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Intellectual output 1

Online Self-assessment tool:

identification of of HEI educators **needs** on **MOOCs**

design and delivery

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www.mode-it.eu



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Goals

- Development of an online self-assessment tool for identification needs of HEI educators on MOOCs design and delivery.
- Live testing of the developed self-assessment tool by 50 test persons (HEI educators and instructional designers) from the project participants' own institutions.
- To promote faculty responsibility for the own professional development of HEI educators.

09.06.22

[Curricular modernization by implementing MOOCs model – www.mode-it.eu](http://www.mode-it.eu)



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Upon completion of IO1

- ... the project team provided faculty with an opportunity to determine the current state of their pedagogical skills related to MOOC design and delivery.
- ... those areas in which the skills of the educators can be improved were identified and corresponding suggestions for improvement were displayed.
- ... specific training offers were made available within the training program for educators developed in IO2.

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Workplan

1. Evaluation of the competency areas of the self-assessment tool using a focus group.
2. Development of an online questionnaire as basis of the self-assessment tool.
3. Technical implementation of the self-assessment tool on the Moodle learning management platform.
4. Test phase with 50 academic staff and instructional designers from the institutions of the project partners.
5. Evaluation and assessment of the results.
6. Fine-tuning of the self-assessment tool (technical and content-related)

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Structure of the SAT



- AREA 1: Pedagogical competences for designing student-centred learning
- AREA 2: MOOCs specific competences
- AREA 3: Technology-related competences
- AREA 4: Competences related to the theoretical foundations of MOOCs
- AREA 5: Competences about MOOC integration into formal learning

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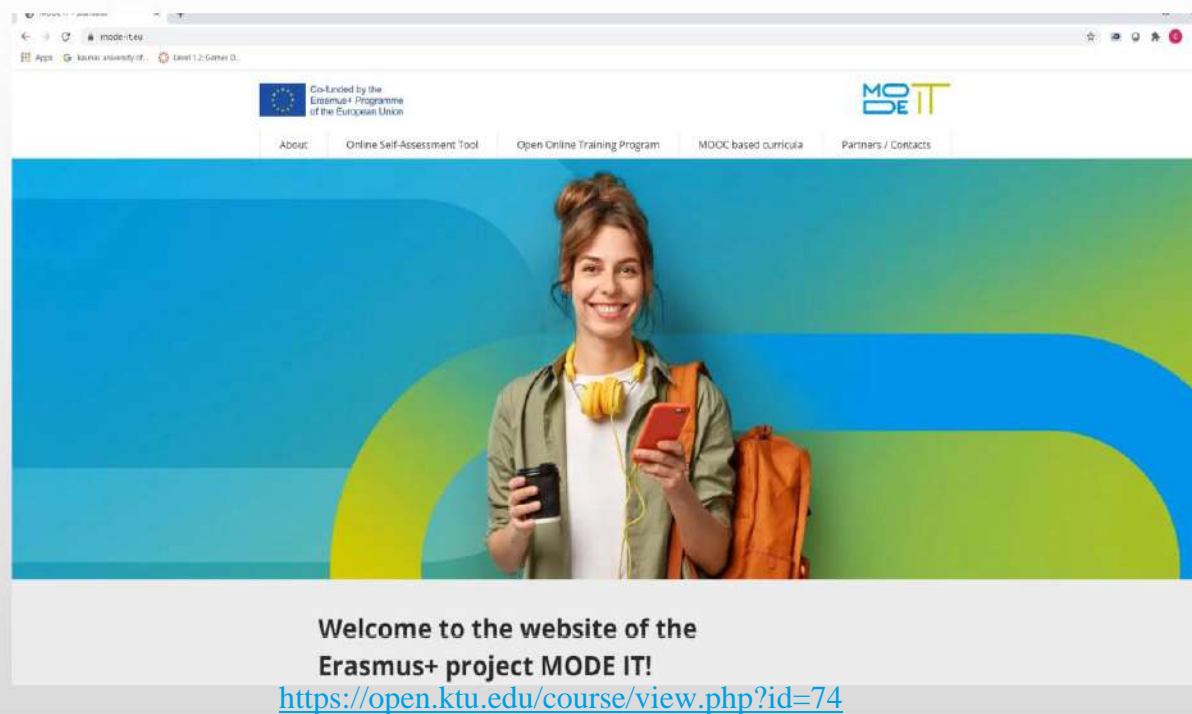
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User Guide for MODE IT SAT



