



SCORE2020

Output 3 SCORE2020:
Evaluation report based
on regional events
organised by each
partner

February 2017, Maastricht



SCORE2020

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Introduction

One of the activities of the SCORE2020 project was the organisation of several multiplier- and training-events. These events were held at the end of the project linked to one or more intellectual outputs realised.

The multiplier events were specially dedicated to the dissemination of project outcomes and as such the main target group were those interested outside the SCORE2020 partnership. In total, five multiplier events and two training events were organised. Four multiplier events took place in 2016: One in Madrid, Spain (4 March), two in Dublin, Ireland (5 May & 2 November) and one in Rome, Italy (18 October). The last multiplier event took place in Maastricht, The Netherlands at 31 January – 1 February 2017.

In addition, two intensive five-day training programmes were organised. These training events were open (and for free) to all but by financial constrains mainly targeting staff and students of SCORE2020 partners. The first training event took place in Madrid, Spain on 12-16 December 2016. The training session addressed the importance of the design and development of sustainable MOOCs. The second training was organised in Ljubljana, Slovenia on 20-24 February 2017, addressing the strategies, identifying stakeholders, necessary support and resources, services, tools, business models, partnerships, design skills and quality aspects related to open and online learning, including MOOCs.

Note that the project dealt with assessing and mobilising the needs for support. As such the events functioned in two ways: On the one hand, the events functioned to disseminate the findings with regard to support needs of organisations about open education, on the other hand the events were building capacity beyond the project life-time and beyond the consortium to ensure that the support will be organised effectively and efficiently.

The training and multiplier events were promoted through different channels of partners and by social media. In total 237 people from 20 different European countries attended for these SCORE2020 events. Table 1 summarises the main indicators for all five SCORE2020 multiplier events. In table 2 the main indicators are specified for the training events in Madrid and Ljubljana.

Each event was evaluated and separate evaluation reports are available. For four of the SCORE2020 events (Rome, Maastricht, Madrid, Ljubljana) the same standardised online survey was used to evaluate the events and to ask the participants' opinion about MOOC support services and their collaboration with other organisations, concerning MOOCs. This document reviews the evaluation of these surveys altogether.

Indicator		Criteria	4 March 2016, Madrid	5 May 2016, Dublin	18 October 2016, Rome	2 November 2016, Dublin	31 Jan - 1 Feb 2017, Maastricht
E1	Total attendees	Total number of participants	10	26	12	32	74
E2	International attendees	Total number of international participants	0	2 (8%)	10 (83%)	3 (9%)	52 (70%)
E3	Local attendees	Total number of local participants	10 (100%)	24 (92%)	2 (17%)	29 (91%)	22 (30%)
E4	Attendees covered by SCORE partners	Total number of participants working for one of the partners of SCORE2020 project / E1	0	20 (77%)	6 (50%)	15 (47%)	21 (28%)
E5	Countries	Number of countries represented at event	1	3	5	3	19
E6	EU coverage	Number of EU- countries represented / number of EU-countries	100%	100%	100%	100%	79%

Table 1: Dashboard SCORE2020 multiplier events

Indicator		Criteria	12-16 December 2016, Madrid	20-24 February 2017, Ljubljana
E1	Total attendees	Total number of participants	19	64
E2	International attendees	Total number of international participants	7 (37%)	5 (8%)
E3	Local attendees	Total number of local participants	12 (63%)	59 (92%)
E4	Attendees covered by SCORE partners	Total number of participants working for one of the partners of SCORE2020 project / E1	18 (95%)	62 (97%)
E5	Countries	Number of countries represented at event	4	4
E6	EU coverage	Number of EU- countries represented / number of EU-countries	100%	100%

Table 2: Dashboard SCORE2020 training events

Methods

After the SCORE2020 events, all attendees of the events in Rome, Maastricht, Madrid and Ljubljana received an email in order to thank them for their attendance and with request to fill out a survey about the event. A printout of the four questionnaires is also available as pdf and attached to this overall evaluation report. The surveys consisted out of ten multiple choice questions and four open questions. From the 169 attendees 33% (56) anonymously completed the survey.

Results of surveys

The events

This section is concerned with the survey questions related to the participants' needs with respect to the two multiplier events in Rome and Maastricht and the two training events in Madrid and Ljubljana.

First of all, the respondents were asked what they expected to learn during the SCORE2020 events. During the multiplier events in Rome and Maastricht, participants were eager to expand their knowledge and gain state of the art information regarding MOOCs. Learning more about other educational innovations and networking opportunities were also mentioned by the attendees of the Maastricht event, someone wanted to *"get informed about latest MOOCs trends in other institutions"*. Another participant of the Rome multiplier event stated *"I know MOOCs is an important and upcoming topic and for me it was very relevant to get an update about the current developments and dissemination in European context."*

The participants of the two training events wanted to get acquainted with MOOCs and how to design and develop a successful MOOC. In addition, they wanted to exchange best practices during the five-day training sessions. Someone joined the training in Ljubljana *"to be familiarized with the existing options, information sources, platforms of e-learning, and tools for the preparation of video lectures."*

Figure 1 outlines the participants' main topics of expertise. The vast majority of the survey participants indicated to be educational experts (59%). The second and third largest groups consisted of strategic (14%) and technologic (11%) experts. The other respondents were experts in quality assurance, economy, accreditation/recognition or they specified other topics of expertise: Academic library, accessibility, research, policy and strategy.



Figure 1: What is the main topic of your expertise

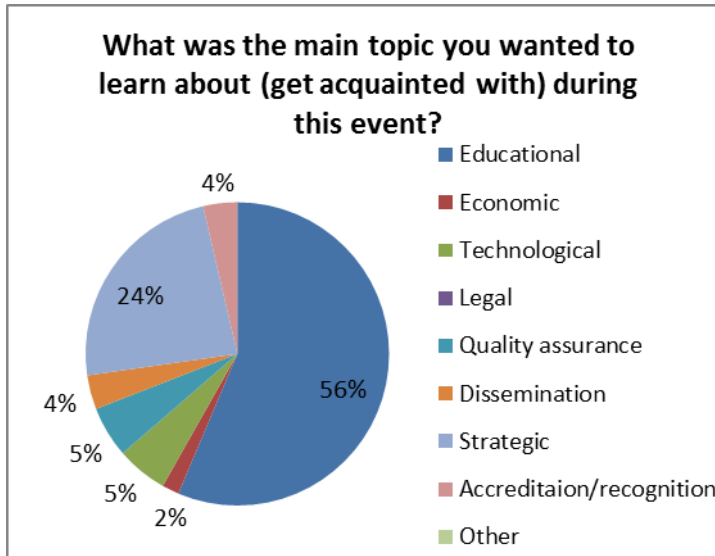


Figure 2: What was the main topic you wanted to learn about (get acquainted with) during this event?

