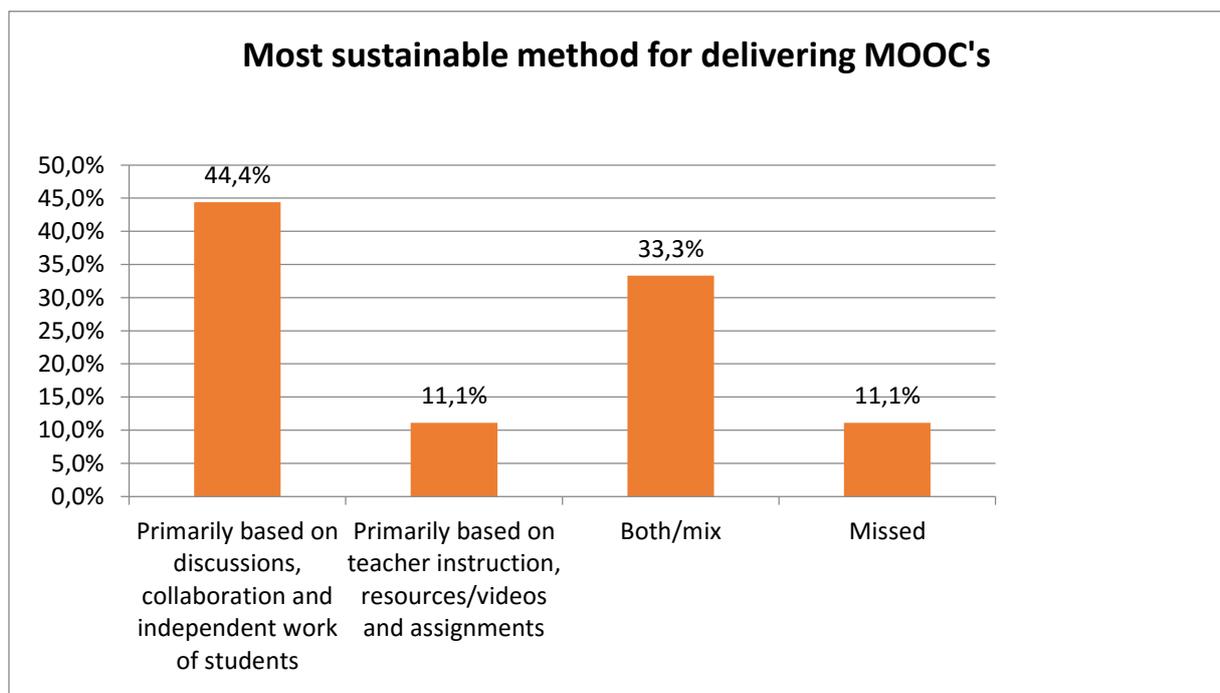


Figure 7: *Most sustainable model for delivering MOOCs in Finland.*

Institutional objectives on MOOCs

Figure 8 shows the replies to the question, how well MOOCs meet the institution's objectives. Again, this question is not repeated in the latest US surveys (Allen & Seaman, 2015&2016). The Figure shows that in the US most respondents (65.8%) think it is too early to tell if MOOCs are meeting institutional objectives. The majority of respondents from Finland (55.6%) share this hesitation. The institutions in Europe in overall survey however take a slightly more positive attitude, and in the latest EU survey 44.7% of them answered that MOOCs meet either some or all of the institution's objectives.

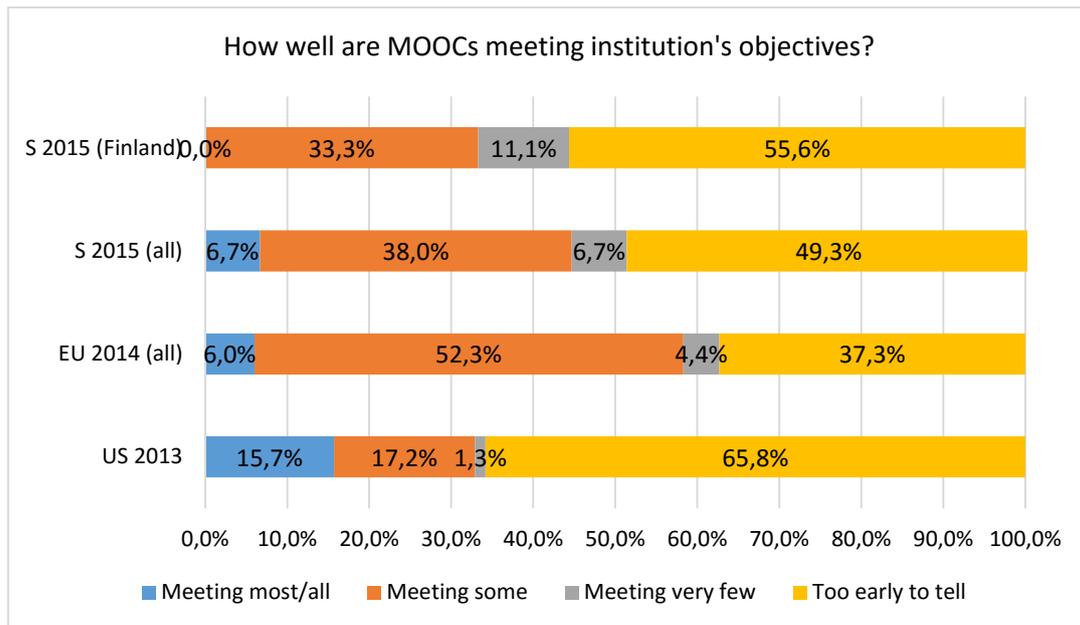


Figure 8: Replies to the question “How well are MOOCs meeting institution's objectives?” compared between that of US survey (US 2013), the EU survey (EU 2014) the overall survey (S2015) and this selection of institutions in Finland (S 2015 Finland).

Next we are going to concentrate on to what extent the objectives to offer MOOCs vary between different institutions. Figure 9 shows the primary objectives to offer a MOOC, as indicated by institutions in the different surveys.

In the question of institution visibility, the response of Finland differs from the overall EU. While the EU institutions on an average regard increasing institution visibility as their primary objective of having MOOCs (32.7% in the S 2015 survey), the Finnish respondents did not emphasize visibility much (only 11.1% in the S 2015 survey).

Instead, institutions in Finland emphasized reaching new students (44.4%) and providing flexible learning opportunities (33.3%) as their primary objectives to offer MOOCs.

