



dRural

From MOOC to the dRural Academy

D 8:2 dRural Academy / Report
WP 8, T 8.1

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Executive summary

This document describes the work with WP 8, Task 8.1 also referred to as the dRural MOOC or the dRural Academy.

The deliverable, 8.2 was originally set to be M18, but as the project developed adjusted to align with the actual release of the dRural Marketplace, finally scheduled to February 1st, 2023 (M26). In this document we describe the process that led us to these adjustments, and what steps were taken on the way.

In this report we present the entire development and design process, from elaborating on the idea of a dRural MOOC, to the result, a dRural Academy including a unique “Get onboard course” designed and customized for Service providers and small business owners in rural areas. The course emphasizes the benefits with going digital on a digital Marketplace such as dRural, helping the service providers and business owners to define what actions need to be taken to enhance their business using a digital Marketplace.

The Academy and the specially designed Course and its’ features are described together with some of the considerations regarding design that were taken in account due to the needs of the target group. The report also present what technical platforms and tools are used and why, ending with some reflections on the next phase.

In the report we specifically highlight the use of an AI-supported video production tool and how it can be beneficial and effective for qualitative content video production when the budget is limited. We also address the idea of Micro learning and present why the unique “The Digital Marketplace Canvas” was developed.

The dRural Academy was finally released and available for everyone in the dRural project on February 17th, 2023 and a Survey for evaluation, feedback and reflections are open to everyone in the project.

To get the full picture of the dRural Academy and the Get onboard Course, please go to learning.drural.eu and enroll.



1. Capacity building - MOOC and training

1.1 Initial conditions

WP 8 overall is focused on supporting business development. Task 8.1 Capacity building through training, is one part of this. This means in short to create good conditions for learning, supporting both potential users of the dRural Marketplace and the regional demonstrators to create good impact.

Existing options for training were first to be investigated, and depending on the result, further actions were to be taken to create a as relevant as possible training support and pack it in a relevant platform for a MOOC.

1.1.1 The idea of providing training.

From the very beginning of the project, enhanced knowledge and training has been considered an important factor for creating impact. For the project, as well as for the regional stakeholders, Service providers and Businesses making use of the dRural Marketplace. Overall, training is a good way to enhance knowledge and understanding for the business-related benefits with a digital Market Place in specific, but also for business in general. Both in an analogue and digital context. It will create more value for the Service providers and business owners and at the same time increase the impact and sustainability of the Marketplace for the Regional Promoters.

1.1.2 The idea of providing a MOOC.

Part of the initial idea was to search for and use free, open courses and training material already available on existing MOOCs. It was expected that other projects, as well as other national or regional initiatives, have produced relevant training material targeting rural entrepreneurs. If needed, more content should be created.

MOOCs normally consists of an assembly of online courses created and provided by universities or other educational institutions. Some courses are open and available asynchronously, “any time anywhere”, but many are only organized synchronously within specific timeframes.

MOOCs, ie. the courses, are presented and made available via some kind of Learning Management System (LMS). An LMS is normally provided and hosted by a company or educational institution. This was also something to take in consideration when developing training support.

1.1.3 To clarify the idea.

What we imagine would be beneficial in the beginning of a project is not necessarily what we need and find useful when we dive into and investigate the actual situation. In this case there were several uncertainties. First, we needed a better understanding of the target group. Questions that arose was:

- Who are our students? Who should we focus on to create impact?



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- What are their actual needs in this context?
- What are the conditions and possibilities for studies and training?

We also needed to gain a better understanding of the context, as well as of what services the dRural platform, i.e., Marketplace, would provide when it was developed. This meant that we had to take in account and adjust our workflow and timeline to match the ongoing development of the dRural platform itself. Otherwise, we were not able to find answers to questions like:

- What features, functionalities, benefits, and values would the dRural Platform provide?
- What conditions for the platform did we need to consider and adapt to, regarding the needs and conditions in our target group (Service providers and Business owners)?
- What knowledge and skills would our target group benefit from in relation to all above?

1.2 Options, possibilities and hinders.

Finding out our current state in terms of possibilities and hinders became our first focus. In parallel with this we also started to elaborate on different ways to address the challenge, sketching on different scenarios and we quite instantly identify three scenarios on how to approach the establishment of a dRural MOOC.

1.2.1 Three possible scenarios

The scenarios were in theory and far from crystal clear, yet a starting point though we needed to learn more about what was possible. We needed to know more about how the “MOOC market” worked in terms of what solutions or values were available and what the business conditions were. The three scenarios that emerged from the start, all with both pros and cons, were as follows.

Scenario 1

Find an existing, large actor such as Coursera or Future Learn. Select recommended courses to point at as useful for the project. If needed, create additional courses, publish them on LMS specifically for the project, and publish and promote them on the bigger platform.

We expected this scenario to give us advantages regarding language support and the available courses quality and standards. We also thought that we could benefit from using a solution relevant to European conditions. On the downside we faced difficulties in how to find and select the most relevant courses in an ocean of options, making it difficult to assure quality and relevance for our stakeholders.

Scenario 2

Find a European service provider that hosts and support a good LMS and buy hosting of the MOOC as a service. Then create a dRural MOOC and invite universities and other education actors, international and national, to publish and promote existing, relevant courses on “our” platform.



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This scenario was expected to require more administration, dealing with external partners. It could therefore be challenging to ensure quality and relevance, a work that demands both relevant resources, knowledge, and skills. The project and the regional organisation around it were uncertain at this point, and we suspected that this probably was associated with legal issues that could create difficulties and a lot of administration than we wished for.

Scenario 3

Find an existing MOOC that provides both space and support for creating and publishing courses as one service, seek to combine existing courses from other MOOC-providers and present them together with courses of our own in a dedicated dRural space on the selected platform.

This scenario raised questions regarding difficulties for design and to what extent it demanded adaptations to the look and feel on the existing MOOCs. Limitations both in how we could design and present our course, but also regarding how we could use our own elements and graphic profile to make the MOOC dedicated to the project, was lightly to appear, but also questions regarding finance.

1.2.2 Existing MOOC solutions and Platforms

We started screening the internet for existing, relevant MOOCs, in order to get an overview of what options are available and how they worked. Our list of requirements was not so extensive at this point, but we needed to orient ourselves to see if we could find a path that could take us forward.

There is a great number of large, known MOOCs from universities and other education actors worldwide. Their platforms normally offers both free or open, asynchronous courses, and courses that require a student fee and/or synchronous participation for the learner. Learners are also sometimes required to pay extra to get an exam or a course certificate.

What was relevant for the dRural context was, as mentioned, not clear at this stage, but the first screening helped us understand available possibilities and the challenges they could pose. We also used our three scenarios to see if there were solutions and offers out there that could match any of them.

The list of MOOCs grew at first, but as we were mainly interested in existing solutions or actors that could support the native languages for the project, Swedish, Spanish, Dutch and Croatian, it boiled down to a few candidates of different character. The actors were:

- European MOOC Consortium
- FutureLearn
- OpenupED
- Open edX

We decided to investigate these four further and consulted Mr Jan Hylén, Education Analyst, Senior Advisor in the field of Digitalisation and Learning for the EU Commission.

As an introduction to the task, Mr Hylén got a brief presentation of the dRural project, the three scenarios and what we knew about our target groups and their and our needs. We also asked him to look at the different options from a student or learner perspective, as well as from the



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perspective of the project as a provider of training and courses. His findings were reported verbally and are summarized in the bullets below.

- The platforms used different Learning Management Systems as a basis, but the overall functionality was quite similar from a student / learner perspective.
- Existing solutions and platforms that could provide a study environment that supported all the languages used in the project was of high interest, but their actual functionality was not in any way obvious. Therefore, we were recommended to focus on English as our first language for training material, dealing with how to solve the translation issue further on.
- As all the MOOCs were run by an organisation of some sort, a learner would meet learning environments and courses that was not in any way connected with the dRural Marketplace or platform.
- Existing providers of MOOCs and/or Learning Management Systems normally promote their own services, Graphic Profiles, and design elements, leaving limited possibilities for us as a content provider to design and delineate the learning environment and courses. Smaller adjustments or a fully customized design were in some cases possible to by, but this was expected to add uncertain costs to the project.
- OpenupEd, is a place for collaboration between several different MOOC providers and not a regular MOOC. To use that we'd still need to find a LMS and create a course of our own.
- The "MOOC Checklist" provided by OpenedUp could be useful for the project when evaluating the final solution.
- Open EdX, an Open-Source Learning Management System, provided by a potential Service provider, was interesting to investigate further.