There were seven topics (out of 9 possible answers) that the participants wanted to get acquainted with during the four SCORE2020 events (figure 2). The vast majority of the survey respondents (56%) wanted to learn more about educational aspects, whereas 24% of the participants wanted to gain knowledge on strategic aspects. Five other topics that were of interest were technology, quality assurance, dissemination, accreditation/ recognition and economy. It could be considered that there is a correlation between the participants' topics of expertise and their main interests. However, the strategic element seems relatively more important to learn about (increase 14% to 24%).

One question was asked to rate the overall event. In figure 3, the average score of all four SCORE2020 events is given. In general, the respondents were (very) satisfied with the events.

Most participants rated the events with an eight (46%). Another 32% of the survey respondents even scored the event with a nine or ten. In total, two people rated an event with a six and two with a five. Unfortunately, one person was not satisfied and rated an event with a three. The rest of the participants gave a seven. See separate elevation report of each event for more details.

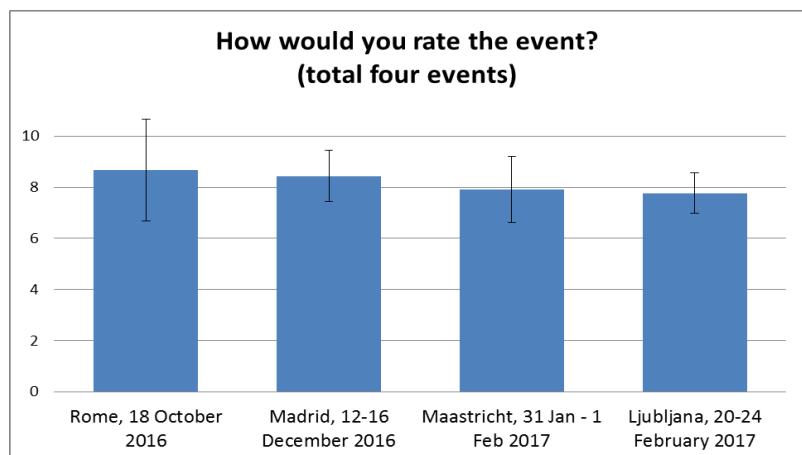


Figure 3: How would you rate the event? (total four events)

MOOC Support Services

This section includes survey results about MOOC support in the development and use/uptake of MOOCs.

The scalability of MOOCs is a challenge for many institutions. The scale problem does not only relate to the amount of participants but also possible economies of scale. Higher Education Institutions chose different strategies to approach the scalability problem. HEI's are sometimes developing MOOCs on their own platforms, but most of the time they seek collaboration at a larger scale. Possible services on which organisations could collaborate are:

1. Design and development of MOOCs (materials, scalable learning strategies, etc.)
2. Co-creating MOOCs with other organisations
3. Sharing and reusing of (elements of) MOOCs
4. Support on licensing copy right copy left
5. Quality assurance framework
6. Authentication, assessment, proctoring and certification services
7. Recognition of each other's MOOCs
8. Co-creating cross organisational programmes (e.g., micromasters, nanodegrees)
9. Learning Analytics
10. Translation services
11. Collective research, e.g., by pre/post surveys
12. Promoting MOOC offerings on a (worldwide) portal
13. Scalable communication means including attracting massive amounts of participants
14. Marketing and branding of MOOC offerings
15. Development/use of a MOOC platform
16. Additional support services for MOOC participants

Respondents were asked to state the most important support services on a personal level and for their organisations. They had to choose the level of importance of the sixteen support services listed above. Figure 4 and 5 present the survey results regarding these support services.

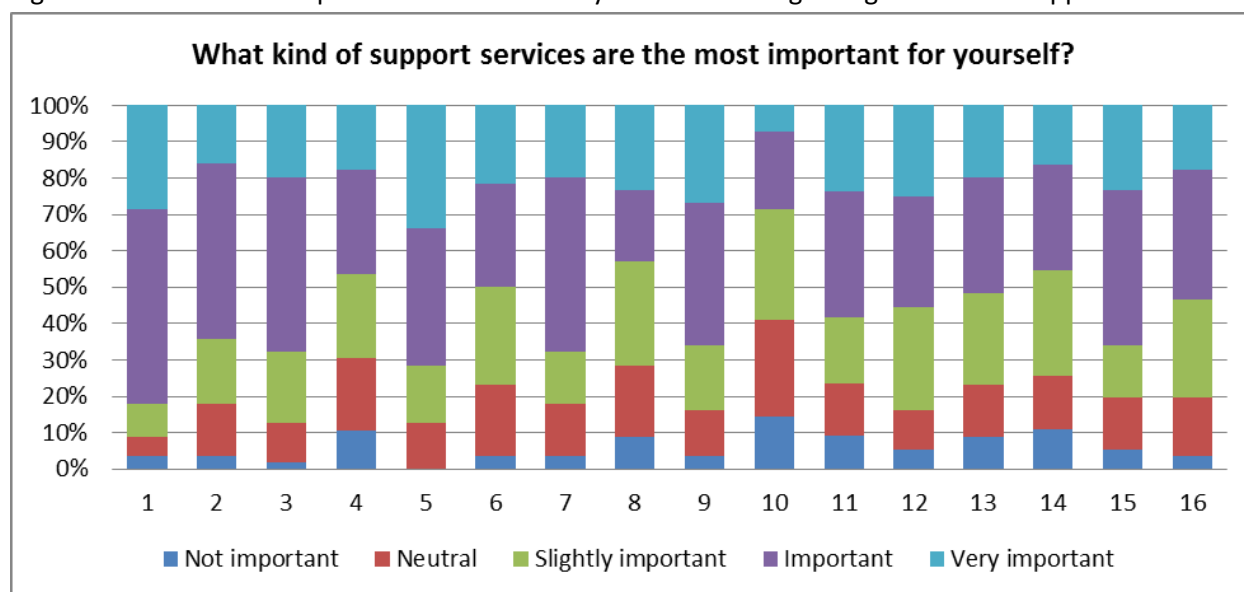


Figure 4a: What kind of support services are the most important for yourself?

When looking at the support services that were most important for the respondents in figure 4a, the survey participants believed that design and development of MOOCs (1) was the most important service for themselves (i.e. over 80% finds this support service (very) important). Other support services that were also seen as important (i.e., more than 66% of respondents stated that they were (very) important) are co-creating MOOCs with other organisations (2), sharing and reusing of (elements of) MOOCs (3), quality assurance framework (5), recognition of each other's MOOCs (7), learning analytics (9) and the development/use of a MOOC platform (15). Figure 4b presents the average score and standard deviation by attributing the values 0 to 5 to Not important to Very Important. These support the findings based on figure 4a.