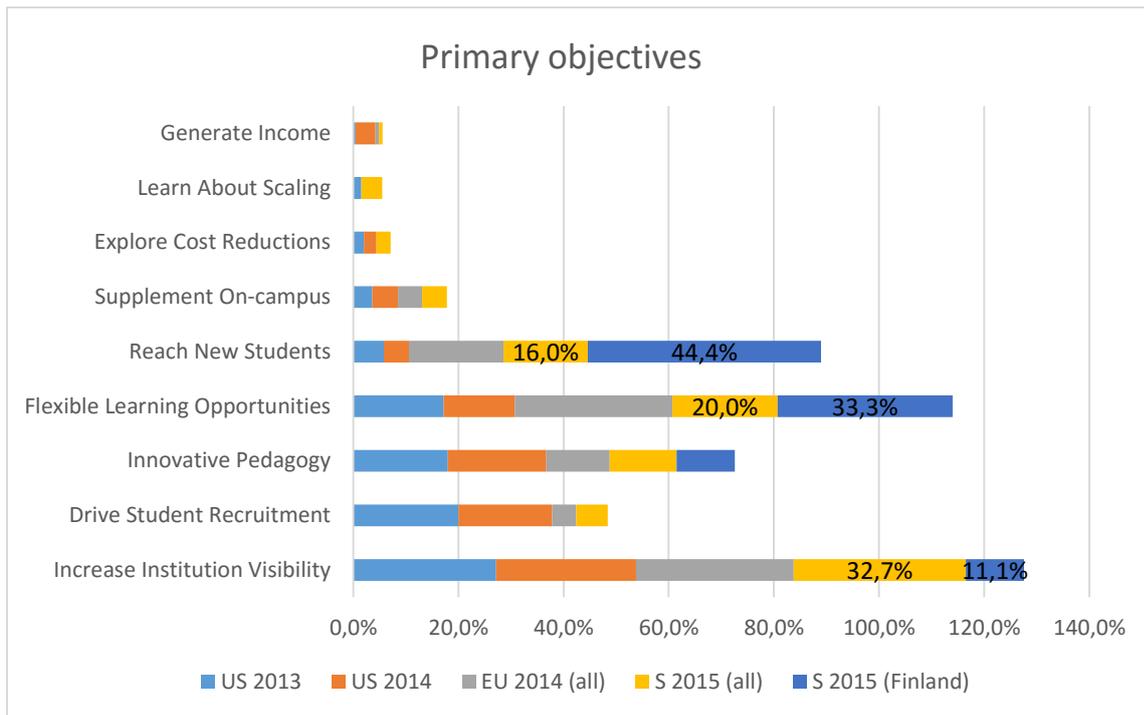


Figure 9: Primary objectives to offer a MOOC compared between the US surveys (US 2013 and US 2014), the EU survey (EU 2014), the overall survey (S2015) and this selection of institutions in Finland (S 2015 Finland).

Figures 10a, 10b and 10c below show clusters of relevancies per objective for institutions in the overall EU survey (S2015) and Finland.

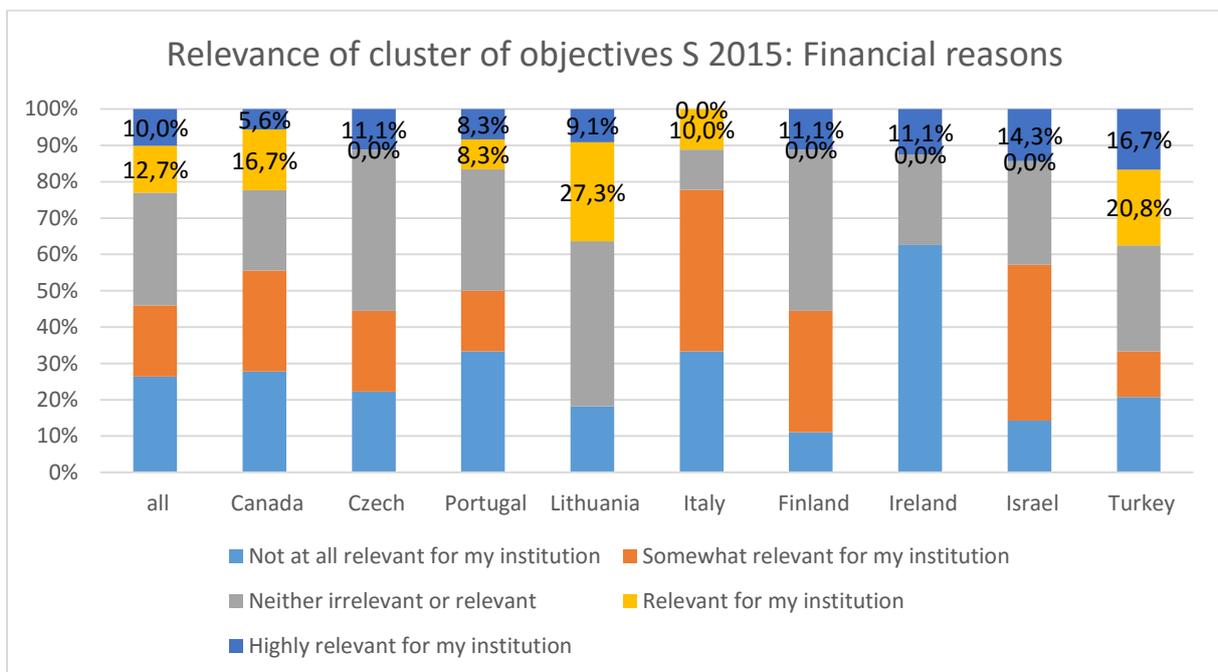


Figure 10a: Relevance of financial reasons to implement MOOCs (S 2015)

Only 11,1% institutions in Finland consider financial reasons relevant or highly relevant for implementing MOOCs. In the EU the figure is 22,7%.

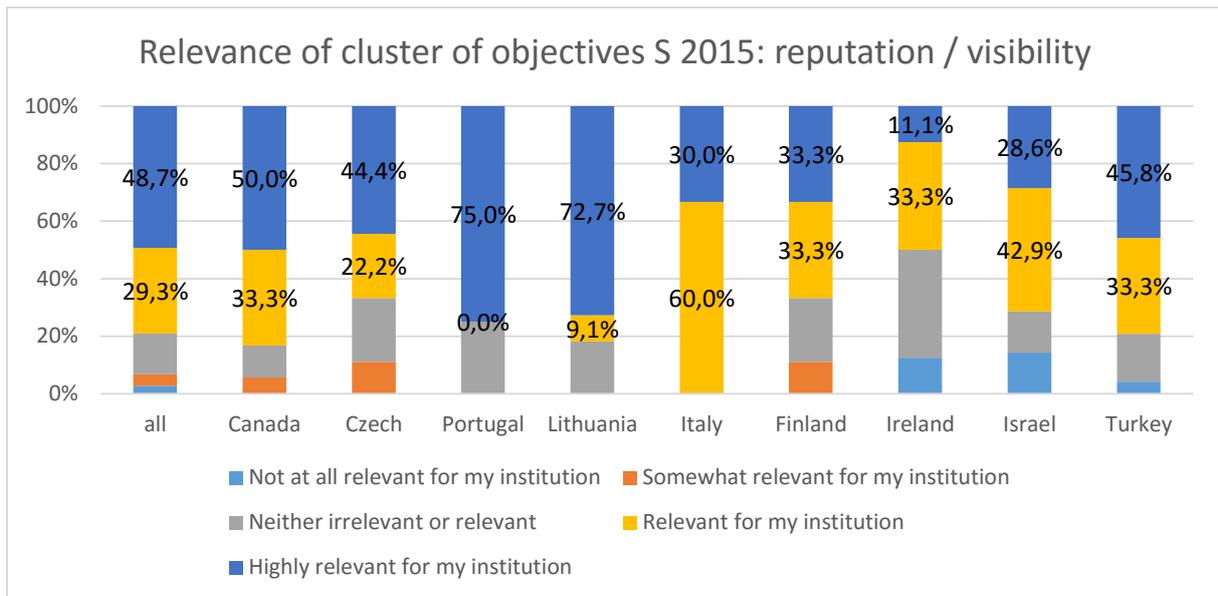


Figure 10b: *Relevance of reputation / visibility to implement MOOCs (S 2015)*

In figure 10b we can see only a slight difference between Finland and all EU in the clustered objectives of reputation and visibility. Summing up the relevant and highly relevant options, we can see that reputation/visibility gets 78.0% support in the EU, and 66.6% in Finland.

