

## Anhang 2. Guide for Companies (Sillak, 2015)

### Guide for Companies

The following guide especially addresses learning officers or the like of companies interested in implementing MOOCs. The guide aims at giving a first orientation. It is primarily based on the recommendations given in section 3.3.2 as well as the findings of the empirical analyses (cf. chapter 6).

A detailed overview of MOOCs can be found in section 3.1 of the thesis. MOOCs not only offer various opportunities, but also bear challenges (cf. sections 6.1.2 and 6.1.3). New innovations always bring along opponents. A section on criticism can be found under 3.4.

There are boxes on the right side to be checked. The checkbox with a line drawn indicates that the checkbox needs to be ticked. If it cannot be ticked, a MOOC might not be an adequate format for the company. The dashed line displays alternative options.

#### I. General Prerequisites



- Open and innovative corporate culture with regards to new technologies



#### II. Business Problem

- Determine the business problem to be solved with a MOOC (keep in mind the organization's goals)



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#### Examples

- Would you like to promote your products? → Go to *MOOC for Marketing (III.A.)*
- Would you like to fill a skill gap by recruiting new talents? → Go to *MOOC for Recruiting (III.B.)*
- Would you like to fill a skill gap by qualifying employees accordingly? → Go to *MOOC for Corporate Training and Development (III.C.)*

#### III. Purpose

##### A. MOOC for Marketing



- Cooperate with a MOOC platform to offer a MOOC e.g. on the company's products
  - Windows cooperates with the platform OpenCourseWorld (cf. section 3.2.4) to provide a MOOC on *How to create a Windows 8 App*
- Further possible platforms might be edX (cf. section 3.2.3) and Udacity (cf. section 3.2.2) as both platforms indicate that they cooperate with companies in terms of marketing MOOCs
- Cooperate with solution providers such as Intrepid Learning [<http://intrepidlearning.com/>] (cf. expert Sam Herring, section 5.1.2)
- Technology companies that possess corresponding expertise and resources can also create and implement their own marketing MOOCs
  - SAP offers MOOCs about products on its platform openSAP (cf. section 3.2.6)



## B. MOOC for Recruiting



- Cooperate with a MOOC platform to recruit the best graduates of courses
- The platform Udacity, which especially provides MOOCs on data science and web development, offers this service (cf. section 3.2.2)
- Cooperate with solution providers such as proversity.org [<http://www.proversity.org/>] (cf. expert Carl Dawson, section 5.1.2)
- Create an own MOOC for this purpose
  - The staffing firm *Aquent* found candidates with specific IT skills to match them with partner companies in this way (cf. section 3.3.1)
- Corresponding expertise and resources are required



## C. MOOC for Corporate Training and Development



### Prerequisites

- Employees should get the possibility to take part in MOOCs during working hours at the desk or home office
- Alternatively, companies can give their employees the opportunity to receive rewards or incentives when doing it in their leisure time (find out about employee's preferences in this respect)
- Define your learning goal / topic according to your training needs (phase 1 – cf. section 2.1)
  - Course format may not be suitable for hands-on jobs, such as electrical or mechanical skills (cf. section 6.1.7)



### Examples

- Is it something general or generic → Start to look for an *Existing MOOC* (see next page)
- Is it something that needs to have tailored content → Create your *Own MOOC* (see next page)

## Existing MOOC

- Coursera (cf. section 3.2.1) is the most popular provider and offers the biggest variety of courses
  - A possibility may be the signature track
- Udacity (cf. section 3.2.2) mainly offers courses on data science and web development
  - Platform may be in dispute though (cf. section 6.1.9)
- Further platforms can be found in section 3.2

- Chosen platform and course:

- Check whether chosen platform is conform with your firm's regulations (e.g. in terms of data privacy)

### *Please note*

- It may be better if employees register with private email address (cf. section 6.1.9)
- You may want to ask the provider for approval when recommending an existing MOOC as the reference to a course could be seen as a commercial use (cf. section 6.1.9)
- Will the course be offered during your desired period?
- Will content be offered afterwards?
- You may want to check the reputation of the institution and instructor

## Own MOOC

- Create MOOC internally

### *Prerequisites*

- Are there experts or specialists within your company who can facilitate the course?
- Are corresponding resources available (also budget)?
  - Creating own MOOCs may be as expensive as face-to-face courses at first sight. However, there is potential in terms of economies of scale (cf. section 7.1).
- Is there relevant equipment available (e.g. camera, intranet)?