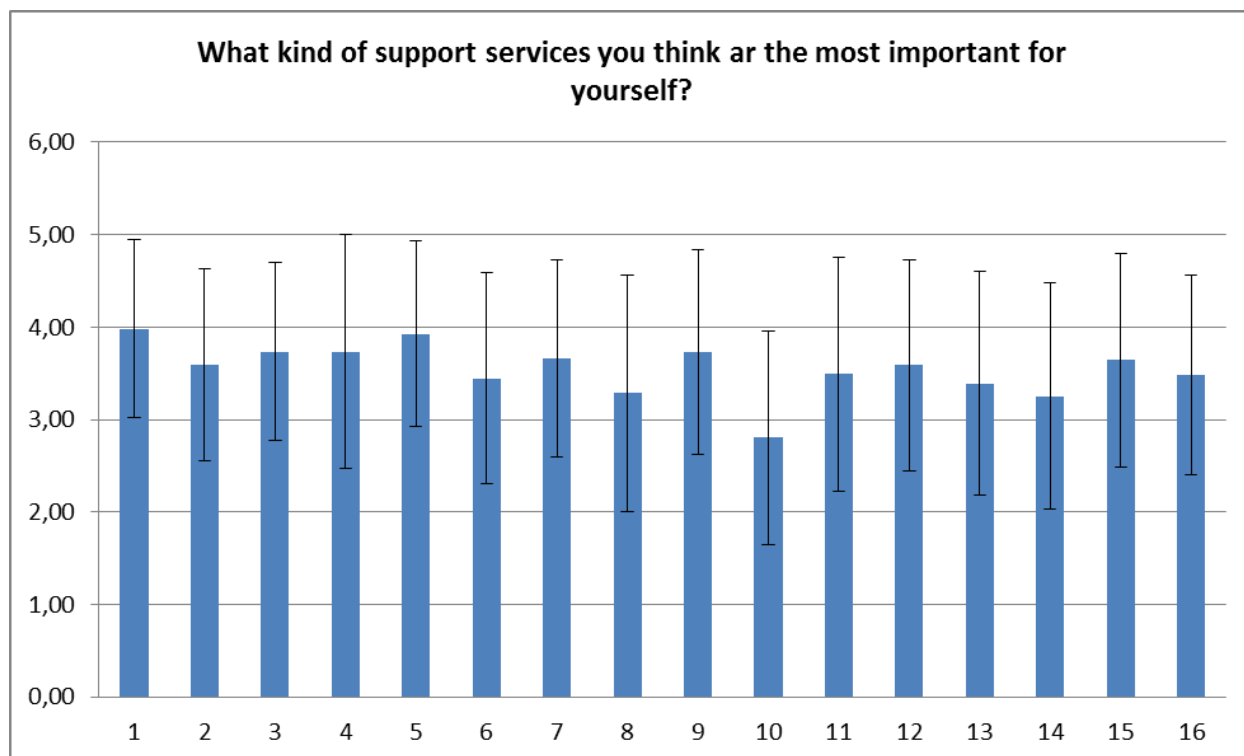


Figure 4b: Average score and standard deviation on question 'What kind of support services are the most important for yourself?' (ranging from not important (0) to very important (5))

The support service that was perceived as least important were translation services (10). In total, 71% of the respondents believed this service was either not/slightly important or they were neutral. Other services that were reviewed as not that important by the survey participants included support on co-creating cross organisational programmes (e.g., micromasters, nanodegrees) (8) and marketing and branding of MOOC offerings (14).

In addition, participants were asked to list support services that are most important for their organisation (figure 5a and 5b). According to 39% of the survey participants, a quality assurance framework (5) and authentication, assessment, proctoring and certification services (6) were perceived as very important to their institution. Other support services that were again generally recognised as (>72%) very important or important for the organisation included: design and development of MOOCs (1), co-creating MOOCs with other organisations (2) and learning analytics (9).

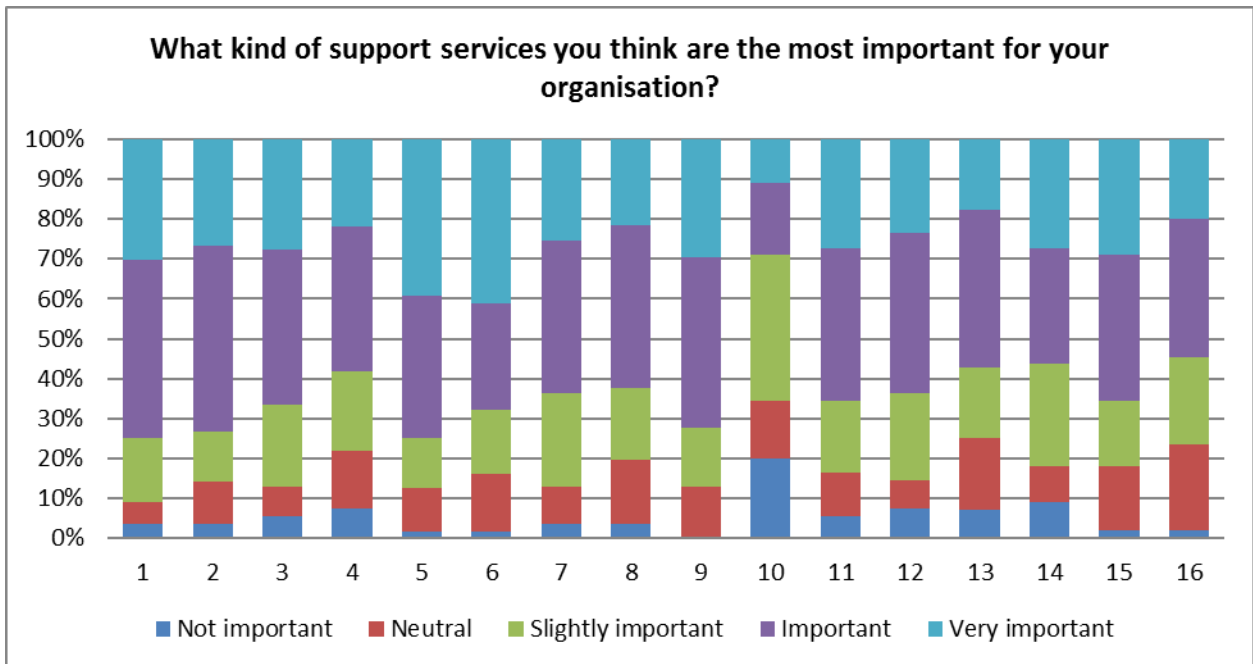


Figure 5a: What kind of support services you think are the most important for your organisation?

No large differences between the personal and organisational perspectives were observed. Only the service on authentication, assessment, proctoring and certification services (6) is seen as somewhat more important for the organisational perspective compared to personal level. Note that the same persons responded to both questions, but some of them we not in the position to state the overall institutional perspective clearly as their role in the organisation is limited to for example educational perspective.