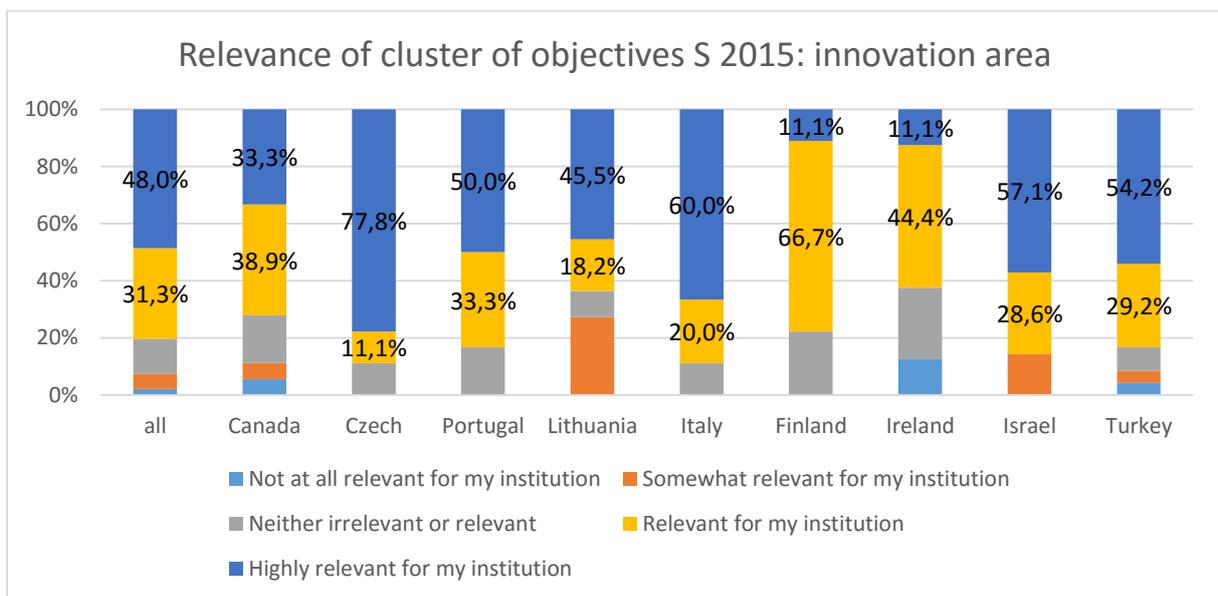


Figure 10c: *Relevance of innovation in implementing MOOCs (S 2015)*

Figure 10c shows that for clustered objectives related to innovation, as many as 77.8% of the Finnish institutions indicate that MOOCs are either relevant or highly relevant. The percentage of EU institutions that consider the innovation highly relevant is larger than in Finland, but summing up the relevant and highly relevant options gives almost identical innovation relevancy for the EU (79.3%) as for Finland (77.8%).

Figure 10d summarizes it, making a comparison of four clusters of objectives for implementing MOOCs in EU and in Finland. We can see that

- Objectives related to financial reasons (highly relevant or relevant) get 22.7% support in the EU, and 11.1% in Finland.
- Reputation / visibility is relevant or highly relevant for 78.0% of HEIs in EU, and 66.6% of HEIs in Finland.
- Innovation area is relevant or highly relevant for 79.3% of HEIs in EU, and 77.8% of HEIs in Finland.
- Demands of learners and societies are relevant or highly relevant for 72.0% of HEIs in EU, and 66.6% of HEIs in Finland.

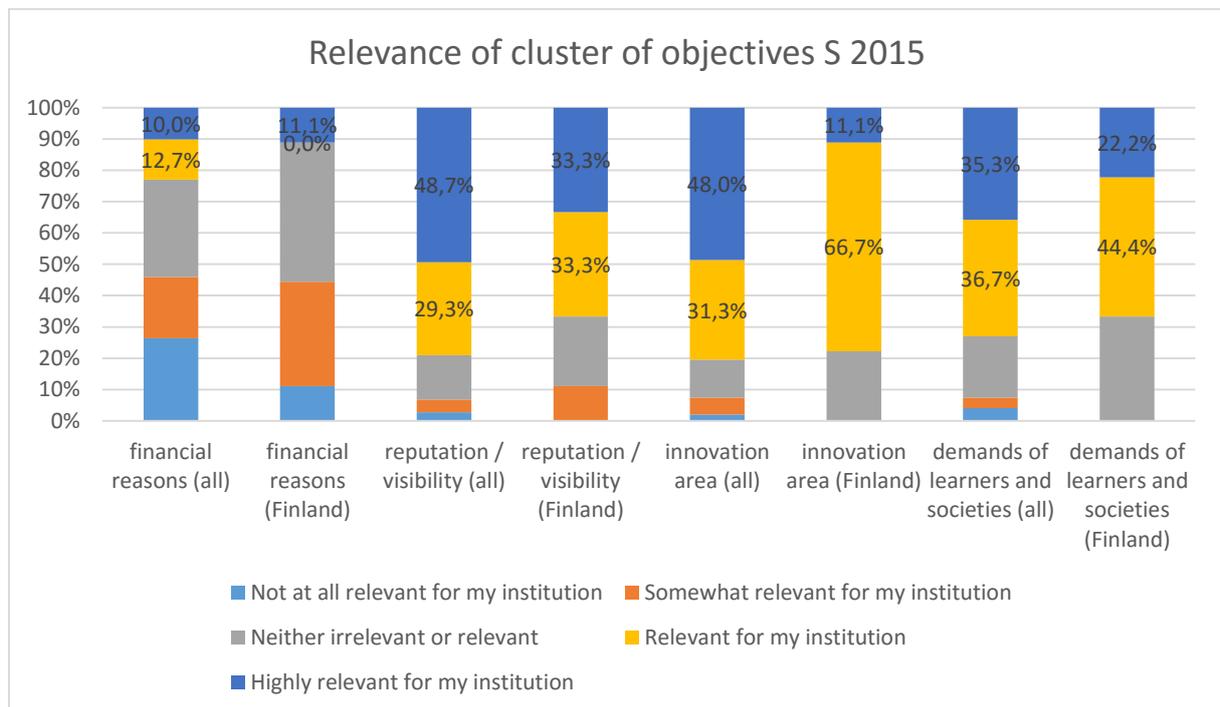


Figure 10d: Relevance of four different clusters of objectives for the overall 2015 survey (S 2015) and for institutions in Finland (S 2015 Finland).

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” (Jansen & Schuwer, 2015) extensively discusses the macro drivers behind the MOOC movement.

The importance of different macro drivers for institutional MOOC offering

Figure 11 shows the response from the nine institutions in Finland in the 2015 survey concerning different macro drivers for MOOCs. Here are some points that stand out from the result.

1. The importance of “Need for (e-)skills and jobs”, “improving the quality of learning” and “globalisation and internationalization” stand out in the Finnish response.
2. Driver “New method in big business” is considered either relevant or somewhat relevant by 44.4% of the respondents in Finland. Apparently Finland, like other European institutions, are not over-enthusiastic about generating big business on MOOCs. This may relate to the strong social dimension of higher education in Finland.
3. None of the Finnish HEIs consider the technical innovation push of the MOOCs to be highly relevant. It suggests that MOOC is not seen as a technological innovation but something else in Finland.