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Stand alone Version

An insight: <https://acikveuzaktanogrenme.com>

The screenshot shows the user interface of the MODE IT Self-Assessment Tool. On the left is a dark sidebar with the MODE IT logo at the top, a user profile icon labeled 'Kullanıcı', a dropdown menu for 'Self-Assessment Tool', and five radio button options for 'Area 1' through 'Area 5', followed by a 'Management' option. The main content area has a header with the Erasmus+ logo, 'Home Page', and 'Partners/Contacts' links. Below the header is a welcome message: 'Welcome to the Self-Assessment Tool for MOOC Design Competencies'. The main text explains the tool's purpose and lists five competency areas: 'Area 1: Designing learner-centered learning', 'Area 2: MOOC Design Competencies', 'Area 3: Technology-related competencies', 'Area 4: Theoretical foundations of MOOCs', and 'Area 5: MOOC integration into formal courses and programs'. A thank-you message and a footer with the website URL 'www.mode-it.eu' are also visible.

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IO2: Open Online Training Programme **„Introduction to MOOC design & delivery“**



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IO2: Open Online Training Programme „Introduction to MOOC design & delivery“

- ✓ Support to HEI academic staff when designing & delivering MOOC-based curricula
- ✓ Modular structure
- ✓ Offered as MOOC itself
- ✓ Completion of separate modules or the entire MOOC possible
- ✓ Linked to IO1
- ✓ Language: English



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IO2 Open Online Training Programme: Learning goals

**Upon
completing
the training,
participants
will be
able
to:**

Develop a deep understanding about essential competencies
of student-centered learning

Design a course based on the most frequently employed competencies
in MOOCs

Develop effective, efficient and appealing learning materials for MOOCs

Analyse and select the effective delivery modes of MOOCs

Successfully integrate MOOCs in formal curricula



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IO2 Open Online Training Programme: Structure

Modular structure: 5 self-contained modules:

- ✓ M1: Foundations of Online Learning
- ✓ M2: MOOC Course Design
- ✓ M3: MOOC content production
- ✓ M4: MOOC delivery
- ✓ M5: MOOCs in formal learning

+ final project work.

Workload of each module: approx. 12 hrs

Workload of the entire training: approx. 80 hrs

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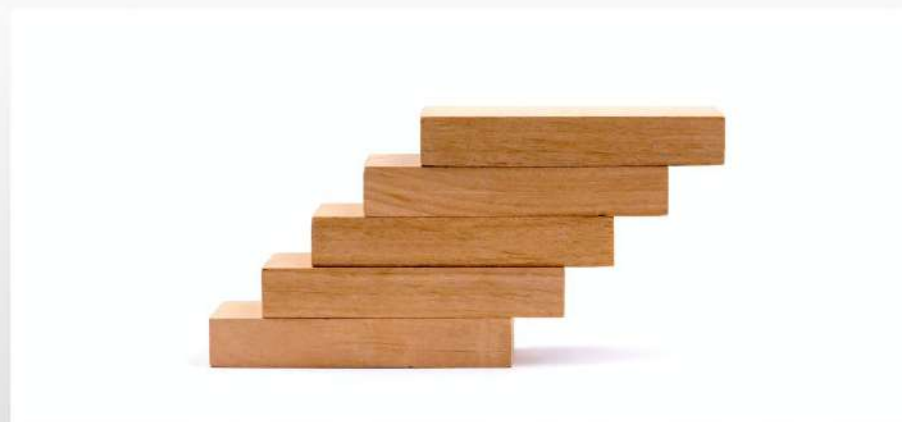


Photo by [Volodymyr Hryshchenko](#) on Unsplash



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IO2 Open Online Training Programme: Module 1 Foundations of Online Learning (led by KTU)

- Essentials of competence-based learning
- Learning activities that address the identified competences and/or learning objectives
- Activities that foster learners' engagement, collaboration & teamwork
- Integration of different formative and summative assessment methods and tools
- Provision of feedback on-time

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IO2: Module 2 MOOC course design (led by AU)