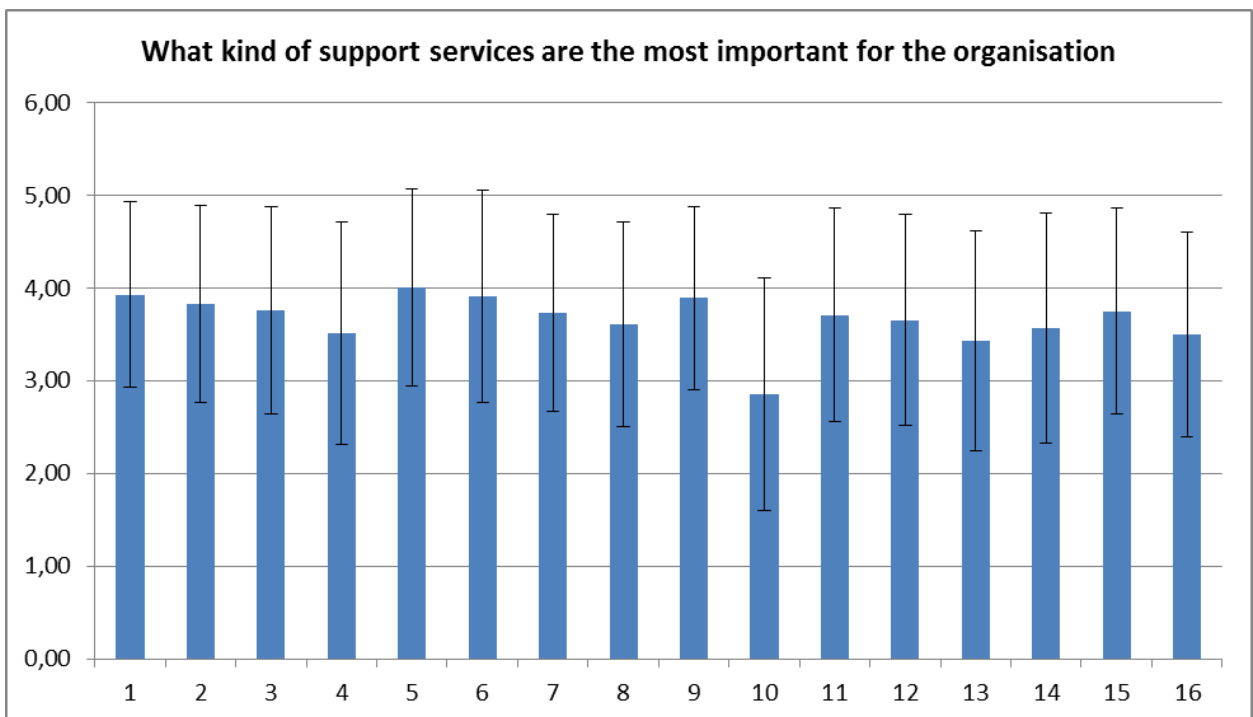


Figure 5b: What kind of support services you think are the most important for your organisation? (ranging from not important (0) to very important (5))

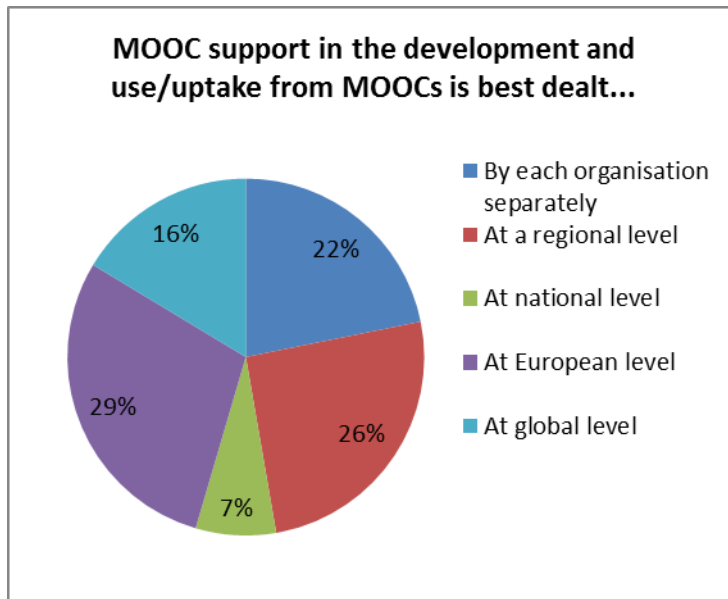


Figure 6: MOOC support in the development and use/uptake from MOOCs is best dealt...

When looking at the geographical level on which collaboration, on the scalable services mentioned above, could best be organised, the opinions differed greatly (see figure 6). Nonetheless, only 7% of the survey participants agreed that MOOC support is best dealt with on a national level. In total, 22% of the participants believed that MOOC support should be dealt with by each organisation separately. 26% of the respondents thought it was best to collaborate on a regional level. According to 29% of the survey participants, collaboration should take place on a European level, whereas the rest (16%) would like to deal with MOOC support at a global level.

MOOCs in general, are for free for every person enrolled. This raises the question who is paying for all the efforts in the development and operation of MOOCs. Increasingly, the big MOOC platform providers are offering additional to be paid for services to the participants, e.g. payment for a recognised credit. Some other providers advocate that the full course, including credit should be for free and as such must be financed by public means or private parties. The vast majority of the survey participants believed that MOOC support should mainly be financed by public means (figure 7), whereas 27% thought it should be financed by paid for services of the MOOC participants. In total, 11% of the survey respondents believed that MOOC support in the development and use/uptake from MOOCs should mainly be financed by private parties.

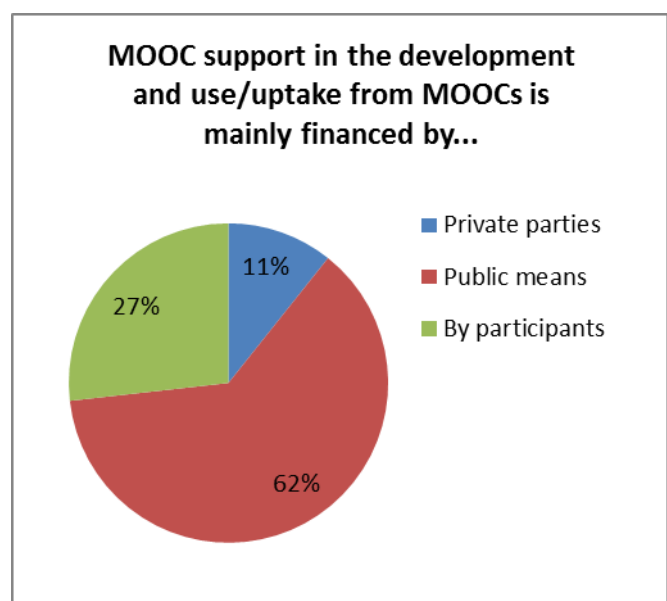


Figure 7: MOOC support in the development and use/uptake from MOOCs is mainly financed by...