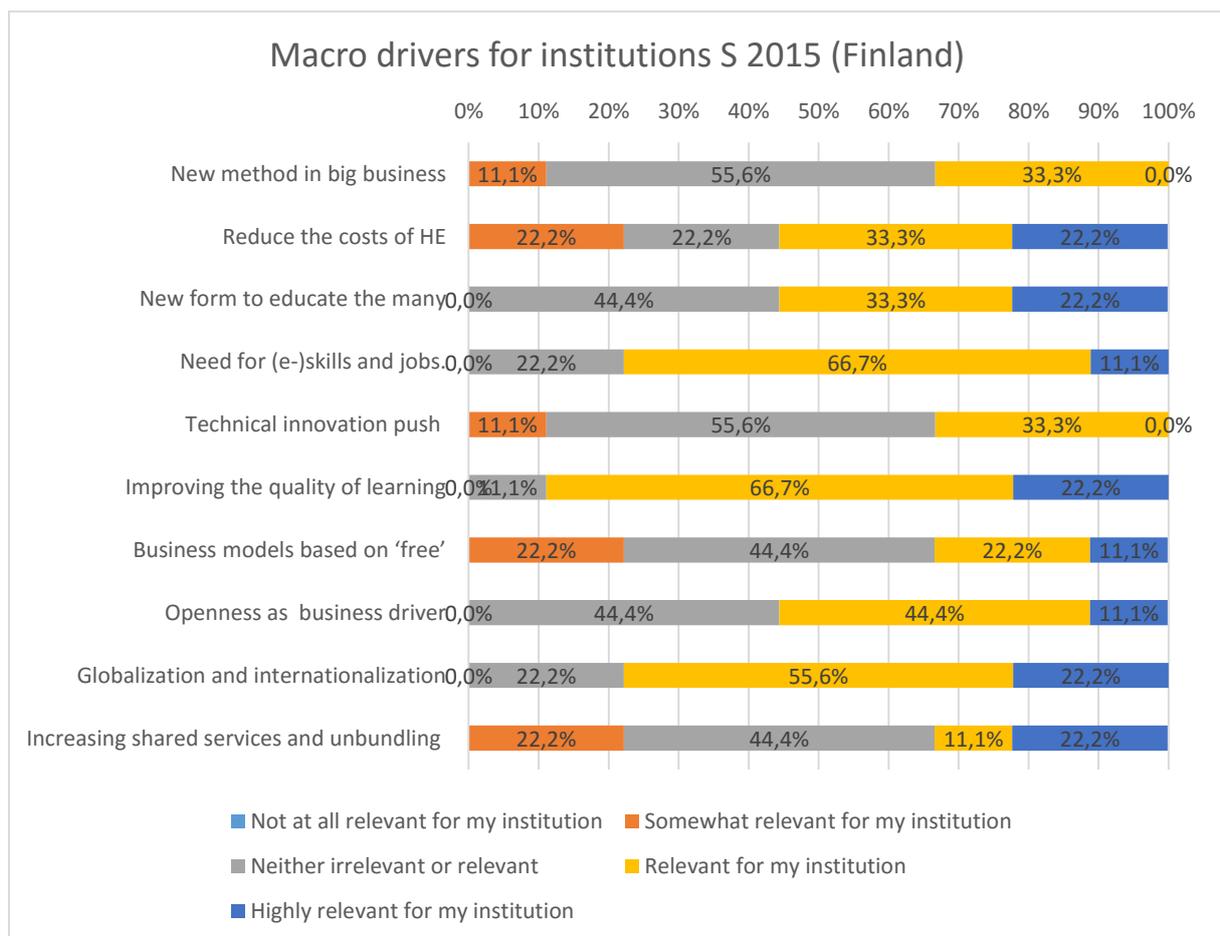


Figure 11: Relevance of 10 different macro drivers in Finnish institutions in the 2015 overall EU survey (S2015).

Collaboration or outsourcing of services in MOOC offering

In this section we asked what the primary reasons for your institution are to collaborate with others on MOOCs. In the next section 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)

In addition one could indicate other areas in open question as well.

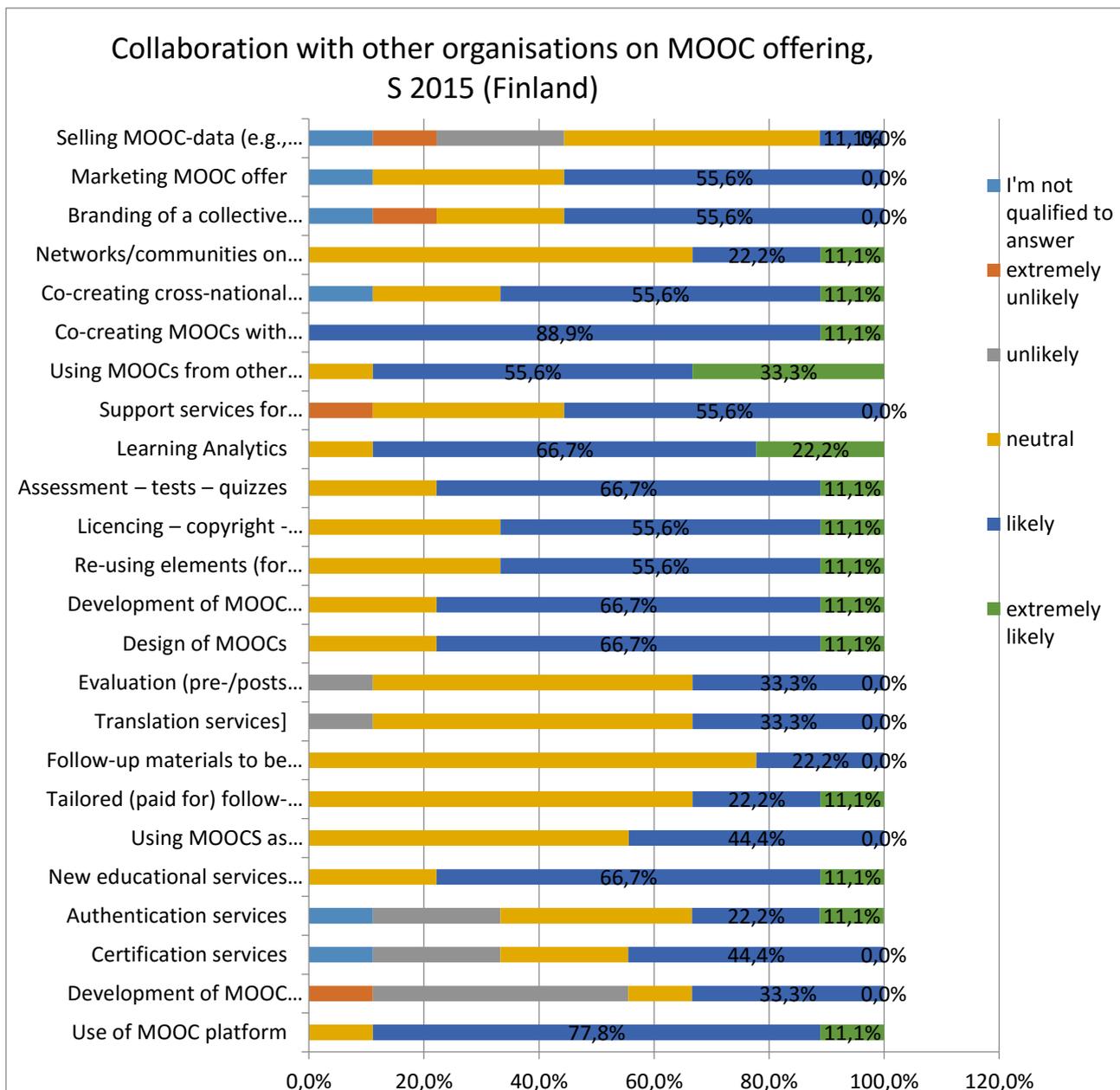


Figure 12: Likelihood of areas on which institutions in Finland (2015) would like to collaborate with other HE institutions.

In figure 12, we can observe in general that the HEIs in Finland are willing to collaborate with other institutions on MOOCs in several areas. Even 100% of the responding HEIs in Finland are likely or very likely to co-create MOOCs with other HEIs.

‘Use of MOOC platform’, ‘Learning analytics’ or ‘Using MOOCs from other institutions in your own institution’ are likely or very likely for as many as 88.9% of the Finnish respondents.