The final recommendation from Jan Hylén was to look for a Service provider that could provide and host an Open edX instance and use that as basis for developing a dedicated learning environment as the dRural MOOC. This would make it easier for us to test, scale, copy, export and elaborate on both content and design for further needs. We took this into account and moved on with investigating other perspectives of the challenge.

1.2.3 Existing Open online Courses

Our first approach on this was to explore different course offerings available on existing well-known MOOC-platforms. MOOCs that we believed provided a content that could match our presumed needs. This screening activity was mainly to get an indication of whether it was relevant or not to move on with the idea of gathering a catalogue of existing courses for the dRural project. Our focus was courses that could support business owners and service providers to develop skills regarding business development, digital marketing, communication etc.

The existing course offerings in this field were overall:

- provided by universities or other higher education institutions.



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- at an academic level that required good study abilities and a relatively good knowledge base.
- rather extensive in time.
- in an academic language.
- often only open specific time periods and / or connected to certain study groups.
- designed for specific target groups or industries, not easily applicable to a broad and diverse target group.
- not always for free.

Our general impression was that this kind of courses would probably be a bit too advanced and extensive for persons working with small and medium businesses or services in rural areas considering onboarding a new digital marketplace. We also noted that if they really wanted to study courses in this field, they could easily find them themselves anyway.

With that said, it is of course not totally impossible to find at least some smaller, existing, relevant courses. And even so in native languages on a more local basis. Especially if you are well anchored in the region, knows its people, the local language, and cultural codes. Regional Promoters might even be able to find useful collaborations around this with local Schools or Education Institutions further on in the project, although this was too early to tell at this stage.



2. Needs and conditions for training

2.1 Insights about the target group

We also needed more insights about the target group, both regarding their needs and their actual conditions for studies.

As the available MOOCs and courses were quite extensive, often addressing our field of interest in an either Academic or very Commercial manor, we began questioning if this kind of courses would really be the most beneficial support for potential users of the dRural Marketplace. The type of courses we found, might not be as interesting or helpful as needed for this purpose.

2.1.1 Needs and conditions for training and studies

To learn a more about our target group, their interests, needs and conditions for training and studies, we asked representatives from the regions about their knowledge, views and understanding of the target group via a survey.

The questions were aiming to help us understand the target groups:

- language skills
- study habits
- education level
- access to internet and technology (computer or mobile phone)
- subjects of interest
- available time to spend on professional learning
 - at work
 - in spare time

The response frequency was not so extensive, but the result confirmed what we already had heard from representatives from the regional stakeholders. The target group had:

- Limited language skills, especially in English and both listening and reading.
- Little time to spend on studies, both during working hours and in spare time.
- Limited access to internet.
- Access to internet mainly via a smart phone.

Furthermore, the target group were not very accustomed to study online and in need of training material that they could relate and connect to.

Regarding subjects of interest the top three priorities was very clear:

- 1) How to use the dRural platform for business (90%)
- 2) Business development and business models (48%)
- 3) Entrepreneurial skills in general (43%)

For an overview of the results and conclusions, see *Appendix 1 - Survey Conclusions*.



- to model how the promoters and Regions could create Academies and courses of their own choice in the future.
- use English for the course material and provide tools and solutions for how translation and local adjustments and development could be done locally.

2.2.2 Necessary changes for the RISE team

This change in direction, adopting to the actual needs, also required some changes in the team and how to spend the resources. Some RISE-persons left the project, a few others joined.

Normally the production costs for an exclusively designed Online Course such as the one we needed is far more expensive than the limited budget we had. The project management managed to do some adjustments and reallocated some resources within the budget for WP 8, but we still needed to find smart, new ways to work and create the Academy and all the learning material for the Onboarding course. So, the team started a process to elaborate on both design and content. We also started to investigate what production methods, platforms and tools can be utilized to create a lot of material for a relatively small amount of money.



3. The Academy and the Get Onboard Course

3.1 The dRural Academy

The dRural Academy consists of two or three main building blocks today. A Learning Management System or LMS to host the dRural Academy, the “Get onboard course” that is made available via the Academy, together with the use of an account on Vimeo for multimedia publishing.

3.1.1 Platform

We chose Open edX as the platform for the D-Rural project for several reasons. It is a reliable and proven Open-Source platform that provides several advantages, including ease of use, flexibility, and scalability. Open edX also provides an extensive library of tools and features to create engaging and interactive courses.

It is also widely used by large educational institutions and universities around the world, making it a reliable and proven platform that many persons are familiar with. With Open edX, all the promoters or regions can easily create local academies and customize them to suit local needs with local branding, local languages, and local content.

One of the project partners, Emergya, was initially interested in providing an Open edX environment acting as Service providers for the project, but after several takes and turns, we realized that a fresh installation on RISE own server, valid and accessible for experimenting and development during the project, would be the best option for creating the dRural Academy. Via some collaboration, sharing knowledge between another project partner, Idieicon, and RISE, the instance was finally up and running.

We designed the dRural Academy, our learning environment, to be simple and functional to suit the basic needs, and possible to be copied, customized, and scaled as required. We thought early in the process that the Academy would probably be copied or used in different ways in the future, and it was essential to create a basis for the “Get Onboard Course” that was slim and easy to use on both computers and mobile devices. Not to extensive efforts were therefor put on design unless for functional purposes. Big files were not welcome unless they were very important.

3.2 The Get Onboard Course

The Get Onboard course aim to support business owners and Service providers considering taking steps towards making their business more available using digital tools and arenas. The course merges the perspectives of business development and digitalization, highlighting the possibilities with a digital marketplace. The structure is kept relatively basic to ensure good accessibility for all students no matter digital device.



3.2.1 Micro Learning

When creating the course content, the intentions were to create a material that was characterized by high accessibility and whose use would result in maximum benefit for the user. Of which the methodology microlearning has chosen. Microlearning is a relatively new form of teaching method and is based on a learning that is consumed over a relatively short period of time and whose content consists of a limited number of learning outcomes. When this course was created, the learning was based on the micro learning methodology, but the separate learning objects is combined into a coherent course.

Since not everyone has equal opportunities to study, the microlearning methodology works well as it enables individualized learning such as when time is limited or “on the go”. As an example, the films created exclusively for the course are no longer than three minutes, making them easy to take in during short breaks or downtime. This allows students to be flexible yet focused on target.

The course is also designed to meet the needs for learners with varying levels of digital competence. The study environment is kept very simple to ensure accessibility and functionality from various devices. The films that form the basis of the course are also adapted with both sound and visual features and have included subtitles and image support to support learning. This is to ensure as high availability as possible and which is independent of individuals' ability to learn.

The Course is divided into four chapters, each with 5-6 sections that can be easily navigated. Students can move back and forth in the material, skip sections or chapters, or return to repeat sections as needed, all by their own choice.

Short films with a guide in the form of a dedicated guide, provides short intros and outros to all chapters and sections. The guide summarizes what just has been addressed and introduce what will come next. Overall, the course is easygoing, with various ways to use and navigate the content.

The exercises are designed to be easy to follow step by step, some being more extensive than others. This varies a little due to the character of the exercises, as well as how much the student needs to develop understanding in more depth to be able to finish the exercise.

In the development process of the "Get Onboard" course, various models have been discussed to find out what would provide a structured, established framework for the understanding of business development and digitalization. The models, and their significance in supporting the objectives of the course, are Value Proposition Canvas, Business Model Canvas, Digital Strategy Canvas and Digital Marketplace Canvas. The models are all provided as ready canvases and can be filled in digitally or printed or be copied by hand on paper to be filled in analogously.



3.2.2 Models used in the course.

Value Proposition Canvas

The Value Proposition Canvas is a strategic framework used to understand and improve the value that a product or service offers to its customers. It consists of two main components: the Customer Profile and the Value Map. The Customer Profile identifies the customer's needs, pains, and gains, while the Value Map outlines how the product or service addresses these factors through its features, benefits, and unique selling points. By using the Value Proposition Canvas, businesses can create a more compelling value proposition that resonates with their target customers and improves their overall competitiveness in the market. This model is simple and helpful in reflecting on a business from a customer's perspective.