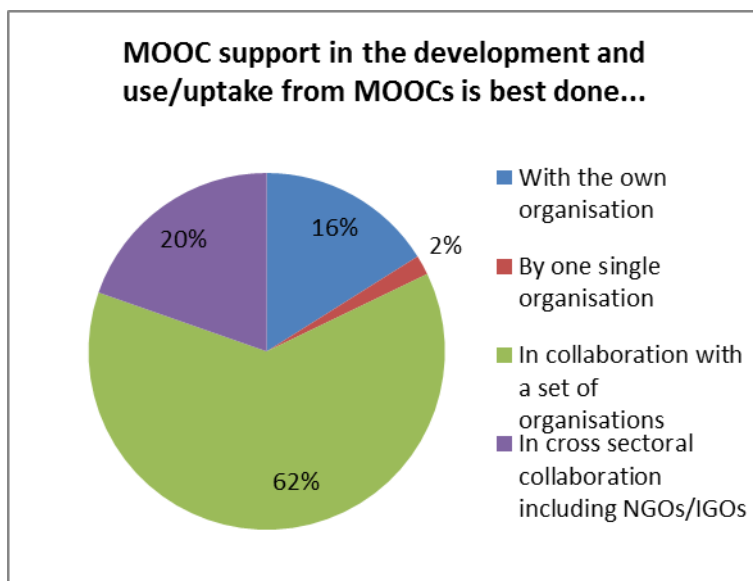


Figure 8 illustrates the collaboration level. In total, 62% of the respondents were of the opinion that MOOC support is best done in collaboration with a set of organisations. According to 20% of the respondents MOOC-support should be a cross sectoral collaboration, including NGOs/IGOs. Another 16% of the survey respondents believed MOOC support should be kept within the own organisation. Only one person was of the opinion that MOOC support should not be done by one single organisation.

Figure 8: MOOC support in the development and use/uptake from MOOCs is best done...

Collaboration with other organisations

The survey respondents were asked what the primary reasons would be for their organisation to collaborate or why not to collaborate with others on MOOCs. Below the main responses are clustered. The financial reasons as well as some competition reasons are seen both in favour or against collaboration on MOOCs. Most reasons in favour for cross-institutional collaboration are related to beneficiaries of sharing, the scalability needed and a joint quality assurance. Some comments are related to not knowing the (dis)advantage of MOOCs both strategically and on teaching itself.

FINANCIAL:

- Funding and support / Technical and financial support
- Lack of experienced personnel and funding.
- Lack of finance, insufficient support of institutional leadership
- Funding constraints
- Financial models
- Cost / High transaction costs
- Filling educational and technological knowledge gaps, cost reduction
- For the bet of a new educational project, in which it does not have much recognition of prestige and mainly economic causes.

COMPETITION vs COLLABORATION

- PROS: collaborating with other universities offering modules on topics my university is not teaching, making joint efforts for improving the technical support, learning analytics and accessibility standards.
- CONS: I am not much into the business of MOOCs... competition?
- Competition on educational market / Direct competition of courses / Competition
- Conflicting missions
- Different ways of understanding education
- To find synergy / Too much individual work
- Competition for students
- As part of a wider strategic initiative which incorporates how we can collaborate around other

dimensions of open and online learning.

- Willing to collaborate / We love to collaborate, but coordinating such things with ever heavier restrictions on education time is hard. It is great if you can take into account each other's strengths, but often then it does not turn out the best solution for both parties. Often easier to work within own organisation.
- Reasons to collaborate: 1) to find partners you can trust 2) to arrange recognition of MOOCs 3) to exchange experiences, knowledge etc.
- I think it's important to collaborate and share knowledge and experience with others.

SHARE

- Share experience, pool resources, co-create courses
- It would be good receive feedback from others
- Access, sharing of material and practice, positioning of Slovenia..
- Free knowledge. That all people have access to knowledge.
- Sharing expertise; working together on innovation
- Sharing knowledge / sharing expertise / Shared knowledge, expenses, and support.

CREATE SCALE

- The opportunity to expand to the European context
- Economies of scale, sharing expertise
- To collaborate would be combined knowledge and cross learning from other institutions, to support strategic partnerships and to target specific global, regional or national issues in a holistic and progressive way i.e. devise a MOOC targeting water issues for an African audience in collaboration with African HEIs NGOs and governments
- Scalability, networking, cross networking, knowledge and resources, together one are stronger, policy impact
- To become more known, for greater publicity, and mainly for further development of the MOOCs
- Reach to wide range of public
- To innovate higher education

QUALITY ENHANCEMENT

- To create better quality MOOCs
- Quality assurance
- The primary reasons would be to develop quality assurance framework for MOOCs, also we would like to test the learning analytics and promote MOOC offerings on a common portal.

LACK OF KNOWLEDGE ABOUT POSSIBILITIES/ADVANTAGES

- Perhaps not knowing the possibilities of MOOCs.
- The unknowledge of their professionals in this ambit, The concern about The amount of time this is going to take and also The idea of which organisation Is going to "take The credits"
- Not (yet) informed enough about its advantages, teachers not motivated to invest time and effort in improving teaching, seeing research as the most important mission
- Still get more education about it / Our university is just a beginner in the MOOCs. All our efforts are needed to the work inside own university.

OTHER

- Give a point of view of a particular topic or region / Subject areas and organisational
- The peculiarity of its own aims and objectives, centered on the educational and research field
- Economical, effectiveness, and plurality
- All instruments that support internationalisation of education and mobility

- Primary reason to collaborate with others on MOOCs is necessity of higher education and prof development for person's self-realization as well as active change making in life of his/her community in digital age

Summary and discussion

The SCORE2020 project organised five multiplier events and two training events. These events were held at the end of the project period, linked to one or more intellectual outputs realised. In total 237 people from 20 different European countries attended for these SCORE2020 events. Evaluation reports of each event are separately available. The last four events were evaluated with a standardised online survey not only asking about the event itself, but also about the need for different support services, the way these should be provided, the organisational level for collaboration and the main reasons (not) to collaborate. From the 169 attendees of these four events, 33% (56) anonymously completed the survey.