Anadolu Team



Elif TOPRAK



Evrım GENÇ KUMTEPE



Cengiz Hakan AYDIN

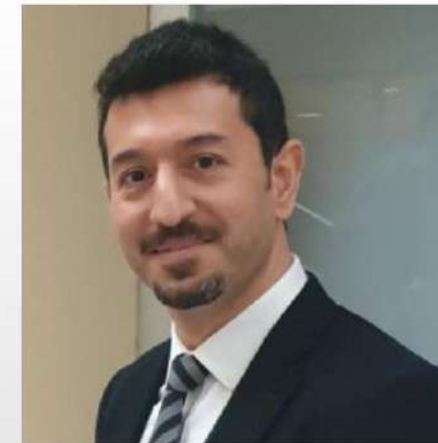
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Instructional Designers from Anadolu

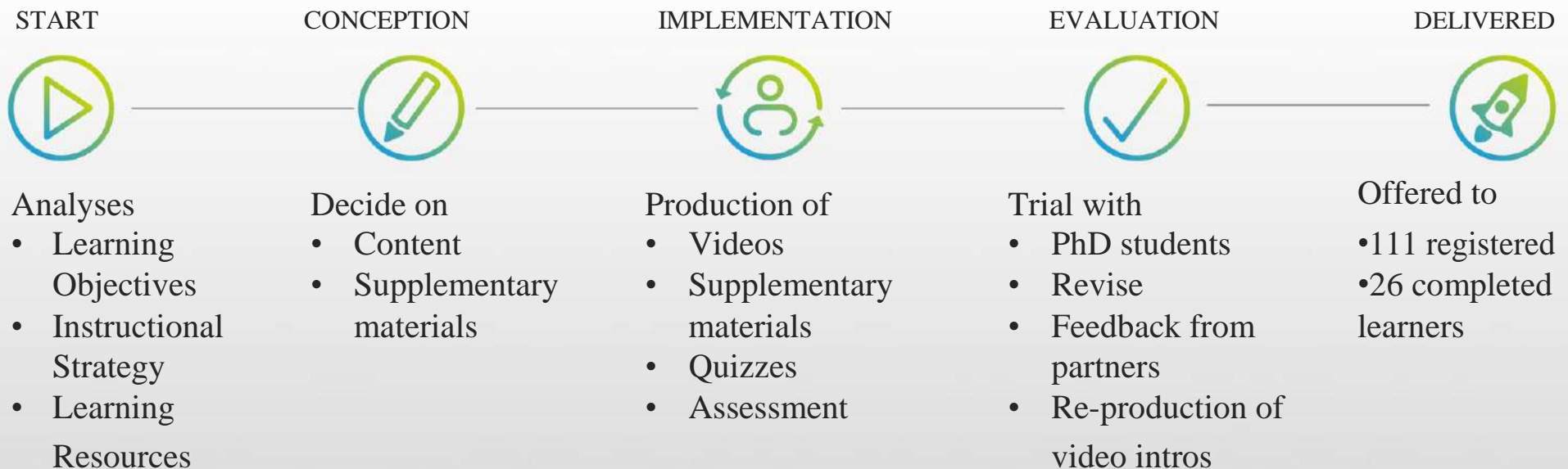


Ela ÖZBEK AYGÜN Abdullah SAYKILI

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Design and Development





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Module Objectives and Organization

Five Objectives, Five Lessons (Learning Units)

Introduction

- 1.Explain specific theoretical considerations about MOOCs
- 2.Design online learning scenarios for large cohorts of students
- 3.List the important points to consider in designing learning materials for MOOCs
- 4.Create assessment activities for MOOCs
- 5.Assess the quality of MOOCs

Module wrap-up

- Assignment
- Evaluation

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Module Competencies

Lessons	Competencies
Theoretical considerations	Basic concepts Recognition of Prior Learning Self-Regulated Learning
Online learning scenarios	Learner Profiles Interaction Types Building Learning Communities
Learning materials	Collaborative Learning Activities Accessibility and Inclusion
Assessment activities	Digital Assessment Strategies Designing Reflective Strategies
Quality	Quality Assurance



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Lesson Structure

Each lesson (Learning Unit)

1. Intro video
2. Information presentation for competence # 1 (video lecture)
3. Supplementary learning material for competence # 1 (text-based, enriched with links)
4. Information presentation for competence # 2 (video lecture)
5. Supplementary learning material for competence # 2 (text-based, enriched with links)
6. Information presentation for competence # N (video lecture)
7. Supplementary learning material for competence # N (text-based, enriched with links)
8. Quiz