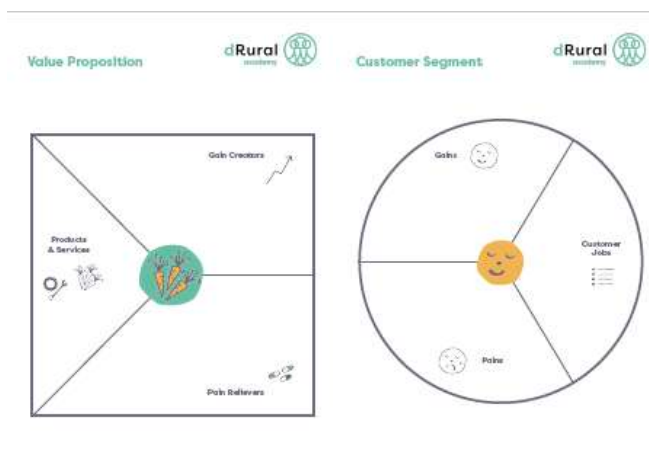


Figure 1: Value Proposition Canvas (Appendix 2)

The Value Proposition Canvas was chosen for its widespread familiarity, but mainly because it connects to the Business Model Canvas in a clear and pedagogic manner. The main objective with using it, was to provide the business owner with a good understanding of what value their business offer to their clients and customers today, as well as what expectations their customers and clients can be expected to have.

Business Model Canvas

The Business Model Canvas is a visual framework that helps entrepreneurs and business owners map out the key components of their business in a structured way. It consists of nine building blocks that cover the key areas of a business, including the customer segments, value proposition, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure. The canvas enables businesses to identify potential opportunities and challenges, and to refine their strategies based on a deeper understanding of their business model.

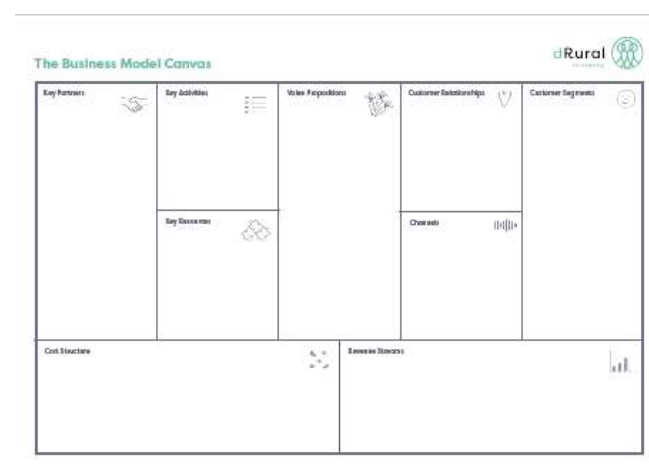


Figure 2: Business Model Canvas (Appendix 3)

Business Model Canvas was chosen for its familiarity to a global audience, creating a vocabulary and framework that could be used to explain different parts of business modelling in various



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contexts. We also aimed to make use of already made efforts regarding business development, to avoid making the learner ending up with parallel business strategies. The main objective with using the Business Model Canvas though, was to provide the business owner with a clear, useable picture of their current business.

Digital Strategy Canvas

The course also utilized a Digital Strategy Canvas, which is connected to the chapter on conditions and possibilities with business in a digital context in general. This model, originally created by the Swedish company Nivide, emphasizes necessary conditions for service providers and business owners that want or need to go digital, such as content, resources, channels, and measures.

The Digital Strategy Canvas is a 2x3 grid template. The top row contains three boxes: 'What is the purpose of the company's digital presence?', 'Who are our target groups?', and 'In which channels do we reach our target groups?'. The bottom row contains three boxes: 'What content do we need to provide to our target group?', 'How do we intend to measure the results of our digital presence?', and 'Resources'. Each box has a small icon: a globe, a group of people, a magnifying glass, a document, a bar chart, and a gear. The dRural Academy logo is in the top right corner.

Figure 3: Digital Strategy (Appendix 4)

Digital Marketplace Canvas

The Digital Marketplace Canvas was exclusively developed by the RISE team, with the purpose to help visualizing the possibilities of the digital marketplace and comparing them with current conditions, needs and goals. The Digital marketplace Canvas aligns overall with the reoccurring key areas focusing in specific on:

- Communication channels
- Customers
- Orders & Payments
- Data

The Digital Marketplace Canvas is a complex template with four main columns: 'Communication channels', 'Customers', 'Order & Payments', and 'Data'. Each column has a 'Your Business' section and a 'Digital Marketplace' section. The 'Digital Marketplace' sections contain lists of potential digital services. Below these are four 'Prioritized Development' sections, each with a list of tasks. At the bottom, there are two boxes: 'What does my business need to develop?' and 'My development goal'. The dRural Academy logo is in the top right corner.

Figure 4: Digital Marketplace Canvas (Appendix 5)

Furthermore, dedicated exercises were included in the course, using this model to specifically support the important prioritization of actions as a plan for going digital on a Marketplace.



3.2.3 Course structure and content.

The Get Onboard Course is, apart from a short introductory part, divided into four main chapters, each addressing different aspects of business development, targeting the use of a Digital Marketplace.

✓ Introduction to the Get on board course	+
✓ 1 Understand your business today	+
✓ 2 Business in a digital context	+
✓ 3 Possibilities with the Marketplace	+
✓ 4 Grow with a digital marketplace	+

Figure 5: Course Chapters

All chapters and sections have a similar structure. They always start and end with a short film with introductions and short summaries from the guide. They also contain both films, texts, and exercises. Some chapters also have a learn more section, and at the end of the course you find suggestions of a few selected courses from openuped.eu if you want to continue your studies.

Some key areas for business in a digital context reoccur in all the chapters. First, to help the business owner or service provider clarify how these areas or tasks are managed today. And then to address what possible developments and improvements can be achieved using the features of a digital marketplace like dRural within these key areas. The reoccurring key areas are:

- Customer and client relations.
- Offer and value proposition.
- Communication, visibility, and networking.
- Orders, bookings, payments, and deliveries.



Chapter 1

The first chapter focuses on the current business, with an emphasis on understanding the conditions for important factors that contribute to business success. In this chapter we use two well-established models: *Value Proposition Canvas* and *Business Model Canvas* from Strategyzer, as a basis. These models help the learner visualize and clarify their current conditions for business. If the learner is already updated on all these matters, this chapter will be quite easy. He or she might even skip it focusing only on finding the picture of their already existing Business Model to use in the next chapters. If the learner, on the other hand, haven't reflected very much on these matters before, this chapter may require a little bit more effort.

- ✓ **1 Understand your business today**
- ✓ 1.1 Introduction
- ✓ 1.2 Your Customers Today
- ✓ 1.3 Your Offer Today
- ✓ 1.4 Communication, visibility and network
- ✓ 1.5 Orders, Payments, Booking and Deliveries
- ✓ [Learn more](#)

Figure 6: Sections in Chapter 1

Chapter 2

The second chapter of the course is focused on helping business owners understand the digital environment and modern business practices. The chapter includes information about digital competence and technical possibilities to help the learner to understand some basic mechanisms of operating a business in a digital world. As a basis for the exercise, we use the Digital Strategy canvas, which helps the learner clarify how they use the internet and digital services in their business today. The learner is also encouraged to use the company's eventual existing digital strategy instead, if possible.

- ✓ **2 Business in a digital context**
- ✓ 2.1 Introduction
- ✓ 2.2 Business on the internet
- ✓ 2.3 Communication with customers on the internet
- ✓ 2.4 Data
- ✓ 2.5 Using internet for marketing
- ✓ [Learn more](#)

Figure 7: Sections in Chapter 2



Chapter 3

The third chapter is dedicated to the digital marketplace, the features it holds and the processes it can support. In other words, the chapter introduces the Digital Marketplace as it is today to highlight all its possibilities to the learner. The chapter also includes exercises introducing "Digital Marketplace Canvas", specifically developed for this project, to help visualize the opportunities that using a digital marketplace would bring. In this chapter we use the canvas to make clear what current tasks and processes the business owner might be able to improve by using the Digital Marketplace.

✓	3 Possibilities with the Marketplace
✓	3.1 Introduction
✓	3.2 Communication and visibility
✓	3.3 Customer relations
✓	3.4 Orders, payments, bookings and deliveries
✓	3.5 The Marketplace and data

Figure 8: Sections in Chapter 3

Chapter 4

In the fourth and final chapter of the course we utilize the Digital Marketplace Canvas to help the learner understand the improvements and possibilities that using a digital marketplace can bring to their business. We also help the learner to prioritize actions for going digital with their business. By the end of this chapter, the learner therefore has a clear plan for how to move forward getting their business online.