The listed below forms of collaboration or shared services of MOOCs will also be likely or very likely for the Finnish respondents:

- Assessment – tests – quizzes, (77.8%)
- Development of MOOC (materials), (77.8%)
- Design of MOOCs, (77.8%)

- New educational services (scalable), (77.8%)

The least likeliness in Finland was shown to ‘Selling MOOC data’ (11.1%). We can also notice that a relatively high percentage indicate that they are not qualified to answer to these questions.

Figure 13 repeats the same question but now ask about the likeliness of services that institutions would like to outsource to other providers. In general the likeliness to outsource these services is much lower.

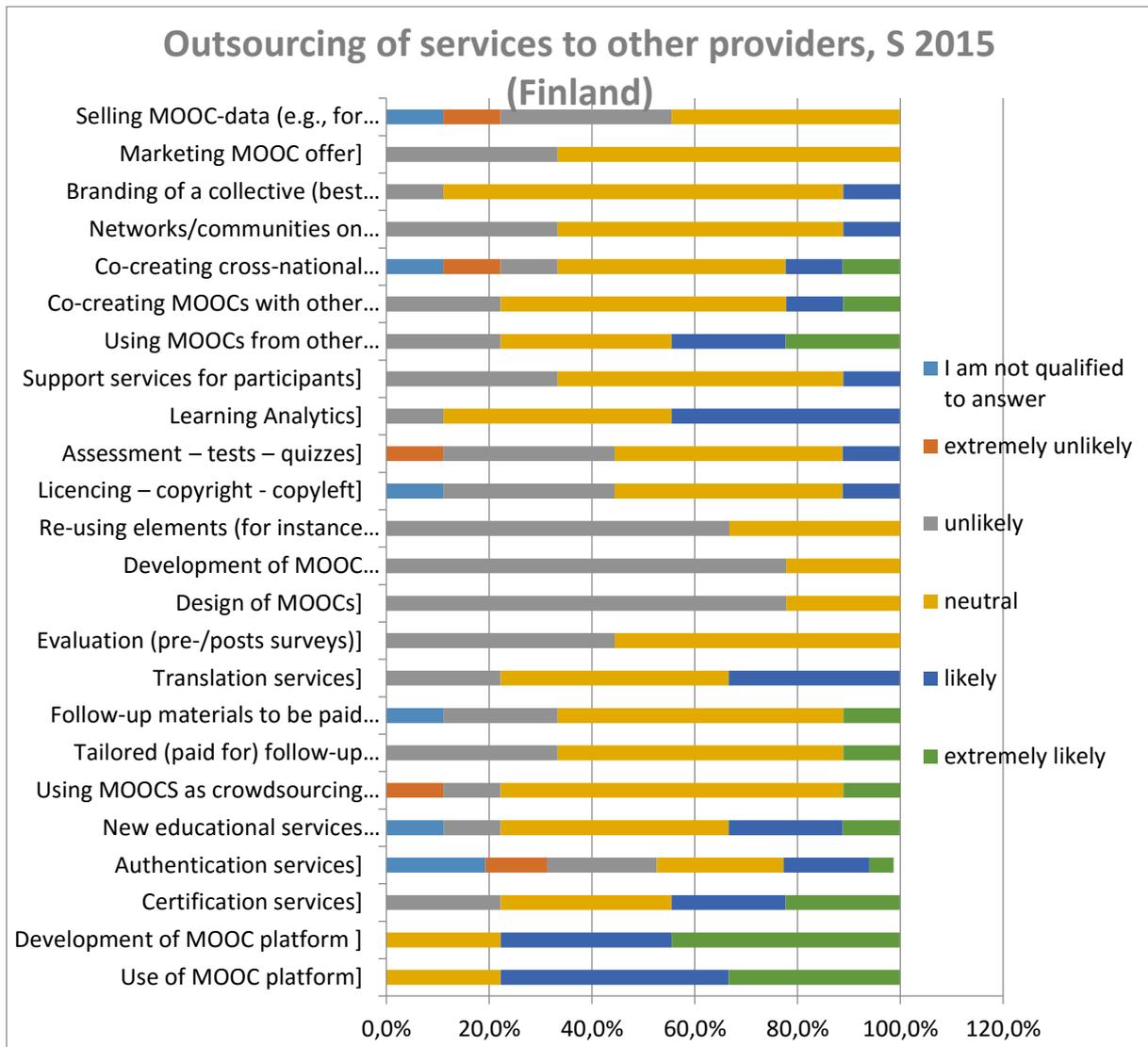


Figure 13: Likeliness of services that institutions in Finland (2015) would like to outsource to other providers.

For instance ‘Use of MOOC platform’ and ‘Development of MOOC platform’ is very likely or likely to be outsourced in 77.7% of the Finnish respondent HEIs. In the other end, none of the Finnish respondents is likely to outsource selling MOOC-data (e.g., for recruitment, advertisements) or marketing MOOC offering.

Consequently, a corporate academic mix seems less likely to occur in Europe and Finland, and a cross-institutional/regional collaboration seems much more likely.

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, and validates the following definition of MOOCs:

MOOCs are "online 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".

That report also discusses the possible criteria related to each letter of MOOC. In this report we discuss the differences between the European and Finnish institutions (questions from section 9 in the questionnaire).

The importance of the massive dimension in MOOCs

A MOOC differs from other Open Online Courses by the number of participants. To determine the importance of the massive 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 mass
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 14 shows the response of the institutions in Finland compared to the EU 2014. Finland is less positive (33.3%) about the idea that courses should be designed for massive audiences in comparison to the EU (57.3%). The respondents in Finland think almost equal to all EU about the provision of a sustainable model for the masses.

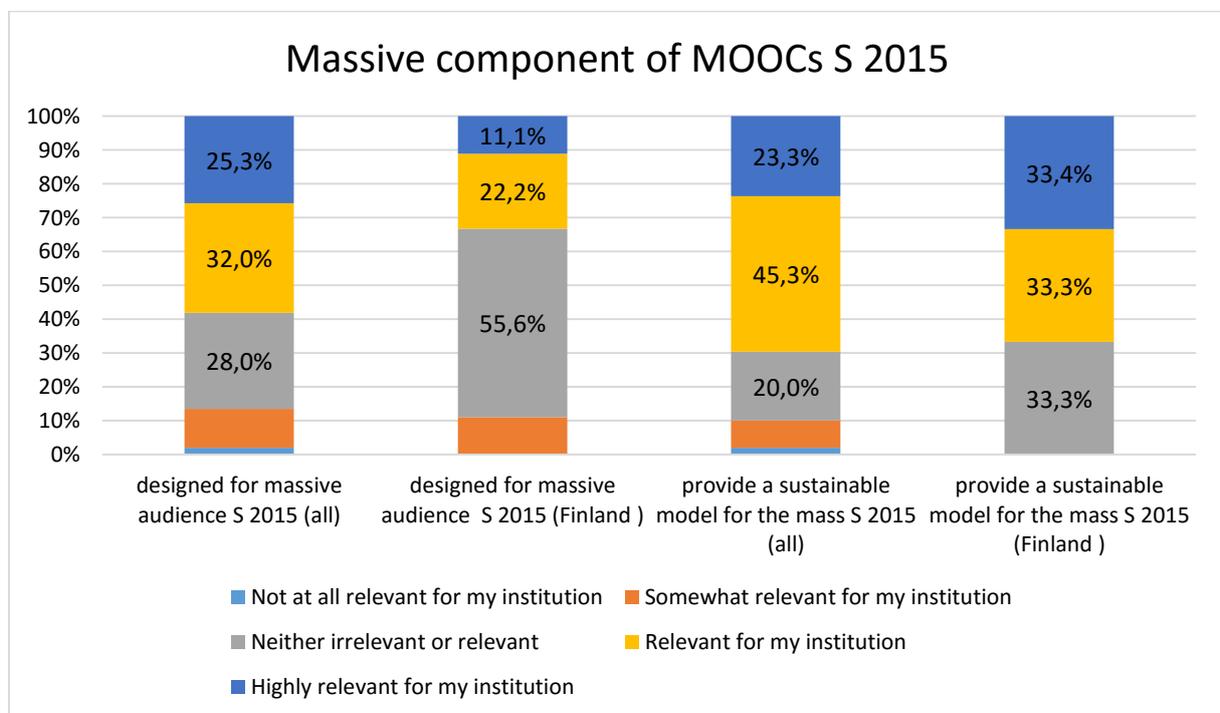


Figure 14: Importance of the massive dimension of MOOCs for EU 2014, overall survey (2015) and institutions of Finland (S 2015 Finland).