The events organised clearly demonstrate the need for cross-institutional collaboration on MOOCs and other forms of online and open education. Both multiplier events and training sessions also functioned as capacity building sessions for cross-institutional collaboration of various support services beyond the project life-time and beyond the consortium. In this context it should be noted that most European universities are not accepted by the big MOOC platforms in the US by lacking the reputation (in ranking) and finances to become a partner. Consequently, many HEIs in Central and Eastern Europe that want to be involved in MOOCs cannot connect to big MOOC players and are potentially left behind or need to invest in platform, tools and services themselves. HEIs are therefore looking for alternatives by for example developing their own MOOC platform mainly based on OpenedX and Moodle (e.g., UNED, OUNL, Fachhochschule Lübeck), using a cloud solution like Canvas (e.g., University of Derby), starting a regional collaboration (EduOpen in Italy, CADUV in Czech Republic), etc.

Moreover, many European HEIs that want to develop MOOCs report that (regional) support structures are missing and/or existing structures are unknown to them (see also Output 1 of SCORE2020). The regional differences in languages, cultures and pedagogical approaches hinder the development and uptake of MOOCs in large parts of Europe. To secure a sustainable, efficient and coherent approach many stakeholders connected to SCORE2020 and most participants in SCORE2020 events felt the need for an joint strategic partnership. Moreover, it is seen as essential to start with such cross-institutional collaboration as most MOOC initiates, especially in central and eastern Europe, are still in a vulnerable starting phase. As MOOCs are for massive audiences and relate to scalability – joint strategic partnerships are essential.

The surveys conducted after SCORE2020 events gives some details about who is interested in those partnership, the services most likely to collaborate on and how such collaboration should be organised and funded. The main interest in these events came from educationalists next to people involved in strategic use of open education and MOOCs. In general, the following support services (out of 16 possible listed) are seen as very important for both the participants themselves as well as for the organisation they are working for:

- design and development of MOOCs
- co-creating MOOCs with other organisations
- a quality assurance framework
- learning analytics

Sharing and reusing of (elements of) MOOCs, recognition of each other's MOOCs and the development/use of a MOOC platform are seen as important for the personal level as well. While support on authentication, assessment, proctoring and certification services in addition is seen as important for mainly the organisation level.

The majority of the respondents (62%) felt that the MOOC support in the development and use/uptake from MOOCs should be mainly financed by public means. This confirms other studies that the social dimension of MOOCs is seen as an important feature in Europe (Jansen & Goes, 2016¹) and that this requires that MOOC investments, including the support structure, should be financed by public means. This is in contrast on how the big MOOC platform providers are now shifting towards financial models where less services are still offered for free and more-and-more (additional) services need to be paid for by MOOC participants. This observation requires a more fundamental discussion between European stakeholders on how they should use and finance MOOCs.

Again, the majority of the respondents (62%) had the opinion that MOOC-support is best done in collaboration with a set of organisations, although their preferences on the geographical level were not clear other than that it should not be organised on a national level. Most reasons in favour for cross-institutional collaboration are related to beneficiaries of sharing, the scalability needed and a joint quality assurance. It should also be concluded that the (dis)advantage of using MOOCs, both strategically and for teaching itself are not well-known and need more visibility (and research).

¹ Jansen, D., Goes-Daniels, M. (2016) Comparing Institutional MOOC strategies. Status report based on a mapping survey conducted in October - December 2015. EADTU – HOME project. Retrieved from http://eadtu.eu/images/publicaties/Comparing_Institutional_MOOC_strategies.pdf



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Evaluation of expertise and needs of participants - Madrid, 12-16 December 2016

Thank you for participating in the event/training on Designing sustainable MOOCs in Europe organised by UNED on behalf of the SCORE2020 project in Madrid, 12-16 December 2016. We very much value your views and opinions about this training and subsequent actions.



Introduction

Recently you participated in a training organised by SCORE2020 (<http://score2020.eadtu.eu/>). This training entitled 'Designing sustainable MOOCs in Europe' was organised in Madrid from 12 till 16 December 2016.

The present questionnaire asks you to reflect on this training and state your opinion on what kind of support is most essential for you and/or your organisation.

The form consist of 14 questions and will take about 10 minutes to complete.

Profile information

1. Full name of organisation

2. Country of organisation*Mark only one oval.*

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- Brunei Darussalam
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands

- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Congo, The Democratic Republic of The
- Cook Islands
- Costa Rica
- Cote D'ivoire
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Falkland Islands (Malvinas)
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern Territories
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Gibraltar

- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-bissau
- Guyana
- Haiti
- Heard Island and Mcdonald Islands
- Holy See (Vatican City State)
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran, Islamic Republic of
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea, Democratic People's Republic of
- Korea, Republic of
- Kuwait
- Kyrgyzstan
- Lao People's Democratic Republic
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libyan Arab Jamahiriya

- Liechtenstein
- Lithuania
- Luxembourg
- Macao
- Macedonia, The Former Yugoslav Republic of
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia, Federated States of
- Moldova, Republic of
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nauru
- Nepal
- Netherlands
- Netherlands Antilles
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Norway
- Oman
- Pakistan

- Palau
- Palestinian Territory, Occupied
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn
- Poland
- Portugal
- Puerto Rico
- Qatar
- Reunion
- Romania
- Russian Federation
- Rwanda
- Saint Helena
- Saint Kitts and Nevis
- Saint Lucia
- Saint Pierre and Miquelon
- Saint Vincent and The Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and The South Sandwich Islands
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Swaziland

- Sweden
- Switzerland
- Syrian Arab Republic
- Taiwan, Province of China
- Tajikistan
- Tanzania, United Republic of
- Thailand
- Timor-leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Viet Nam
- Virgin Islands, British
- Virgin Islands, U.S.
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

3. Your position at the organisation

4. Level of your expertise

Mark only one oval.

- European
- Governmental & (sub)national
- Regional and local
- Organisational
- Teachers/educational developers
- Learners, participants and citizens
- Other: _____

5. Main topic of your expertise

Mark only one oval.

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

Needs

6. What was the main topic you wanted to learn about (get acquainted with) during this event?

Mark only one oval.

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

7. What were your expectations of this event?

8. How would you rate the event?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional

Services

9. What kind of support services are the most important for yourself?

Mark only one oval per row.

	Not important	Neutral	Slightly important	Important	Very important
Design and development of MOOC (materials, scalable learning strategies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing and re-using of (elements of) MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on licensing-copyright-copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication, assessment, proctoring and certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of each other's MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross organisational programmes (e.g., micromasters, nanodegrees)	<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"/>
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective research, e.g., by pre-/post surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting MOOC offerings on a (worldwide) portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scalable communication means including attracting massive amounts of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and branding of MOOC offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development/use of a MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What kind of support services you think are the most important for your organisation?*Mark only one oval per row.*

	Not important	Neutral	Slightly important	Important	Very important
Design and development of MOOC (materials, scalable learning strategies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing and re-using of (elements of) MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on licensing-copyright-copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication, assessment, proctoring and certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of each other's MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross organisational programmes (e.g., micromasters, nanodegrees)	<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"/>
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective research, e.g., by pre-/post surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting MOOC offerings on a (worldwide) portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scalable communication means including attracting massive amounts of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and branding of MOOC offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development/use of a MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MOOC support

Please give your opinion on the following statements .