✓	4 Grow with a digital marketplace
✓	4.1 Introduction
✓	4.2 Creating a development goal
✓	4.3 Communications and customers
✓	4.4 Orders, payments and data

Figure 9: Sections in Chapter 4

Overall, the Get Onboard course provides valuable information and methodologies for business owners and service providers looking to improve their operations in a digital context. The course covers central aspects of business development, from understanding current business conditions to utilizing the digital marketplace to improve and expand business operations. The methodologies used in each chapter are practical and effective, providing students with the knowledge and tools necessary for success in a digital world, but are also valuable for the ones who will still prefer staying analogue.

The models and canvases used in the course provide a structured framework for understanding business development and digitalization. By using these models, the contribution of the digital marketplace to business development is visualized. They also help to prioritize actions for going digital as it connects the possibilities with the needs and goals. As one of the models emphasize the use of a Digital marketplace in specific, it will be easier for the learner (the Business Owner or Service Provider) to understand the benefits with the actual digital Marketplaces available in the regions.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 101017304.

In addition. Even if the course doesn't primarily focus on digital competence, it will most lightly increase the learners understanding for digital aspects of business, adding value to the regions also in a longer and broader perspective.

To get the full picture of the Get onboard Course, please got to learning.drural.eu and enroll.

3.2.4 Rights and user conditions.

All the material used in the Get Onboard Course is deliberately chosen and created for open and free access as in Creative Commons Attribution 4.0 International (CC BY 4.0) meaning that everyone is free to:

Share — copy and redistribute the material in any medium or format.

Adapt — remix, transform, and build upon the material for any purpose, even commercially.

This means that the regions or promoters can use all the course material freely after the course in whatever manor they choose. The promoters can also use the original dRural Academy, hosted by RISE, to test and elaborate on the Get Onboard Course within the timeframe of the project. They can also explore how to create own courses on the platform if needed.



4. Platform and tools for content production

4.1 Open edX

We chose Open edX as Learning Management System (LMS) for the dRural Academy. It is a common open-source tool, widely used by large educational institutions and universities around the world, making it a reliable and proven, yet flexible platform.

Using Open edX has several advantages, including ease of use, flexibility, and scalability. With Open edX, it is possible for the regional promoters to create, and host own academies and customize them to suit local needs without too much effort. Open edX also provides an extensive library of tools and features to create engaging and interactive courses and if you want to reuse material and publish it on another platform, the Open edX system supports the most common, reliable formats for export.

4.1.1 Technical conditions, and considerations.

To get started with Open edX, you need to consider a few things to get going. The easiest way is to start look for a local service provider that can give you access to an already created environment.

You do need some basic skills to set up and customize your academy. This is expected to be quite common knowledge for a developer, not too difficult. There is also a lot of open communities worldwide, gathering developers for advice and support. The installation itself only needs to be done once, but any restarts of the server, snapshots (backups) may need to be done over time. Make sure that this is properly taken care of just as in any similar server installation.

If every region wants their own instance of Open edX the following setup will probably be the best to achieve that:

1. Install and host own (new) Open edX on another server or find a service provider that can provide an LMS as a service.
2. Upload the theme from the original course.
3. Import the original course (in English)
4. Change the language on the LMS (optional)
5. Translate the course material and create a course in native language

Any sort of own styling should probably be necessary to adopt to regional needs in step 3, but this is possible and not so difficult for a normally trained developer. The regional promoter or partner will also have to secure some resources to maintain and develop a local academy.

dRural Academy- installation and version

For the dRural Academy we use Open edX nutmeg release (latest as of April 2022) and it is installed on RISE's own server. The installation includes a web-based Studio to use when to design and publish courses in the academy.



Hosting

Right now, the dRural Academy installation is hosted by RISE on RISE's own servers. This adds no extra cost for the partners and will stay so until the end of the project. After the project each region will have to host its own Open edX installation and server, or another LMS, of choice. The cost will then have to be covered by the regional promoters themselves. If the promoters already have access to another learning management system, this can also be used.

Multimedia platform

A platform such as Vimeo or YouTube, where you can publish all the audio and video content that you want to add to your courses is required. This might add a small cost. For the dRural Academy and the Get onboard course, we have chosen Vimeo as our main platform. This will last until the project ends, and we do recommend the regional partners to create and always use own accounts and solutions for this so that there will be no uncertainties regarding ownership and rights to the material.

Licenses

Open edX is free to use. To host, maintain and support can cost, depending on what solution you find most suitable. The cost in this case is normally a fee that you pay to a Service Provider that will host your installation and take care of maintenance and updates for you. You will also have to pay a license fee for a Multimedia platform as mentioned above.

Operation of the dRural Academy

The dRural Academy in Open edX is mainly managed by Marcus Tyrén, RISE, and Victor Sánchez, Idieikon, also involved as a sounding board. Right now, Victor and Marcus are the only users on this RISE-server. In the future, local scenarios, you will preferably need two persons in charge per installation (server). This is to create redundancy for the solution making it easier to solve problems if one of the persons in charge is unavailable.

Tech skills requirements

Comfortable installing docker, python and Open edX (with tutor) on Linux server. NOTE that instructions in English are available. This competence can also, as mentioned, be bought in by the parties who wish, and you can get help with installation and hosting, possibly also styling from serious local service providers.

Expanding the Academy

Building on existing courses or adding new ones to the dRural Academy is easy. You just need an admin account on the Open edX installation and some basic skills to navigate the design studio that is included. Once an admin-account is created by the server admin, you are ready to build courses and add material. You only need to work in the 'studio' via a web interface. This is where you build your course outline.



Styling

Styling and reshaping the entire LMS is a bit more sensitive, as this affects all courses within the Academy. A course-specific styling is therefore also not possible. Styling of the Academy is done on the server side, mainly with CSS. A little knowledge of Tutor (the service Open edX was installed with) is also needed for this.

4.2 Course manuscript

The manuscript for the entire course was created using ordinary tools such as Word and a collaborative Teams environment for shared documents and discussions.

The content is licensed for free use, making it accessible to anyone attending the course or those who wish to use it for other purposes. This allows partners to easily adjust and adapt the material to local conditions. The manuscript can also be easily translated and reused for other purposes or in other places.

Making the material open and available like this provides several advantages, such as accessibility for all, as well as the ability for partners to adjust and adapt the material to meet their specific needs. Furthermore, the material can be shared and used by all partners to easily create new films in native languages. With this we avoid the need to create new films from scratch. This feature was not initially clear to us, but it has since been recognized as a valuable tool for all project stakeholders.

The manuscript will be available in Pdf-format for all the regional promoters for translation when needed.

4.3 AI-supported Content Production

Using an AI-supported video production tool was found to be very beneficial also for the project itself. One aspect was in relation to the very limited resources available for creating customized, brand new learning material. Producing the course “the old-fashioned way” was simply not possible.

Another was that we could align the development of the films with the development of the course manuscript, sharing both documents and Synthesia projects with everyone in the team.

4.3.1 Evaluating available AI-production tools.

It was clear that our resources did not cover full traditional production of digital learning material, especially not in four or five different languages. Choosing an AI production tool that could support all five languages and support easy reuse of the films, then became a very important factor. It was also important to find a tool that was easy to navigate and operate, reasonably expensive and supported by a reliable provider.

We explored and evaluated a few different alternative upcoming AI-tools, looking for one that could fulfill our demands as much as possible and support not only the production team, but also all other parties in the project further on. The limited resources did not allow us to do extensive



research on all tools available on the market, but we tested four of the most common, ending up with Synthesia as a clear winner in relation to our needs.

Service	Price	Language	Avatars	Representation
Synthesia	\$30/month, custom deal available	All five languages; Swedish, Dutch, Croatian, Spanish and English	Ready-made avatars of different genders and ethnicities	Has a section on their ethical stance and content moderation framework
Colossyan	\$30/month,	No Swedish language option	No avatar option in the free trial version	Not specified
elai.io	\$29/month, \$99 for one month and 50 minutes of recording time	Multiple languages, no Swedish option	Not specified	Not specified
Steve AI	\$60/month for 15 videos, \$80/month for 40 videos	Only English, but several dialects and variants	No avatars	Not specified

Table 1: AI-tools

It is worth noticing that the speed of development in this field is massive, and that the table above only provide a glimpse of the possibilities as they were in August and September 2022.