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 (without costs for the student) in the open dimension of MOOCs, and about other “openness” in MOOCs.

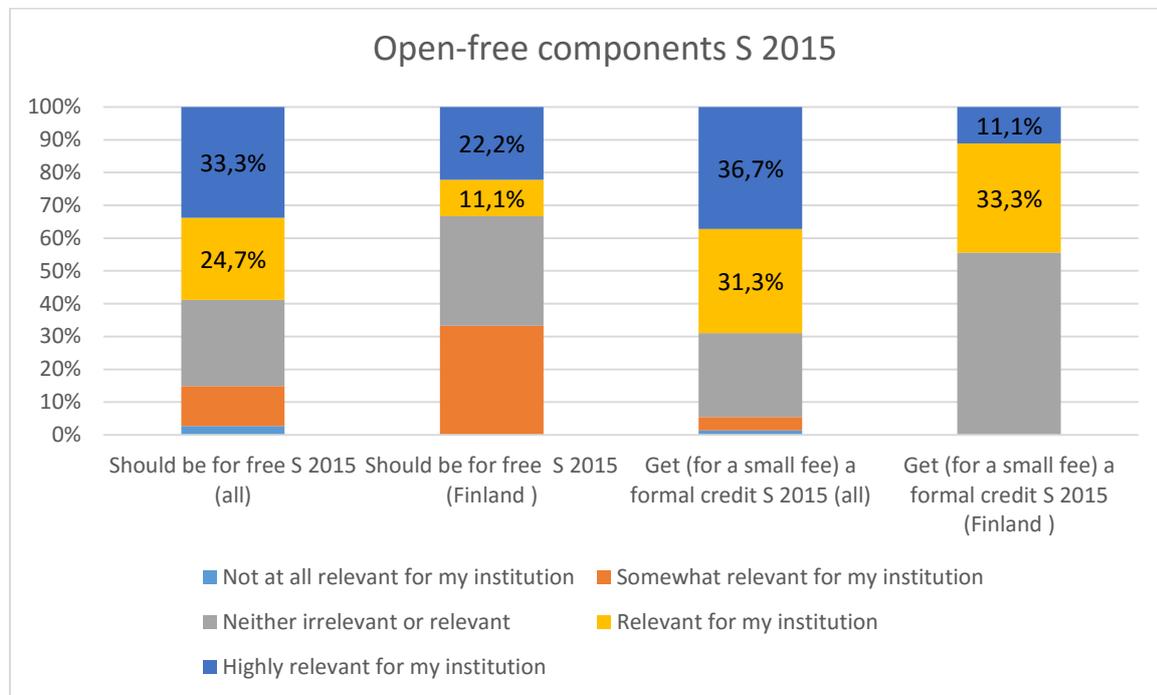


Figure 15: Importance of the free/gratis in the open dimension of MOOCs compared between the overall survey (2015) and institutions of Finland.

Figure 15 shows that the free dimension of MOOCs (without costs for the student) is less important for Finland (33.3%) than for all EU (68.0%).

Reflecting this result, it might be due to the very moderate course fees in the Finnish Open Universities and Open Universities of applied sciences: all courses generally cost only 15 euros per study credit - and the certificate is included! So “gratis” MOOCs, which however may charge an extra fee for the certificate, bring hardly any bonus to the existing Finnish system. The certificate included, MOOCs might be even more expensive than the ordinary Finnish open online courses.

Similarly, getting a formal credit from MOOCs is considered less important in Finland (44.4%) than in all EU (68.0%). The explanation could be the same as before. The inexpensive Finnish online course fees include a certificate, so the introduction of MOOCs is hardly bringing any benefit or anything new to the existing Finnish online policy in this context.

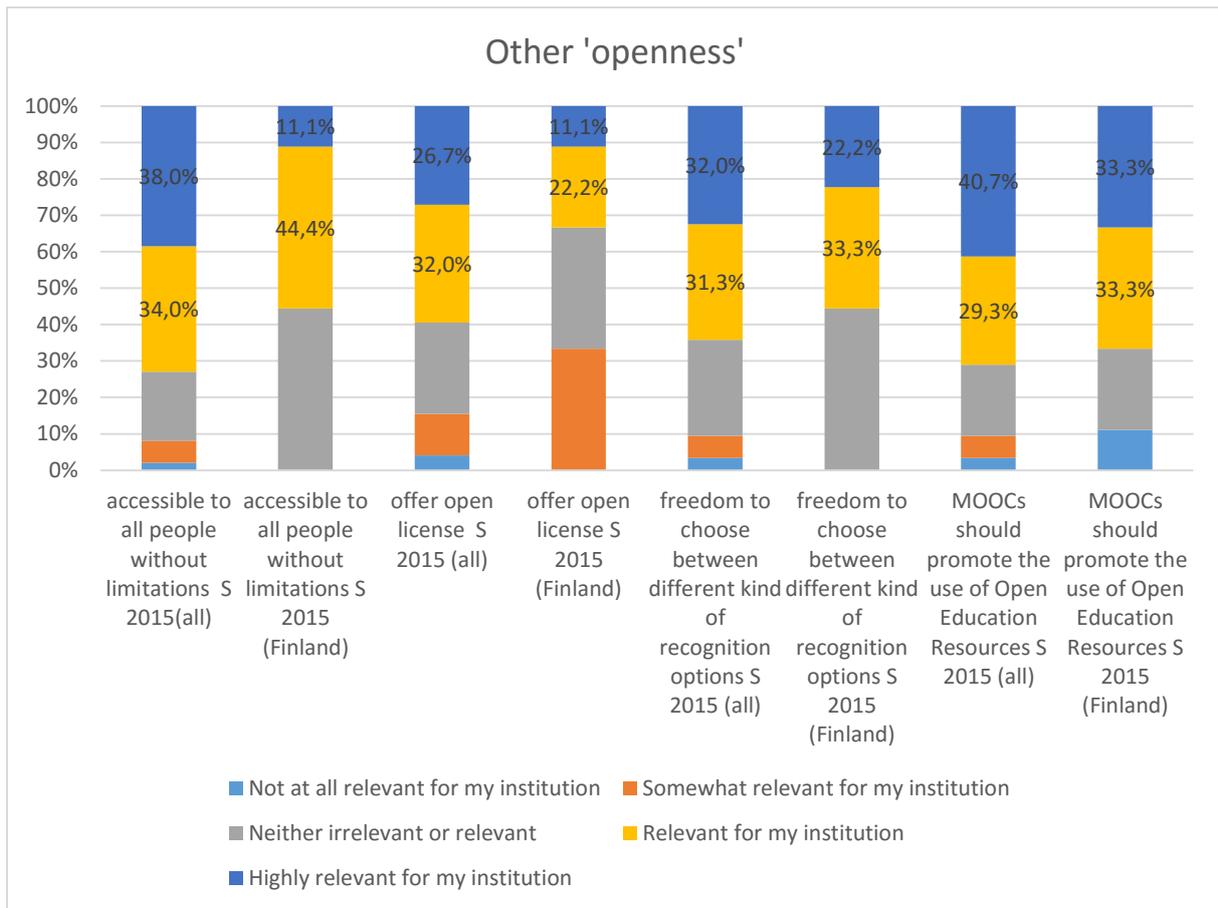


Figure 16: Importance of open dimensions of MOOCs compared between overall survey (2015) and institutions of Finland (2015).