- Create own MOOC with external help

### *Examples*

- Cooperate with platforms such as Coursera (cf. section 3.3.1)
- Work with solution providers, such as Intrepid Learning [<http://intrepidlearning.com>] (cf. expert Sam Herring, section 5.1.2)

- Chosen provider:

- Check whether chosen provider is conform with your firm's regulations (e.g. in terms of data privacy)

It is also important to design the program/measures (phase 2 – cf. section 2.1) or to define the course's features. Since an own corporate MOOC is tailored, the desired features can be ensured. A dedicated manageable project team should work on the course and its features. There should not be too many departments involved as proverbially too many cooks spoil the broth (cf. section 6.1.11). When making use of existing MOOCs, a dedicated team should think of features that should definitely be given. The course description may indicate whether these features are fulfilled or not.

#### IV. Features

- Select a language \_\_\_\_\_
- Course to transfer basic skills related to a topic / clear underlying learning objectives → xMOOC (may be better to start with)
- Course on an expert level to share knowledge → cMOOC (may better be implemented once the company has experience with MOOCs)
- MOOC should have a fixed duration (semi-synchronous)
- MOOC should have no fixed duration (asynchronous)
- Define each week's workload \_\_\_\_\_
- Set learning methods (e.g. videos, webinar, scripts, quizzes, on-the-job tasks) \_\_\_\_\_
- Define connection tools (e.g. official course forum, chat, internal social media group) \_\_\_\_\_
- Set evaluation method(s) (e.g. multiple choice test, peer review) and occurrence \_\_\_\_\_
- Decide on incentive or reward (e.g. certificate, badge, internal reward system) for employees who successfully complete the course \_\_\_\_\_
- Determine support services or guidance (e.g. facilitators, mentors, hotline in case technical problems occur) \_\_\_\_\_

You may also want to think about implementing MOOCs in terms of a flipped classroom model. Experts as well as professionals showed interest in such a model. More information can be found in the sections 3.3.1 and 6.1.4. If the course lasts, for example, for 8 weeks, 4 face-to-face sessions (e.g. 1-2h) could be organized. During these sessions participants should have the opportunity to deepen their knowledge through discussions and group work. Employees at other locations could join virtually at the same time.

The following hints may help you to decide on some features. The hints are based on preferred features stated by experts (cf. section 6.1) and professionals (cf. section 6.2). Of course, it is not possible to make a generally valid recommendation about features since it always depends on the specific topic. However, the following hints may facilitate the decision-making. In addition, the hints may be useful for platforms or current MOOC providers.

## V. Hints

	<i>Experts' Opinion</i>	<i>Professionals' Opinion</i>	<i>Result</i>
<i>Structure &amp; Duration</i>	<ul style="list-style-type: none"> <li>• MOOCs should be asynchronous</li> <li>• Preferably no fixed duration</li> <li>• Learning over time should be given though → cf. section 6.1.5</li> </ul>	Fixed duration → cf. section 6.2.3	<ul style="list-style-type: none"> <li>• Fixed duration → The author suggests a duration of at least 8 weeks</li> <li>• Possibility for people to access material afterwards</li> </ul>
<i>Workload</i>	Professionals cannot spend 8-10 hours per week on MOOCs, and thus courses should not include too much workload → cf. section 6.1.9	3-6 hours → cf. section 6.2.3	Workload should be about 3-4 hours per week
<i>Learning Methods</i>	Short videos, documents, practical exercises, application-based learning, real world challenges, flipped classroom model → cf. section 6.1.4	Videos, exercises, quizzes, documents, flipped classroom model → cf. sections 6.2.3 and 6.2.4	Short videos, documents, practical exercises, practical quizzes, flipped classroom model
<i>Connection Tools</i>	Peer-to-peer or collaborative learning should be facilitated → cf. section 6.1.4	Official course forum → cf. section 6.2.3	Official course forum
<i>Evaluation Method</i>	Peer assessments, automatized tests, application of the knowledge should be tested (e.g. questionnaires or video assessments) → cf. section 6.1.8	Multiple choice tests → cf. section 6.2.3	Multiple choice tests, peer reviews (also enables peer-to-peer learning)
<i>Incentive</i>		Certificates → cf. section 6.2.3	Certificates and badges as the latter one is easy to provide

In a next step the selected or created MOOC needs to be promoted and implemented (phase 3 – cf. section 2.1), and then the course has to be assessed (phase 4 – cf. section 2.1). Learning analytics may help in this respect (cf. section 3.3.2).

### *Further Interesting Resource*

If learning executives want to get more information and hints in terms of corporate MOOCs, they can, for example, register for Intrepid's *MOOC on Corporate MOOCs* [<http://intrepidlearning.com/>] as it addresses the target group of learning executives and provides a lot of information as well as checklists.