4.3.2 Synthesia

The video production tool Synthesia supports more than 60 languages, including all those connected to the dRural Project. It provides a constantly increasing number of different avatars representing various personalities, looks and genders. The fact that the number of languages and avatars constantly increases, indicating that this is a service that will keep expand and develop over time.

The broad variety of languages and avatars makes it possible to take in account and deal with the importance of representatives from various countries and regions into the learning material. The use of different avatars also helps to emphasize different types of content, contributing to variation as well as to an experience of meeting different experts or teachers on different subjects.

English with a British accent was chosen for all the avatars, but with varying tones and pronunciations. This to keep students' interest and engagement high as well as to mark and enhance the experience of the Avatars as different personalities. Synthesia's tool to upload manuscripts helped to create the presenter's voices, and the tool's ability to recognize different



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languages will enable translation of the manuscript further on. The possibility to add subtitles in the language used can also be useful.

Synthesia's collaboration with large contributors to open access material in terms of photos, design elements and movies, give access to large numbers of good quality material free of use. This was used to enhance the experience of the videos together with custom made videos and pictures.

We have not translated the manuscript to all different languages, you need a native speaking person to edit and secure accuracy for that, but with the rapid development of services like ChatGPT we don't see any major difficulties for the promoters to get solid manuscripts that only needs smaller adjustments as a basis for films in their native languages.

Overall, the use of Synthesia helped with the content's visual and auditory aspects, making it easier to understand and follow the course. Its features, including the ability to recognize different languages, add to the accessibility of the material for students with different needs. It also adds value to the project as it can support the Promoters in making their own learning and presentation material in the future. The interest in Synthesia has also been significant, as it is a creative and affordable tool that is easy to use. The license cost is approximately \$30 per month for the Pro license, which is required if the environment is used for creating material. As we see it, we get good value for the money.



5. The dRural Academy is open

5.1 Preparations via Open sessions

Before launching the dRural Academy, six open sessions, two for each subject below, were held. The purpose was to engage, inform, inspire, and support the regions and other parties involved. The sessions were focusing on three different areas. Two were about the Get Onboard course, discussing the content, design, and purpose of each part. Two sessions focused on the open edX environment, covering installation and setup in EC or basic level, content addition, course creation, and design using the tool. And the last two sessions were about Synthesia, teaching attendees how to create and edit films using avatars for learning presentations. The open sessions took place in January, and the recordings are available for all to see in retrospect here.

- Introduction to the Academy and OpenEdX
<https://vimeo.com/792285465/4954120414>
- Introduction to the Get On bord Course
<https://vimeo.com/792285301/2e28c5e3b1>
- Introduction to Synthesia, an AI video generation platform
<https://vimeo.com/792285600/46349d0432>

This was the first step of onboarding partners to the Academy, and they are all encouraged to enroll the Academy, explore the environment, and take the Get Onboard Course.

The dRural Academy was finally released and available for everyone in the dRural project on February 17th, 2023. The final minor delay was due to technical issues regarding access to the Academy and the course. The problems were related to a local security setting on RISE servers where the dRural Academy is hosted during the project. This problem is not expected to reoccur.

5.2 Feedback for development.

To obtain feedback on design and content from the partners regarding both the Academy and the course material, a survey was created. By the 1st of April 2023 there were still no answers submitted. This will be further investigated and followed up. A reasonable guess for now, is that the interest for the Academy, as well for the get Onboard Course will raise quite extensively when the process of onboarding new Mirror Regions and partners is accelerating.

Areas for feedback regarding the Academy and the Get Onboard Course are about how the users perceive:

- the Academy and the course environment overall.
- the course length.
- the disposition in chapters and sections.
- the content.
- the length of films and texts.
- the exercises.
- the avatars.



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6. Closing remarks and reflections

6.1 dRural Academy - Reflections

As advised, we have used the Open EdUp Checklist (Appendix 6 - Assessment - OpenupEd Quality Assurance checklist) to evaluate to what extent the dRural Academy can be seen as a proper MOOC. The result shows that in many aspects it can. It is available online and easy to access (yet not advertised), can be used for free and full fills a lot of the requirements for a proper MOOC. In other aspects it is not. This is mainly connected to the state of the project, as well as the uncertainties regarding how the Academy and the use of it will develop on a regional level.

Yet, The Academy and the exclusively designed Get Onboard Course is now available and possible for the regional partners to use as a support for onboarding local actors. This makes it possible to promote the digital marketplace itself, as well as all the beneficiaries that follows with the use of a digital marketplace. Hopefully this will attract more potential, both service providers and clients and customers to the platform, enhancing business in rural areas.

6.1.1 Opportunities

The project has created several opportunities for the regional promoters and stakeholders in terms of learning, content creation, support for onboarding processes, business support and marketing. Many yet to be explored. It is now up to the regional actors to investigate and learn more about the material, and take whatever actions needed to move forward with it in a useful manor.

Even though the material is in English, a lot of actions are already taken to prepare and make it easy to translate, adjust and adopt the Academy and the course for local needs.

The same goes for other parties in the project. They are now welcome to explore and make use of all the tools and material to further elaborate on how to use the dRural Academy and the Course material to create more impact to the project.

The use of AI-supported video production tool, Synthesia, has already added extensive value to the project. It would not have been possible to create all the material and films in a traditional way within budget. As far as we know this approach has rarely been tried on this scale in a project like this, and it will be exciting to see how much it can develop. With this, we find that the project contributes to the development of new ways to design and develop learning material in settings where you need to create and adopt and translate material it into several languages to a low cost.

Combining Open edX, Synthesia, and text-based manuscripts provides partners with the necessary tools to further develop their training support for the digital marketplace. This approach adds quality and value to the project while also providing partners with new learning opportunities and enhanced skills.



6.1.2 Challenges

One challenge encountered during the implementation of the project was the longer-than-expected time it took to find out what would be valuable to use for learning. The enthusiasm around the possibilities to identify, collect and use existing, relevant learning material in the early stage of the project was too big. This highlights the importance of really understanding the actual needs from the very beginning. Another challenge was that we also knew very little about the dRural Marketplace, its features and its potential users from the start. All this made it almost impossible to both evaluate and find existing courses and create relevant training material. It would have been great to have aligned the timetable to be more realistic due to above from the beginning. It would have saved us some hours that could have been better used.

To support the regional promoters and stakeholders, more training should be provided further on, but the resources should be used carefully. Finally, the regions will need more introductions to the course itself, and it still remains a bit unclear how this will turn out in the end.

The task also contains a part that includes production of “Get started with dRural”- support or course. This remains to be finally addressed as it is still uncertain if there will be users on the original dRural marketplace or if the regions will develop own versions. We think though, that the tools and the platform that we have introduced with this work can be helpful to the regional promoters further on in this matter and will provide all the support we can when it's needed.

6.2 Possibilities for the next project phase

The dRural Academy is now accessible to all parties involved in the project, and we encourage them to explore and evaluate its potential. Additionally, we have set aside a small amount of time to support further development on a smaller scale as the project progresses. As part of our commitment to ensuring the longevity of the project's impact, we will continue to provide access to our Open edX instance for the project partners during the project.

The dRural Academy can be useful for all parties providing support and impact for the project. Other WPs have already started to discuss and investigate how they can create supportive learning material with Synthesia and make use of the Academy to publish shorter courses aiming to support the onboarding of mirror regions and new partners, i.e., Business Development from a platform perspective. This will help other WPs and the regions to move forward more rapidly with the onboarding of new partners.

However, it should be noted that after the project concludes, RISE will no longer host the instance that was created specifically for this project. To ensure that the project's materials can be easily exported and imported into other learning management systems in the future we will provide support to our best abilities within the budget we have left. What this will be, needs to be further investigated, primarily with the regions and stakeholders involved.





dRural

dRural Training and MOOC

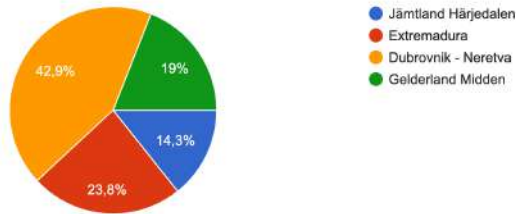
Appendix 1 Survey conclusions



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 101017304.