From the results in figure 16 we see that in Finland also the other dimensions of openness are considered less or nearly equally relevant as in the European Institutions in 2014.

Reflecting this result we can observe that it is consistent with the results from the previous figure, and the reasons are likely to be the same. MOOCs are probably not bringing much novelty to the existing Finnish situation, as far as openness is concerned.

Fixed start date and/or self-paced courses

Regarding the issue of freedom of place, pace and time of study (as part of the open dimension), we included 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

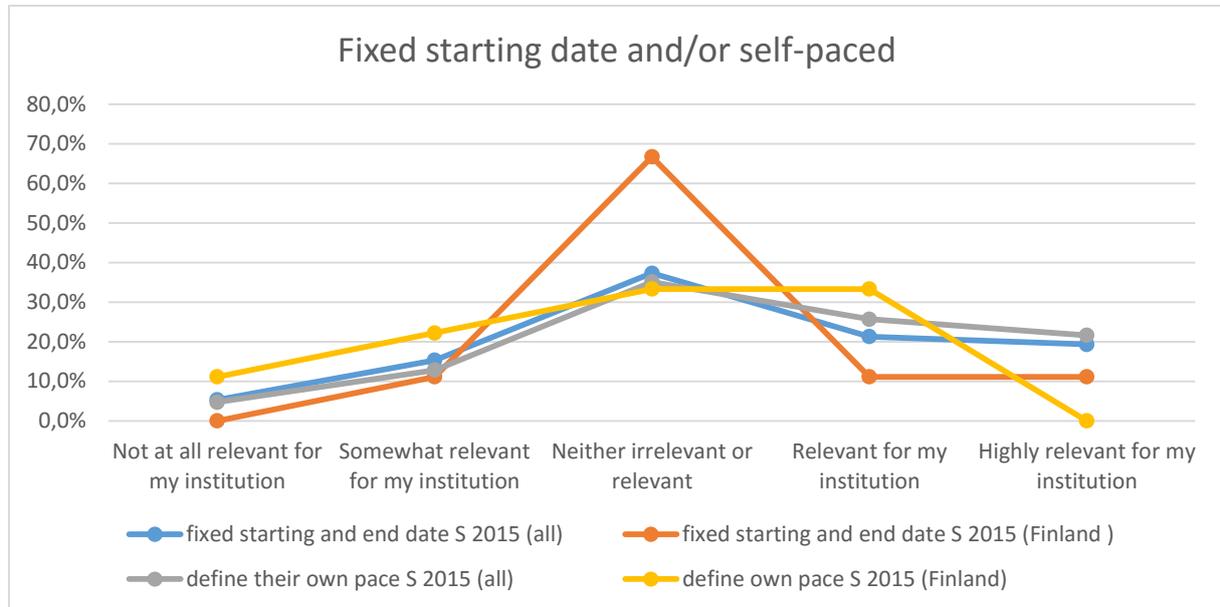


Figure 17: Importance of courses with fixed starting date and of self-paced courses of MOOCs compared between overall survey (S 2015 all) and institutions of Finland (S 2015 Finland).

In this figure we see, when comparing the orange line (Finland) to the blue one (EU), that in Finland fixed starting and ending dates of MOOCs are mostly considered neither relevant or irrelevant, while institutions in EU (2014) are slightly more positive about fixed dates.

Institutions both in Finland (yellow line) and in EU (grey line) seem to slightly prefer courses where students can define their own pacing.

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

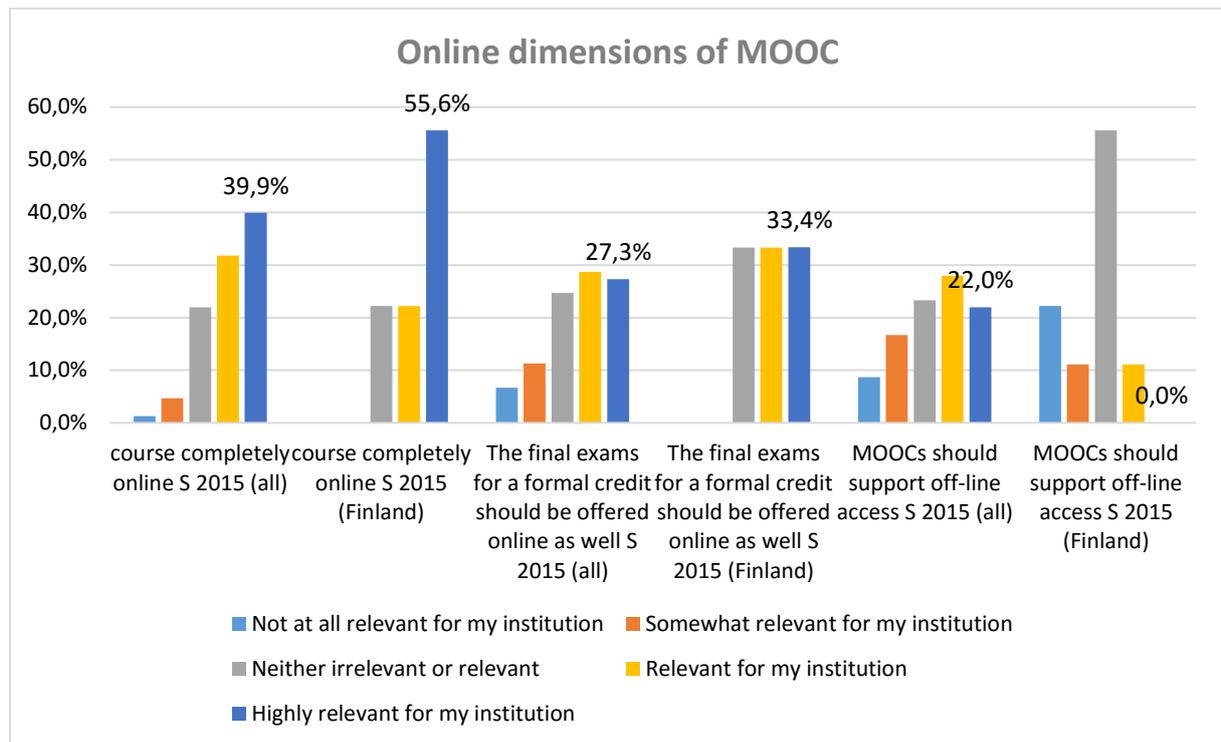


Figure 18: Importance of the online dimension in MOOCs compared between EU overall survey (S2015) and institutions of Finland (2015).

Figure 18 shows the results of these three questions related to the online dimension of MOOCs. We can see that Finland is more eager to have the courses completely online than EU. Similarly, Finland is more eager to have all the final exams for a formal credit completely online. As for the third question, Finland emphasizes the online aspect more than EU. Finland expresses significantly less need for off-line access of MOOCs than EU.

The importance of the course dimension in MOOCs

The last letter in MOOCs refer to the course level. A formal definition, as proposed, is that a MOOC should offers 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. One could claim that MOOCs should not be compared to formal courses, as they are part of non-formal education. To further test this, we included the following three questions.

