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Dear Reader,

A very warm welcome to our annual ONLINE EDUCA BERLIN Special!

This year's OEB addresses futurists, planners, strategists, and thinkers. The sessions feature a series of illustrious speakers, including the renowned British TV presenter Nik Gowing, who will chair the opening event. Other noteworthy names on the long list are Professor Ian Goldin, Director of Oxford University's Martin Centre and a leading authority on globalisation and the impact of technology; Cory Doctorow, blogger, activist and David Price, author of "Open: How We'll Work, Live and Learn in the Future".



Speakers from around the world will deal with imperative issues like MOOCs, games, videos, open educational recourses, big data, rights and security, social media, and so on: no item on the learning-education menu is missing.

OEB will also focus on the impact of developments in technology on the evolving world of work and look into the new skills likely to be most in demand. A plenary session on the conference's second day will focus on "Future Work"; the Business EDUCA track will feature a series of sessions on workplace learning; and this year's OEB debate will consider 21st-century skills and whether traditional institutions are the best places to teach them.

OEB's "Spotlight Stage" will also play host to creative thinkers and innovators, including Professor Dr Luc Steels of the Vrije Universiteit Brussel. As one of the pioneers of artificial intelligence, he is certain to attract a large audience to listen to his thoughts about what comes next.

Key questions will include how people, businesses and organisations can not only survive but prosper in an era of accelerating change. What role should education and training play in helping to manage the shift to a new society, a new marketplace or a new reality?

CHECK.point eLearning will accompany you from the beginning to the end of OEB and is also a competent partner in your workaday life as a learning professional and aficionado. Take advantage of your free subscription to everything that's worth knowing in our field at [www.checkpoint-elearning.com](http://www.checkpoint-elearning.com)

I wish you a great conference!  
Thea Payome, editor-in-chief

# CHECKpoint eLearning



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Video Educa Tech Lab

## Transforming Passive Watchers into Active Learners

Erlangen/Nürnberg (GER), December 2015 - The Video EDUCA Tech Lab will introduce two distinct concepts related to interactive videos: best practices and working with available tools. Sónia Hetzner - senior researcher, project manager, social scientist, and pedagogy expert - will demonstrate the added value of the interaction between the two in the learning process. The session, VID20 takes place Thursday, 03 December from 14:15-15:45 and will be repeated on Friday, 04 December.

**The Video Educa Tech Lab has attracted great attention. What agenda awaits the participants in 2015?**

**Sónia Hetzner:** In our particular lab, we - an educationalist, a video producer, and a learning designer - will offer an interactive session sharing ideas, concepts, and experiences regarding the production and the use of interactive videos in the learning process. Our concepts focus on a low-cost production with good quality. The aim is to generate real added value to the learning experience.



Sónia Hetzner

We use the concept of a rucksack. Everything we need is in the rucksack or attached to it, including a camera, very good microphones (a key issue in the production of educational videos), "light" tripods, two lights, one reflector, and a laptop. With these working tools, good concepts, and the know-how necessary for the production of the videos, it is possible to produce quality pieces that add value to the learning process.

The interaction - the new aspect in this year's EDUCA - is first included in the concept of the videos and then

realised in the postproduction. In the ninety-minute lab, we discuss educational motivation and benefits, explain best practices, and demonstrate how to work with available tools to add text, web information, photos, extra videos, tables of contents, call-outs, maps, exercises, tests, comments, and other interactive features to transform passive video watchers into active learners.

By the end of the lab, participants should be inspired and motivated, have a good idea of the opportunities, and know how to start their discovery journey.

**How do the various concepts of interactive videos differ from each other?**

**Sónia Hetzner:** Interactive videos embed multiple media elements to deliver an engaging and active learning experience. Media elements can be images, text, static videos, maps, comments, links, and all further type of elements that support understanding and knowledge creation. Depending

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### Transforming Passive Watchers into Active Learners

on the didactic design, these elements can be compulsory or voluntary additions to the learning process.

From an educational video perspective, we look at different video types that can be augmented by interaction.

Some of the tasks of good video are to

- Demonstrate: the how-to-do videos, including tutorials and all types of videos showing how to do something, solve a problem, or go through a certain process;
- Contextualise: moving theoretical concepts into practice. This can be the think and work process of a lawyer, the decision-making process of an HR manager, or transposing teaching theories and models into classroom action;
- Relate: video analogies linking a person's experience and knowledge to the new concepts via videos;
- Illustrate: concrete presenting with examples of what you are talking about;
- Reflect: record yourself and others and reflect upon behaviour and attitudes;
- Analyse: use a video in the educational process to examine concepts, behaviours, and specific situations.