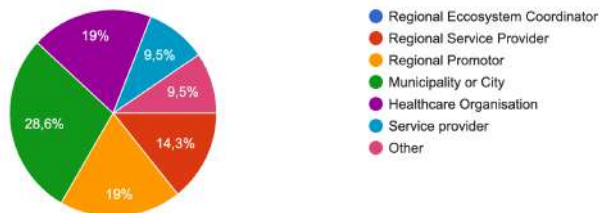
Survey respondents

What region do your answers refer to?
21 svar



- Dubrovnik answers for the majority of the respondents, 42.9%
- 28.6% representation from Municipality or City

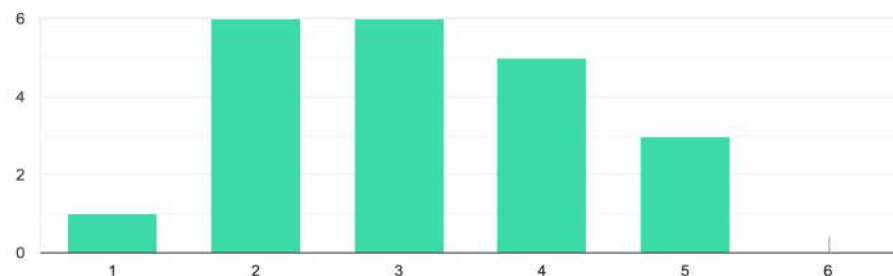
What type of organisation, in relation to the dRural project, do you represent? Please chose the most accurate alternative.
21 svar



Accustomed to self-study & informal learning

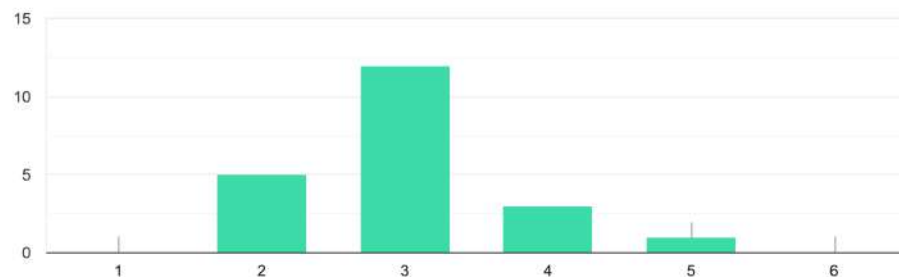
How accustomed are people from the target group to self-study?

21 svar



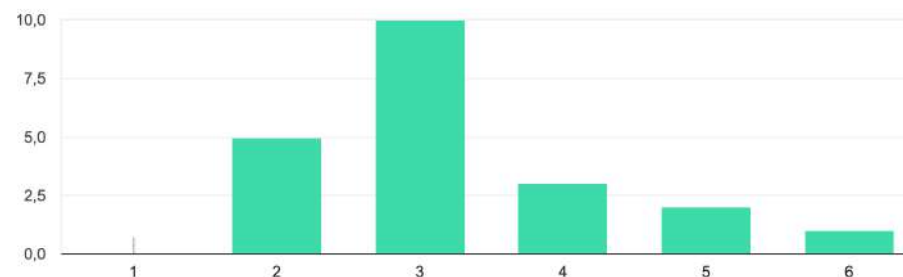
How accustomed are people from the target group to study on-line?

21 svar



How accustomed are people in the target group to participate in competence development (informal learning)?

21 svar



Self-study: Average: 3.1, Lowest: 2.6 (Extremadura), Highest: 3.8 (Gelderland Midden)

Study online: Average: 3, Lowest: 2.7 (Jämtland Härjedalen), Highest: 3.5 (Gelderland Midden)

Informal learning: Average: 3.2, Lowest: 2.8 (Gelderland Midden), Highest: 4.7 (Jämtland Härjedalen)

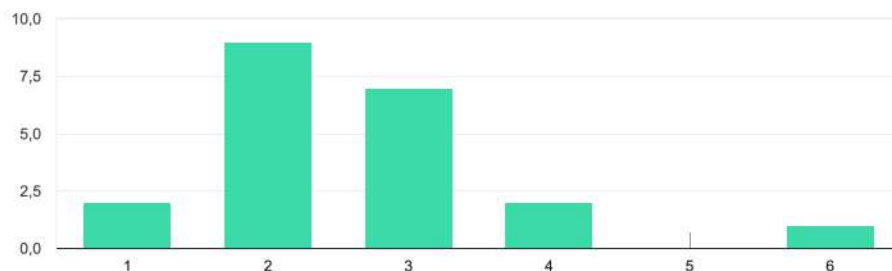
Conclusion:

- Target group might be unaccustomed to the learning format.
- Support and guidance to the target group will be further explored as well as clear and easy navigation on the learning platform.

Time and place for training

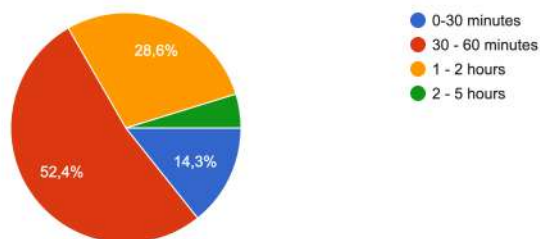
What opportunities do the target group have to complete training (competence development) during working hours?

21 svar



What is a reasonable amount of time to study per week?

21 svar



Working hours: Average: 2.6, Lowest: 2.3 (Jämtland Härjedalen), Highest: 2.8 (Dubrovnik)

Time to study: 30-60 minutes (52.4%), Average: 61 minutes

Conclusion:

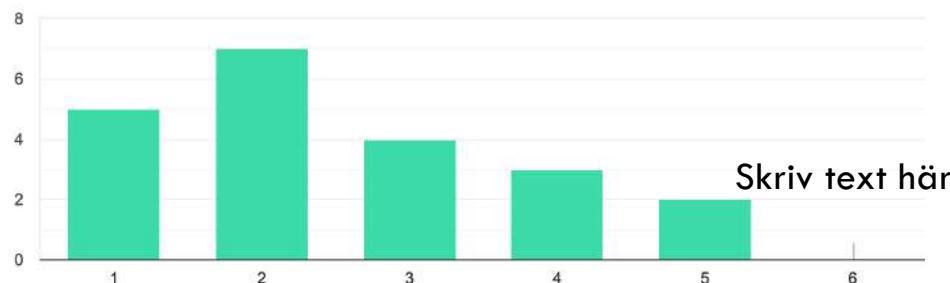
- Study time per week should not exceed 30-60 minutes.
- Time and place of training should be flexible to target group.

**on average, the target group have access to a computer (4.5), smartphone (4.8) and broadband (4.3) for studies*

Level of language skills (English)

How good is, in general, the target group's language skills in English, when it comes to listening?

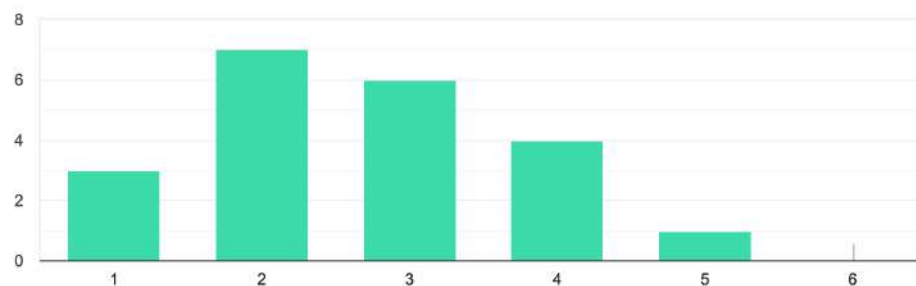
21 svar



Skriv text här

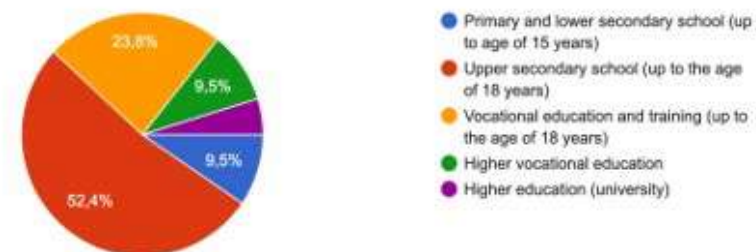
How good is, in general, the target group's language skills in English, when it comes to reading?

21 svar



What is, in general, the most common level of education for the target group?