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

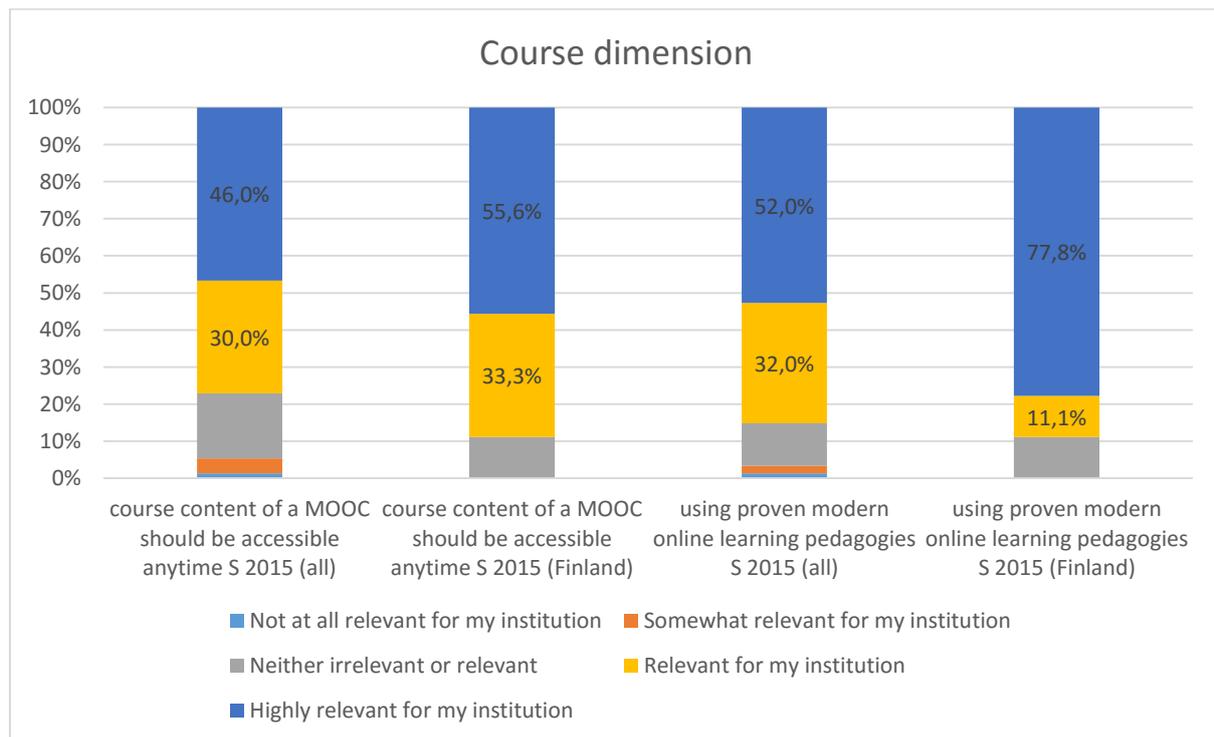


Figure 19: Importance of the course dimension in MOOCs compared between the EU 2014, overall survey (S 2015 all) and institutions of Finland (S 2015 Finland).

Figure 19 shows that in Finland (88.9%) HEIs find the accessibility of the MOOC content slightly more relevant than the EU institutions (76.0%). In any case, the vast majority of respondents both in Finland and in the EU find the accessibility of the course content relevant or highly relevant for their institution.

We can also see that ‘using proven modern online pedagogies’ are slightly more emphasized in Finland (88.9%) than in the EU institutions (84.0%).

Closing Remarks

Finland has a national policy and legislation of the Open Universities and Open Universities of applied sciences (UASs) that differs from many other European countries. The online courses that the Finnish Open Universities and Open UASs offer, resemble MOOCs in many respects. The fees of the courses may not exceed 15 euros per study credit, and the certificate is included in the fee. That is probably the main reason why creating MOOCs has not become very popular in Finland. The open and inexpensive online courses offered by the open institutions cover much of the need that is covered by MOOCs in the US and in some other European countries.

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Annex I: The complete questionnaire of the 2015 survey

Comparing Institutional MOOC Strategies

Survey opened at 15 October 2015 and closed on 4 January 2016 | check www.home.eadtu.eu



Introduction

This survey focuses on strategies of higher education institutions (HEIs) regarding MOOCs ([Massive Open Online Courses](#)). You are asked to complete the questions even if your institution decided not to offer MOOCs (yet). Please complete this survey only if you are familiar with the reasons why your institution is or is not involved in MOOCs.

The survey is largely a repetition of the survey from last year. The main purpose last year was to create a starting point to address the possible differences and similarities between HEIs in U.S. and Europe in their possible goals and the strategic choices behind the development of MOOCs. The report [Institutional MOOC strategies in Europe](#) was published in February 2015. A scientific paper about these 2014 results will be published soon in IRRODL.

This year's survey will continue to compare MOOC adoption strategies in Europe. Next to the comparison between Europe and the U.S. we will produce country reports if responses from individual countries is high enough. For this reason this survey is available in [French](#) and [Turkish](#) as well.

This survey is part of the [HOME project](#), co-funded by LLP of the European Commission. Closing date is extended to 3 January 2016. First results of this survey will be presented at the MOOC Conference organised by the HOME project in Rome, 30 November 2015. See: <http://bit.ly/1NmFLHH> for more information. This survey will close at 24 November 2015. First results of this survey will be presented at the MOOC Conference organised by the HOME project in Rome, 1 December 2015.

This questionnaire has eight sections and will take about 20 minutes to complete. Some questions are identical to the U.S. surveys by Allen and Seaman conducted in [2013](#) and/or [2014](#).

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"/>
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

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

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

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

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"/>
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"/>

	I am not qualified to answer	Extremely unlikely	Unlikely	Neutral	Likely	Extremely likely
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 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"/>

I am not
qualified
to
answer Extremely
unlikely Unlikely Neutral Likely Extremely
likely

Selling MOOC-data (e.g., for
recruitment, advertisements)

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"/>	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"/>	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	<input type="radio"/>	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	<input type="radio"/>	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	<input type="radio"/>	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

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

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

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"/>	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"/>	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"/>	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"/>	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"/>	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

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

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

Highly relevant for my institution

MOOCs should offer courses completely online

1 2 3 4 5

Not at all relevant for my institution

Highly relevant for my institution

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

Not at all relevant for my institution

Highly relevant for my institution

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

1 2 3 4 5

Not at all relevant for my institution

Highly relevant for my institution

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

1 2 3 4 5

Not at all relevant for my institution

Highly relevant for my institution

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

Not at all relevant for my institution

Highly relevant for my institution

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

1 2 3 4 5

Not at all relevant for my institution

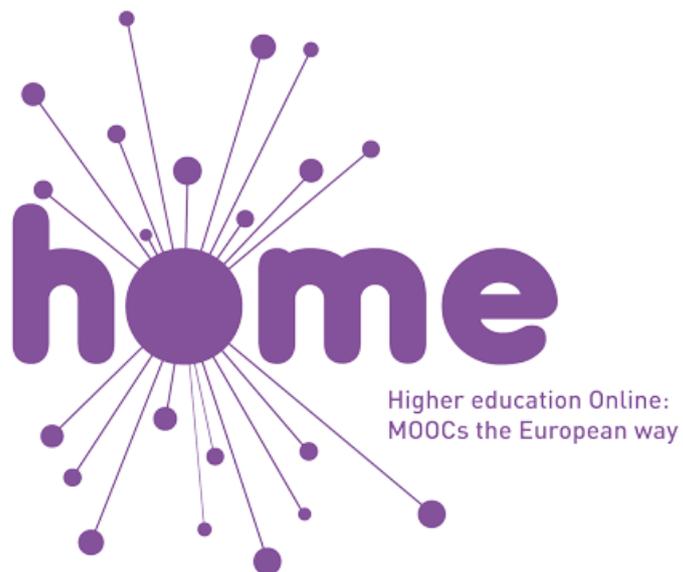
Highly relevant for my institution

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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