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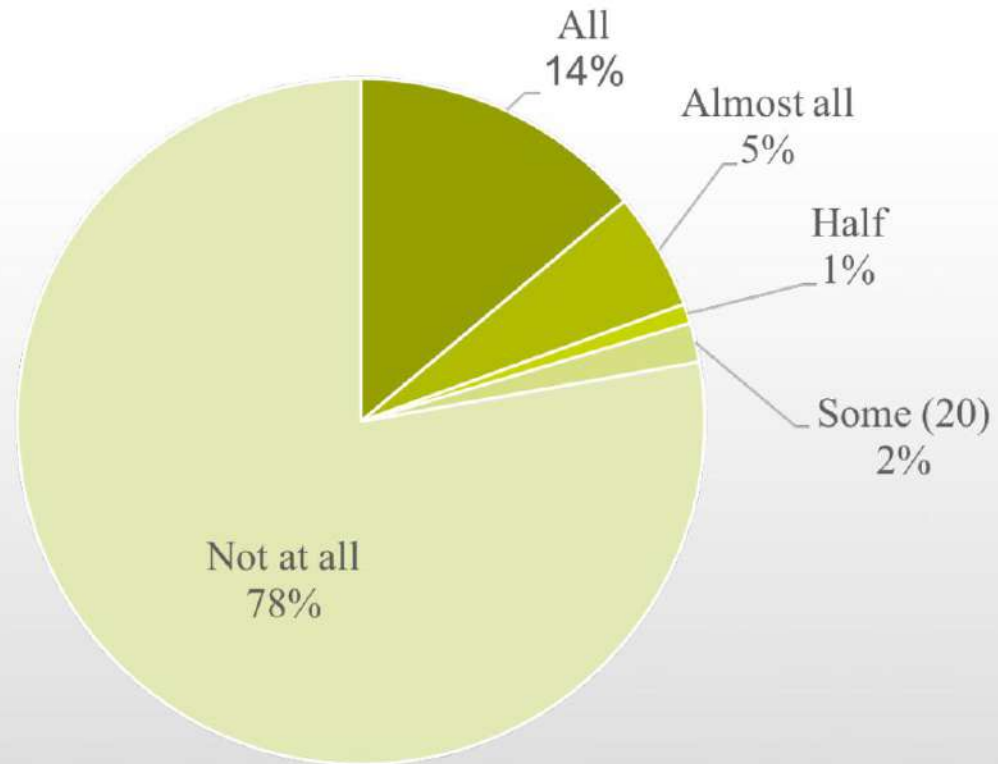


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Participation

Total 110 participants



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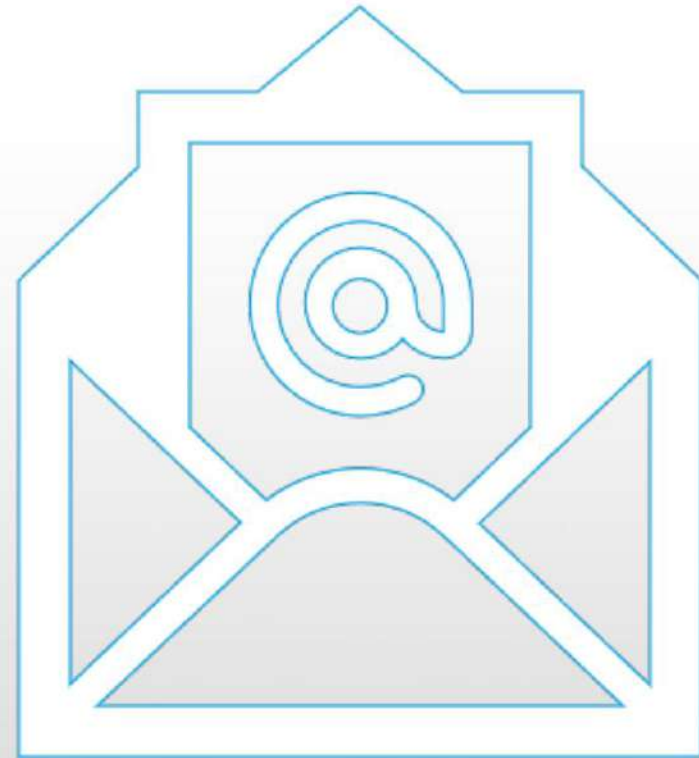
MODE IT

For more info

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IO3 Open Online Training Programme: Module 3 MOOC content production (led by UPT)

Apply various learning design principles to produce open digital learning materials

Apply good practice examples in the creation of high-quality educational videos using different video recording and editing tools.