21 svar



Listening: Average: 2.5, Lowest: 1.4 (Extremadura), Highest: 4 (Jämtland Härjedalen)

Reading: Average: 2.7, Lowest: 1.8 (Extremadura), Highest: 4 (Jämtland Härjedalen)

Level of education: Upper secondary school, is represented in 52.4% of the target group

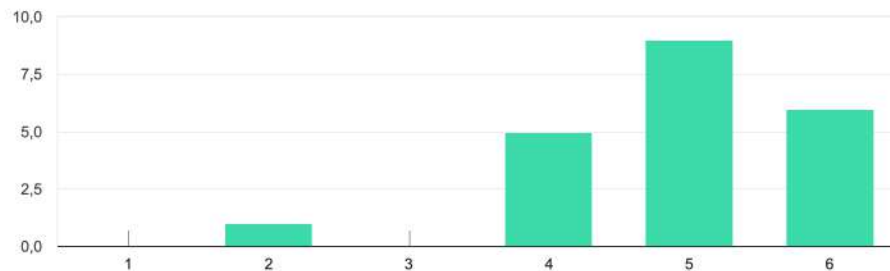
Conclusion:

- Content in English might become difficult for parts of the target group to understand.
- Translations will be further explored.

Content of training

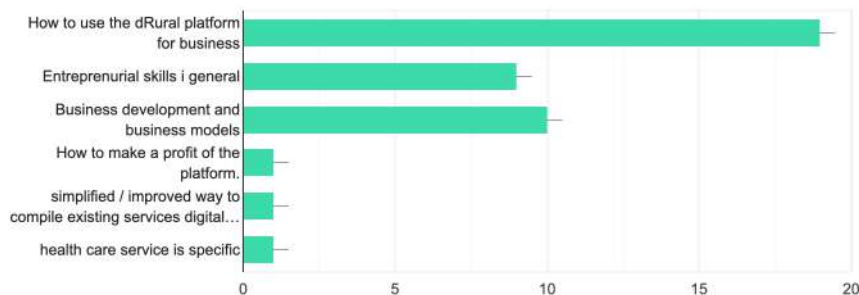
According to your estimation, how important is a close connection to their own business for the target group's incentives to study?

21 svar



According to the general conditions, what subjects would be the main focus of interest for learning within the target group?

21 svar



Close connection to own business: Average 4.9

Subject of interest: 1) How to use the dRural platform form business 90.5%, 2) Business development and business models 47.6%, 3) Entreprenurial skills in general 42.9%.

Conclusion:

- Relevance to own business is importance to the target group.
- Content of the training should mainly focus on how to use the dRural platform. Furthermore, entrepreneurial skills, business development and business models will be covered.



dRural

Thanks

Visit our website









drural.eu



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 101017304.

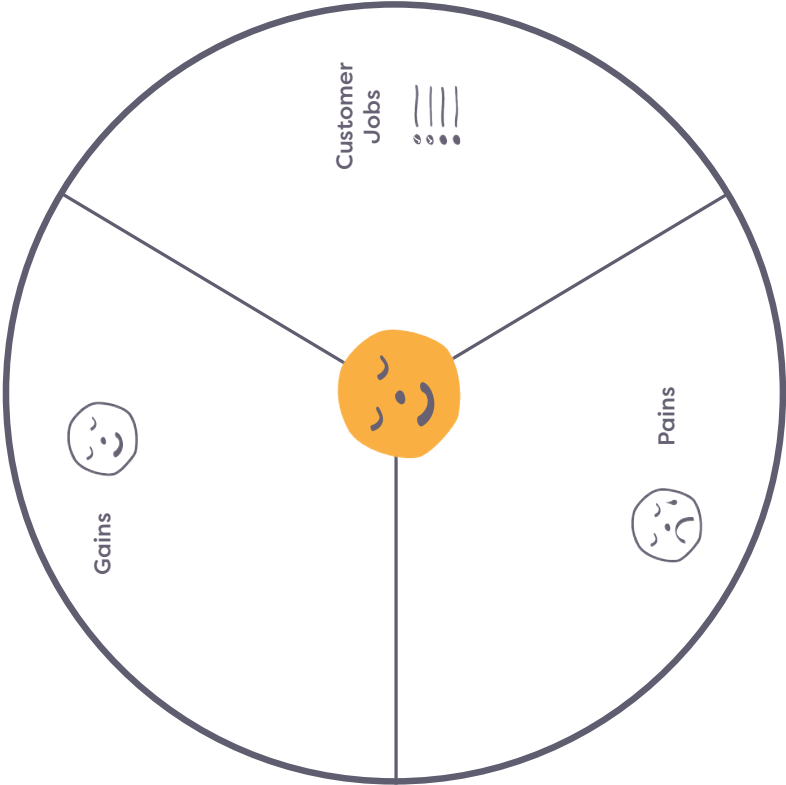


The Business Model Canvas

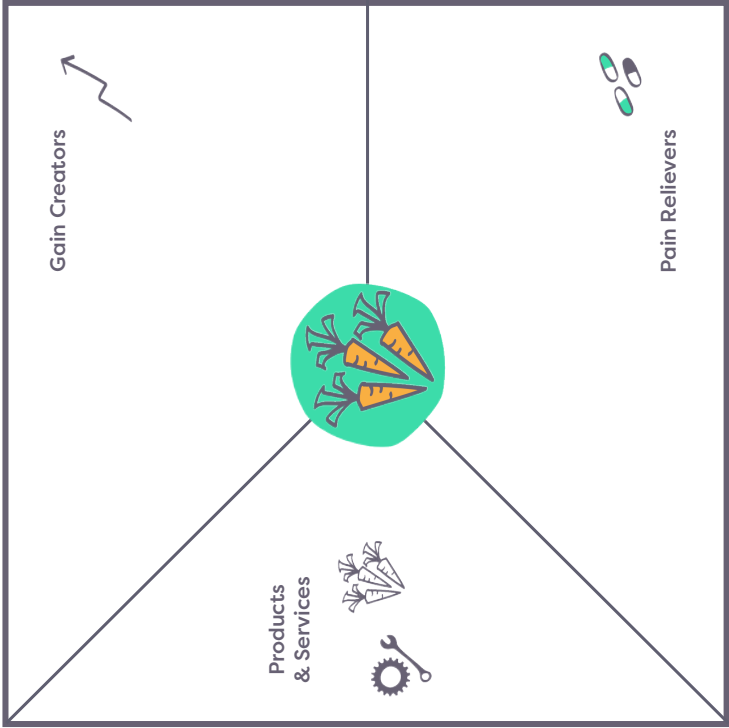
<div>Key Partners</div> <div></div>	<div>Key Activities</div> <div></div>	<div>Value Propositions</div> <div></div>	<div>Customer Relationships</div> <div></div>	<div>Customer Segments</div> <div></div>
<div>Key Resources</div> <div></div>		<div>Channels</div> <div></div>		
<div>Cost Structure</div>		<div>Revenue Streams</div> <div></div>		



Customer Segment










Value Proposition





Digital Strategy

<p>What is the purpose of the company's digital presence?</p> 	<p>Who are our target groups?</p> 	<p>In which channels do we reach our target group?</p> 
<p>What content do we need to provide to our target group?</p> 	<p>How do we intend to measure the results of our digital presence?</p> 	<p>Which methods should we use?</p> 
		<p>Resources</p> 

