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DOBA Business School

OER Congress, Ljubljana 18-20 September 2017

**Satellite Event: KEN Workshop on the Role of OER in university didactics**

Dom Ivana Cankarja, Room A-3, Wednesday 20 Sept. from 9.30 to 11.00

**Using MOOCs for development of transversal skills**

**1. MOOCs and “formal” online learning courses at DOBA Business School**

DOBA Business School has 15 years of experience with fully online learning courses to obtain higher education degree. DOBA’s model of online learning is based on the principles of social constructivism, collaborative and problem-oriented learning and interactivity.

Massive online open courses (MOOCs) are substantially different from online learning courses (self-paced, less interactive, encourage student-to-student feedback over teacher-to-student feedback, less stringent with evaluating learning outcomes and competences) and better fit in the context of lifelong learning than in the context of formal higher education.

In addition to online learning courses, which remain the core business, DOBA Business School aims to strengthen its position in the segment of lifelong learning with implementation of MOOCs on various topics, primarily on development of transversal skills.

**2. Objectives of the presentation**

The objective of this presentation is:

* to share the experience of DOBA Business School with development and implementation of its first MOOC on teamwork and development of teamwork skills;
* to discuss the usability of a revised model of the MOOC for development of transversal skills.

**3. Background and key research questions**

Development, implementation and evaluation of the MOOC on teamwork is part of the Erasmus+ project DESTINY (Developing Employability Skills Through Innovative education using MOOCs for Youth).

The rationale of the project is to develop, implement, test and refine a method for higher education institutions to promote and support the use of MOOCs as a tool to address the shortage of transversal skills in local labour markets, thereby improving employability of youth and adult learners.

We have tested whether inclusion of additional interactive elements that have proven to be beneficial in online learning (in the form of interactive virtual sessions – MOOC Study Clubs), would:

* contribute to development of teamwork skills that would otherwise, following the predominantly passive learning approach in MOOCs, hardly develop;
* contribute to higher completion rate of the MOOC (considering relatively low average completion rates in MOOCs).

**4. Approach**

Case study approach was adopted and it consisted of the pilot and the follow-up implementation of the MOOC on teamwork. A few recommendations and adjustments have been identified and implemented in the follow-up implementation, in order to make the MOOC more suitable for mass attendance and to stimulate higher completion rate:

* implementation in native language,
* adaptation of tasks and assignments in terms of number and complexity,
* modification of MOOC Study Clubs (MSCs) to make them more experiential and tied up to particular content-specific units.

**5. Results and discussion**

The author will discuss the implications of evaluation results and recommendations for future development and implementation of MOOCs, particularly with a reference to higher education institutions and to language-specific markets, such as Slovenia.