Use specific tools to produce other types of content like presentations with voice-overs and animated presentations.

Assess the quality of OERs and use variety of strategies to adopt these resources in MOOCs

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IO3 Open Online Training Programme: Module 4 MOOC delivery (led by IPP)

Understand the different possibilities offered by the different MOOC providers

Design and offer a MOOC-based learning process on various online education delivery tools including LMSs, Web Conferencing, Web 2.0 tools.

Apply different online communication tools effectively in accordance with the ethical and education principles

Apply pedagogical strategies involving social networking in MOOCs and use them in new situations

Analyze learners' data collected in any learning environment.



IO3 Open Online Training Programme: Module 5 MOOC in formal learning (led by FHM)

- 1 Explain the importance and methods to integrate a MOOC in a formal course
- 2 Assess the effectiveness and endurance of integrating MOOC-based pedagogical approaches into a formal course of program
- 3 Design a course that requires the integration of a MOOC as a relevant component of the learning process
- 4 Design a formal study program that requires the integration of MOOCs into the learning process
- 5 Design an environment and activities for peer support for professional development of instructors.



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IO2 Open Online Training Programme: Instructional design

Designed & delivered as MOOC:

- ✓ open access,
- ✓ self-paced learning,
- ✓ large-scale feedback & peer interaction,
- ✓ Bite-sized learning,
- ✓ Contents: learning videos of length of approx. 8 minutes, supporting texts, quizzes, assignments



Photo by [James Sutton](#) on Unsplash

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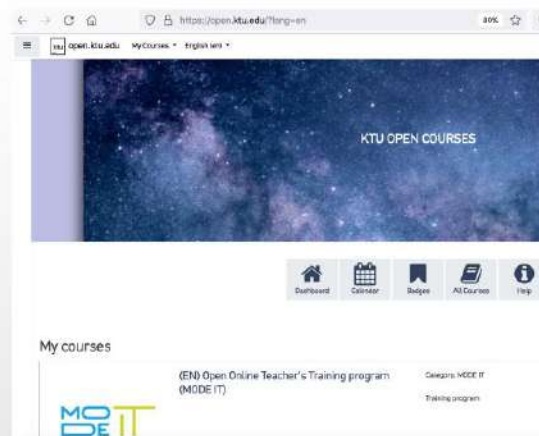
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IO2 Open Online Training Programme: How to access?

- ✓ Option 1: LMS Moodle of partner KTU
<https://open.ktu.edu/course/view.php?id=74>
 - ✓ Option 2: MOOC platform iversity
<https://iversity.org/en/courses/introduction-to-mooc-design-and-delivery>
- ✓ **Both options are free of charge!**
(iversity: only certificate has to be paid).

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IO2 Open Online Training Programme: Piloting

Module	Completed by ... persons (in absolute figures)	Completed by ... persons (in percent, calculated based on the number of active participants: n = 52)
Module 1	49	94%
Module 2	27	52%
Module 3	21	40%
Module 4	20	38%
Module 5	16	31%

Table 1: Level of the MOOC completion (n = 52, taken from the Moodle statistics)

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IO2 Open Online Training Programme

✓ Your questions?

✓ Feedback?

✓ Suggestions?

✓ Happy to answer them!

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Intellectual output 3:

**MOOC-based formal curricula –
integration of MOOC-based pedagogies to the course design**



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IO3 MOOC-based curricula: Methodology

Definition of pilot teachers (2-3 per HEI, attendees of the MOOC) and instructors

Analysis of students groups and of curricula

Definition of curricula/modules/units to be redesigned

Design and development of MOOCs/MOOC-based units

Delivery of MOOCs and evaluation (December 2021 – April 2022)

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IO3 MOOC-based curricula: MOOCs

- ✓ In total, 12 MOOCs in local languages developed (planned: 5 MOOCs), i.e.
 - Multimedia technologies for e-learning
 - Artificial intelligence
 - Competitor analysis
 - Power systems
 - Computer networks
 - Internet of Things
 - Research Ethics in Educational Sciences
- Volume: between 1 – 2 ECTS

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IO3 MOOC-based curricula: specifics

The developed MOOCs were delivered to:

Formal learners

(enrolled HEI students
from the selected curricula)

Non-formal learners

(any learners interested
in taking a MOOC)

MOOC delivery platforms: institutional LMS

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IO3 MOOC-based curricula: cases from

- Portugal
- Romania
- Germany
- Turkey
- Lithuania

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