The Digital Marketplace Canvas

By: _____

Date: _____



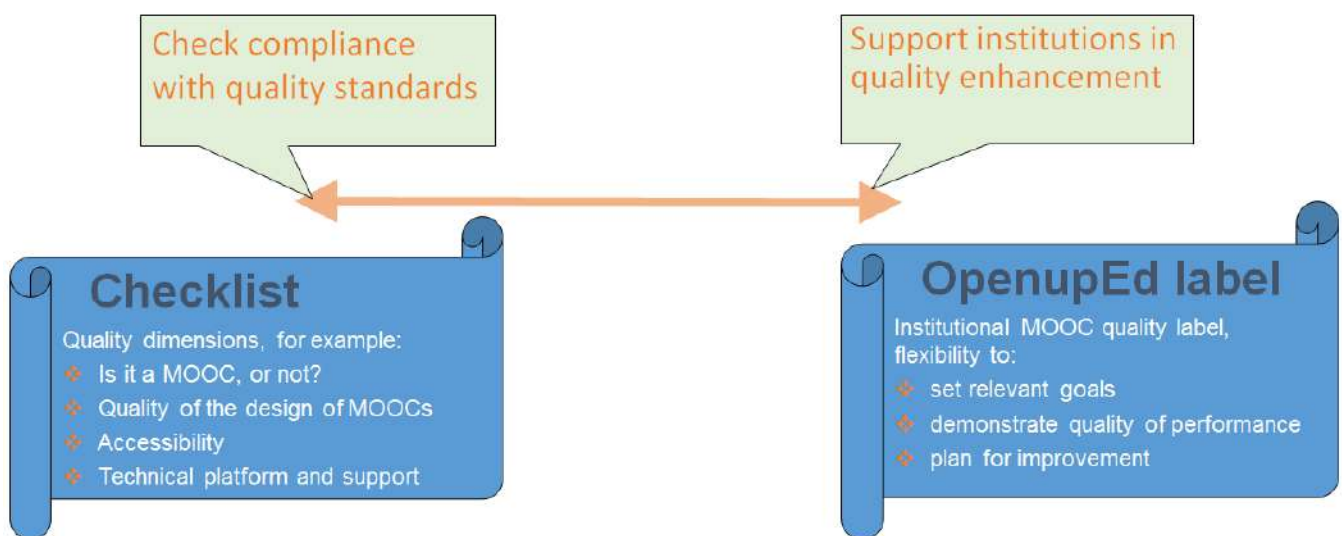
Communication channels		Customers		Order & Payment		Data	
Your Business	Digital Marketplace <ul style="list-style-type: none">• Website or online display window• Public reviews• Individual service/product sites	Your Business	Digital Marketplace <ul style="list-style-type: none">• Digital customer register• Automatic e-mails• Direct online communication	Your Business	Digital Marketplace <ul style="list-style-type: none">• Online booking or ordering• Card payment when ordering online• Automatic invoice payment• Choice to pay by bank transfer when ordering	Your Business	Digital Marketplace <ul style="list-style-type: none">• Bookings or orders• Delivery• Completed payments• Not completed payments• Expenditures• Analytic help
Prioritised Development		Prioritised Development		Prioritised Development		Prioritised Development	
What does my business need to develop?				My development goal			

Quality Assurance processes during the design, development and implementation of MOOCs can be complex. Quality Assurance (QA) on MOOCs cannot be easily standardised as they have several different aims. Even within one MOOC there are no uniform aims between actors involved (institution, the teaching staff involved and the participants). Moreover, MOOCs are designed for various target groups, and even within 'one target group' the motivation and intention of MOOC participants vary a lot.

Note that QA is a systematic process designed to identify, analyse and eliminate variation (defects) in processes and outcomes. The overall aim is to guarantee a high quality of MOOCs.

The quality assurance spectrum in general is characterised by:

Quality Assurance spectrum



QA assumes a metric set of standards and best practices. OpenupEd states that quality principles developed for Higher Education (HE) could be used to improve the quality of MOOCs. This ranges from systems which check compliance to norms and often focus on product, to systems that aim at quality enhancement by focusing on process. Most present QA systems for MOOCs are characterised by externally set norms, whereas with the OpenupEd Label, institutions have embedded processes aimed at quality enhancement towards their own objectives.

In this spectrum new OpenupEd partners are expected to achieve the OpenupEd Label within three years after entry. Upon entry the MOOC offering of the institutions is checked with some basic checklists based on several standards and best practices.

On the next page these checklists are presented for the following dimensions:

1. Is it a MOOC or not?
2. Quality of the design of MOOCs
3. Accessibility
4. Technical platform and support for staff and participants

New partners are expected to self-assess their MOOC offering accordingly and submit the completed checklist (with an [official letter](#) for becoming OpenupEd partner).

Checklist 1: Is it a MOOC or not?

OpenupEd adopted the following definition of a MOOC, as developed by many European MOOC initiatives:

“An online course 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.”

Table 1. Review “Is it a MOOC or not?”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Is it a MOOC or not?			
		NA	PA	LA	FA
Massive	The (pedagogical model of the) course is such that the efforts of all services (including of academic staff on tutoring, tests, etc.) does not increase significantly as the number of participants increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Open	Course accessible to (almost) all people without limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	At least the course content is always accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Course can be accessed anywhere as long as someone has an internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	No qualifications / diplomas needed to participate in the online course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Full course experience without any costs for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online	All aspects of the course are delivered online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Course – study unit	The total study time of a MOOC is minimal 1 ECTS ((25-30 hours of study)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full course	The course offers a full course experience including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	educational content may include Video – Audio - Text – Games (incl. simulation) – Social Media – Animation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers to build a learning community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	participants are provided with some feedback mechanism. Can be automatically generated (e.g., quizzes), only by peers (peer feedback) and/or general feedback from academic staff, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	always includes some kind of recognition like badges or a certificate of completion. A formal certificate is optional and most likely has to be paid for	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	study guide / syllabus includes instructions as to how you may learn from the presented materials and interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Checklist 2: Quality of the design of MOOC

Table 2. Review “Quality of the design of MOOC?”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
Target group	MOOCs are accessible to all people and as such various target groups are identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	For each target group the needs, challenges and prior knowledge are described	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The description of each target group is supported by references different studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall goal	The overall objective of the course is described in a few sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning objectives	The course describes a limited number of learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	A clear statement of learning outcomes for both knowledge and skills is provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The prior knowledge of each learning objective is described and related to characteristics of target groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning activities	Activities aid participants to construct their own learning and to communicate it to others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The "pathways" (activities, tasks and routes) are designed in such a way that they can be performed at different levels of difficulty or complexity, to account for the broad spectrum of participants' knowledge and skills that is expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Various activities are proposed with different formats. For example: quizzes, peer-to peer evaluation, video conferences (Google+/Hangouts), activities in the forums and platform social networks or external social network (Facebook, Twitter, Goole +)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC contains differing levels of difficulty, with different learning pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The course contains sufficient interactivity (learner-to-content, learner-to-learner or learner-to-teacher) to encourage active engagement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback mechanism	Feedback by an academic tutor is limited and scalable (characteristic of MOOC).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimension	Criteria	Design of MOOC			
	The course provides learners with regular feedback through self-assessment activities, tests or peer feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The frequency of monitoring been planned (forum, group, post)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A weekly announcements or massive mailing with orientations for the following week is planned.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In each weekly session, the pedagogical team makes a synthesis of artefacts from the previous week's session.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Some live-events (Hangout, Tweetchat) are scheduled	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study-time	The total study time of all learning activities (including quizzes, tests and exam) is minimal 1 ECTS (25-30 hours of study)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload	The schedule of the course is such that the workload per week is feasible for typical learners from the specified target group (typical 6-8 hours for those with full-time jobs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The MOOC is realistic in its pacing for the participant, accommodating to the individuals personal rhythm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment	Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participants can earn badges for completion of learning activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC has possibilities to follow the score and progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Checklist 3: Accessibility

Table 3. Review “Accessibility of MOOC”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
<u>Web-accessibility</u>	Compliant to <u>W3C accessibility</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Compliant to <u>WCAG 2.0 according to EC</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible Information	Implemented the <u>Guidelines for Accessible Information</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The introduction videos are subtitled / transcribed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Participants are able to download, store, and use resources without an internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Accessible learning	Implement the Guidelines from <u>Universal Design for Learning</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checklist 4: Technical platform and support for staff and participants

Table 4. Review “Technical platform and support for staff and participants”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
Platform	The MOOC platform is reliable, secure and assures appropriate levels of privacy. Provision is made for system maintenance, monitoring and review of performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC platform provides a range of online tools which are appropriate for the educational models adopted	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff support	The institution provides appropriate training for academic and support staff to develop the skills required to develop and deliver MOOCs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The institution provides adequate support and resources to MOOC staff and manages workloads appropriately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MOOC participants are provided with clear and up-to-date information about courses including aims/objectives, learning and assessment methods, workload and prerequisite knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for MOOC participants	Participants have access to their personal learning environment, follow progression, tasks, completion, badges, and publications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The institution uses social networking media to foster academic communities among MOOC participants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MOOC participants have clear routes to academic, technical and administrative support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The participant assisted by a technical guide for good navigation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In addition a FAQ is in place to support participants navigation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The participant is assisted by pedagogical guidelines for good learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	A list of criteria for the learning activities, specifically for peer to peer evaluations, is available	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>