11. MOOC support in the development and use/uptake from MOOCs is best dealt

Geographical

Mark only one oval.

- by each organisation seperately
- at a regional level
- at national level
- at European level
- at global level

12. MOOC support in the development and use/uptake from MOOCs is mainly financed by...*Mark only one oval.*

- private parties
- public means
- by participants

13. MOOC support in the development and use/uptake from MOOCs is best done ..

Grouping

Mark only one oval.

- within the own organisation
- by one single organisation
- in collaboration with a set of organisations
- in cross sectoral collaboration including NGOs/IGOs

Collaboration with other organisations**14. What would be the primary reason(s) for your organisation (not) to collaborate with others on MOOCs?**

Powered by



Evaluation of expertise and needs of participants - Rome 18 October 2016

Thank you for participating in the event 'Increasing the uptake of MOOCs by regional support centres' organised by UNINETTUNO on behalf of the SCORE2020 project in Rome, 18 October 2016.

We very much value your views and opinions about this event and subsequent actions.

* Required



Introduction

With the hype around Massive Open Online Courses (MOOCs) many (higher education) organisations have started to develop online and open education activities. A MOOC differs from a "regular" online course in at least four aspects.

- It is designed for, in theory, an unlimited number of participants
- It is accessible at no charge.
- It requires no entry qualifications.
- All elements of the course provision are provided fully online

The uniqueness of a MOOC is related to its incorporation of both the open and the online components of education next to its massive dimension.

Design and development issues are important to demonstrate the real added value of MOOCs. Bringing social approaches and thinking to these design processes is essential to realise the full potential benefits of open and online education. In addition, the development and uptake of MOOCs essentially needs contributions from many stakeholders, government as well as civil society organisations. Different collaboration schemes should be applied to maximise the uptake of MOOCs and to achieve efficiency in their design and development. Nonetheless, it is currently unclear which kind of support is needed when these organisations start to develop these activities. Moreover, some support services are best dealt with at a local level, others at a national level and some even at a global level by the big MOOC providers.

Recently you participated in an event organised by SCORE2020 (<http://score2020.eadtu.eu/>). This event entitled 'Increasing the uptake of MOOCs by regional support centres' was organised in Rome on 18 October 2016. During that event you were introduced on some elements of open education, online courses and MOOCs. This questionnaire asks you to reflect on this event and state your opinion on what kind of support is most essential for you and/or your organisation.

The form consist of 14 questions and will take about 10 minutes to complete.

Profile information

1. Full name of organisation *

2. Country of organisation *

Mark only one oval.

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- Brunei Darussalam
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands

- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Congo, The Democratic Republic of The
- Cook Islands
- Costa Rica
- Cote D'ivoire
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Falkland Islands (Malvinas)
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern Territories
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Gibraltar

- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-bissau
- Guyana
- Haiti
- Heard Island and Mcdonald Islands
- Holy See (Vatican City State)
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran, Islamic Republic of
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea, Democratic People's Republic of
- Korea, Republic of
- Kuwait
- Kyrgyzstan
- Lao People's Democratic Republic
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libyan Arab Jamahiriya

- Liechtenstein
- Lithuania
- Luxembourg
- Macao
- Macedonia, The Former Yugoslav Republic of
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia, Federated States of
- Moldova, Republic of
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nauru
- Nepal
- Netherlands
- Netherlands Antilles
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Norway
- Oman
- Pakistan

- Palau
- Palestinian Territory, Occupied
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn
- Poland
- Portugal
- Puerto Rico
- Qatar
- Reunion
- Romania
- Russian Federation
- Rwanda
- Saint Helena
- Saint Kitts and Nevis
- Saint Lucia
- Saint Pierre and Miquelon
- Saint Vincent and The Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and The South Sandwich Islands
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Swaziland

- Sweden
- Switzerland
- Syrian Arab Republic
- Taiwan, Province of China
- Tajikistan
- Tanzania, United Republic of
- Thailand
- Timor-leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Viet Nam
- Virgin Islands, British
- Virgin Islands, U.S.
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

3. Your position at the organisation *

4. Level of your expertise **Mark only one oval.*

- European
- Governmental, (sub)national
- Regional, local
- Organisational
- Teachers/educational developers
- Learners, participants and citizens
- Other: _____

5. Main topic of your expertise **Mark only one oval.*

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

Needs**6. What was the main topic you wanted to learn about (get acquainted with) during this event? ****Mark only one oval.*

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

7. What were your expectations of this event? *

8. How would you rate the event? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional

Services

9. What kind of support services are the most important for yourself? *

Mark only one oval per row.

	Not important	Neutral	Slightly important	Important	Very important
Design and development of MOOC (materials, scalable learning strategies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing and re-using of (elements of) MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on licensing-copyright-copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication, assessment, proctoring and certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of each other's MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross organisational programmes (e.g., micromasters, nanodegrees)	<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"/>
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective research, e.g., by pre-/post surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting MOOC offerings on a (worldwide) portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scalable communication means including attracting massive amounts of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and branding of MOOC offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development/use of a MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What kind of support services you think are the most important for your organisation? **Mark only one oval per row.*

	Not important	Neutral	Slightly important	Important	Very important
Design and development of MOOC (materials, scalable learning strategies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing and re-using of (elements of) MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on licensing-copyright-copyleft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentication, assessment, proctoring and certification services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of each other's MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating cross organisational programmes (e.g., micromasters, nanodegrees)	<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"/>
Translation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective research, e.g., by pre-/post surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting MOOC offerings on a (worldwide) portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scalable communication means including attracting massive amounts of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and branding of MOOC offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development/use of a MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MOOC support

Please give your opinion on the following statements .

11. MOOC support in the development and use/uptake from MOOCs is best dealt *

Geographical

Mark only one oval.

- by each organisation seperately
- at a regional level
- at national level
- at European level
- at global level

12. MOOC support in the development and use/uptake from MOOCs is mainly financed by... **Mark only one oval.*

- private parties
- public means
- by participants

13. MOOC support in the development and use/uptake from MOOCs is best done .. *

Grouping

Mark only one oval.

- within the own organisation
- by one single organisation
- in collaboration with a set of organisations
- in cross sectoral collaboration including NGOs/IGOs

Collaboration with other organisations**14. What would be the primary reason(s) for your organisation (not) to collaborate with others on MOOCs? ***

Powered by



Evaluation event Maastricht 31 January & 1 February 2017

Thank you for participating in the Maastricht Innovation in Higher Education Days (MID2017) 31 January & 1 February 2017.

We very much value your views and opinions about this event and subsequent actions by completing this survey.

* Required



Introduction

Recently you participated in an event Maastricht Innovation in Higher Education Days (MID2017). The sessions on Tuesday morning ("Strategic use of MOOCs in internationalisation") and on Wednesday afternoon ("Internationalisation of Higher Education: impact of online, open education and MOOCs") were organised by the SCORE2020 project.

As such this questionnaire asks you to reflect on this event and state your opinion on what kind of support is most essential for you and/or your organisation.

The form consist of 14 questions and will take about 10 minutes to complete.

Profile information

1. Full name of organisation *

2. Country of organisation **Mark only one oval.*

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- Brunei Darussalam
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands

- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Congo, The Democratic Republic of The
- Cook Islands
- Costa Rica
- Cote D'ivoire
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Falkland Islands (Malvinas)
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern Territories
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Gibraltar

- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-bissau
- Guyana
- Haiti
- Heard Island and Mcdonald Islands
- Holy See (Vatican City State)
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran, Islamic Republic of
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea, Democratic People's Republic of
- Korea, Republic of
- Kuwait
- Kyrgyzstan
- Lao People's Democratic Republic
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libyan Arab Jamahiriya

- Liechtenstein
- Lithuania
- Luxembourg
- Macao
- Macedonia, The Former Yugoslav Republic of
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia, Federated States of
- Moldova, Republic of
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nauru
- Nepal
- Netherlands
- Netherlands Antilles
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Norway
- Oman
- Pakistan

- Palau
- Palestinian Territory, Occupied
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn
- Poland
- Portugal
- Puerto Rico
- Qatar
- Reunion
- Romania
- Russian Federation
- Rwanda
- Saint Helena
- Saint Kitts and Nevis
- Saint Lucia
- Saint Pierre and Miquelon
- Saint Vincent and The Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and The South Sandwich Islands
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Swaziland

- Sweden
- Switzerland
- Syrian Arab Republic
- Taiwan, Province of China
- Tajikistan
- Tanzania, United Republic of
- Thailand
- Timor-leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Viet Nam
- Virgin Islands, British
- Virgin Islands, U.S.
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

3. Your position at the organisation *

4. Level of your expertise *

Mark only one oval.

- European
- Governmental, (sub)national
- Regional, local
- Organisational
- Teachers/educational developers
- Learners, participants and citizens
- Other: _____

5. Main topic of your expertise *

Mark only one oval.

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

Needs

6. What was the main topic you wanted to learn about (get acquainted with) during this event? *

Mark only one oval.

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

7. What were your expectations of this event? *

8. How would you rate the event? **Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional

Services**9. What kind of support services are the most important for yourself? ****Mark only one oval per row.*

	Not important	Neutral	Slightly important	Important	Very important
Design and development of MOOC (materials, scalable learning strategies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creating MOOCs with other organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Development/use of a MOOC platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Not important	Neutral	Slightly important	Important	Very important
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Additional support services for MOOC participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MOOC support

Please give your opinion on the following statements .

11. MOOC support in the development and use/uptake from MOOCs is best dealt *

Geographical

Mark only one oval.

- by each organisation seperately
- at a regional level
- at national level
- at European level
- at global level

12. MOOC support in the development and use/uptake from MOOCs is mainly financed by... **Mark only one oval.*

- private parties
- public means
- by participants

13. MOOC support in the development and use/uptake from MOOCs is best done ... *

Grouping

Mark only one oval.

- within the own organisation
- by one single organisation
- in collaboration with a set of organisations
- in cross sectoral collaboration including NGOs/IGOs

Collaboration with other organisations**14. What would be the primary reason(s) for your organisation (not) to collaborate with others on MOOCs? ***

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Evaluation 'Digital Universities Training' in Ljubljana.

Thank you for participating in 'Digital Universities Training' in Ljubljana 20 to 24 February 2017

We very much value your views and opinions about this event and subsequent actions by completing this survey.

* Required



Introduction

Recently you participated in 'Digital Universities Training' in Ljubljana. This training was organised by the SCORE2020 project.

With this questionnaire we ask you to reflect on this event and state your opinion on what kind of support is most essential for you and/or your organisation.

The form consist of 14 questions and will take about 10 minutes to complete.

Start this form over.

Profile information

1. Educational Media Production Training *

2. United Kingdom*Mark only one oval.*

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- Brunei Darussalam
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands

- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Congo, The Democratic Republic of The
- Cook Islands
- Costa Rica
- Cote D'ivoire
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Falkland Islands (Malvinas)
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern Territories
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Gibraltar

- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-bissau
- Guyana
- Haiti
- Heard Island and Mcdonald Islands
- Holy See (Vatican City State)
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran, Islamic Republic of
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea, Democratic People's Republic of
- Korea, Republic of
- Kuwait
- Kyrgyzstan
- Lao People's Democratic Republic
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libyan Arab Jamahiriya

- Liechtenstein
- Lithuania
- Luxembourg
- Macao
- Macedonia, The Former Yugoslav Republic of
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia, Federated States of
- Moldova, Republic of
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nauru
- Nepal
- Netherlands
- Netherlands Antilles
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Norway
- Oman
- Pakistan

- Palau
- Palestinian Territory, Occupied
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn
- Poland
- Portugal
- Puerto Rico
- Qatar
- Reunion
- Romania
- Russian Federation
- Rwanda
- Saint Helena
- Saint Kitts and Nevis
- Saint Lucia
- Saint Pierre and Miquelon
- Saint Vincent and The Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and The South Sandwich Islands
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Swaziland

- Sweden
- Switzerland
- Syrian Arab Republic
- Taiwan, Province of China
- Tajikistan
- Tanzania, United Republic of
- Thailand
- Timor-leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United States
- United States Minor Outlying Islands
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Viet Nam
- Virgin Islands, British
- Virgin Islands, U.S.
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

3. Consultant *

4. Level of your expertise *

Mark only one oval.

- European
- Governmental, (sub)national
- Regional, local
- Organisational
- Learners, participants and citizens
- Other: _____

5. Main topic of your expertise *

Mark only one oval.

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

Skip to question 6.

Needs

6. What was the main topic you wanted to learn about (get acquainted with) during this event? *

Mark only one oval.

- Educational
- Economic
- Technological
- Legal
- Quality assurance
- Dissemination
- Strategic
- Accreditation/recognition
- Other: _____

7. What were your expectations of this event? *

8. How would you rate the event? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional

Services

9. What kind of support services are the most important for yourself? *

Mark only one oval per row.

	Not important	Neutral	Slightly important	Important	Very important
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