A range of interaction concepts can enrich these types of videos. Some examples are

- Calls to action, e.g. add notes, visit a webpage, reflect upon the video via annotation services, or answer questions. While watching you need to take an action.
- User commenting: commenting on videos or parts of them using annotation tools or links to discussion forums. This can be done for sharing with others, for self-reflection, or for assessment purposes (e.g. analysing a concept presented by a video).
- In-video links to supporting documents, videos, audios and websites offering additional information or explanations to concepts.
- Chaptering, i.e. the division of a video into meaningful units that can be called out independently.
- Call-outs: highlighting certain aspects and delivering situated information within the video. These have to be called-out by the person watching.
- Data capture in the videos using

in-video questions, quizzes, polling, and text tools

- Multiple video sequencing: i.e. the viewer takes decision where to go next, e.g. a branching story for exploring a certain topic or the introduction of experts comments, or different perspectives in a certain scenario (e.g. switching between the roles in the communication tools)

What you use at the end always depends on the targets and the design. The combination of the different approaches is possible, although it is always important to keep in mind that including more ele-



ments is not always the best decision. Each element needs to have a significant added value, and the combination of all elements needs to be well balanced.

#### **What produces the added value for learners in particular?**

**Sónia Hetzner:** The most important element is allowing learners to not only watch, but to explain, request additional content, do tests, and give feedback on a particular video or scene. Through this experience, an individual's learning journey takes place in a video.

Furthermore, learning research provides evidence that people learning certain concepts with "good videos" remember longer than others. They retain knowledge longer and grasp concepts faster. People are visual learners, and using video is an effective way to get facts, concepts and experiences to the learners.

However, a difficulty in the process is the length of a video in relation to the active time assimilating concepts.

After three to five minutes, attention drops and the learning decreases. What can be done to combat this phenomenon? One of the possibilities is activating learners through interaction, transforming passive watchers into active learners. In this way you can increase the benefits of a good educational and training video significantly.

Interactive videos demand active learners, and active learners understand the concepts better and engage deeper in the learning process. Also, their retention of information and knowledge development process increases.

Interactive videos are suitable if the subject needs some time to be introduced because they mitigate the lack of attention and consequently boost understanding and retention. They also are of great and high value if the subject is complex and difficult to understand (e.g. communication processes, like doctor - patient conversations).

Another scenario is in situations when the learning design demands an individual, personalised experience with a need for additional content for closing knowledge gaps, for extending knowledge opportunities, or for generating feedback and reflection on certain issues.

With interactive videos you are able to tailor a learning experience to individual demands and interests.

Another added value is that the media mix generates a more exciting experience, and therefore a better retention of the information and extending learning experience. ■

## User-Generated Content

## “Anonymity Leads to a Certain Feeling of ‘Safety’”

Munich (GER), December 2015 – “Platform-Based Learning: Risks and Possibilities Regarding Interactive and User-Generated Content Platforms” is the title of an OEB session on Thursday, 03 December 2015 at 14:15-15:15. Kerstin Bäcker from the Lausen law firm in Munich, Germany, will help participants acquire a clearer picture of the opportunities and potential risks of the use of Internet content.

### From a legal perspective, what are the main problems that arise in regard to user-generated content?

**Kerstin Bäcker:** User-generated-content (UGC) platforms often allow users anonymous access to their services. This anonymity leads to a certain feeling of “safety” as it is rather difficult to track down the specific uploaders of illegal content. Thus these platforms bear a relatively high risk of being misused for illegal activities such as copyright infringements, defamation, hate speech, etc. Providers of this type of platform have to have mechanisms in place to prevent or at least tackle infringing content.

### What do people who upload content on to a platform have to be aware of?

**Kerstin Bäcker:** Uploaders are definitely liable for any illegal content they place on the platform. Hence, they should only upload content they have created themselves and for which they have not granted exclusive licenses to third parties such as publishers or record labels.



Furthermore, content should only be provided that does not infringe any rights of third parties, such as pictures in which individuals are displayed who did not consent to the publication of their image or texts that contain false statements regarding the person under discussion.

### And what about people who use the content?

**Kerstin Bäcker:** By simply watching or listening to user-generated content, you do not run any specific risk, even if the content is infringing. However, download infringing content or using software tools to store infringing content that is streamed may constitute an infringement of copyright.



Kerstin Bäcker

If you use user-generated content, bear in mind that the Terms and Conditions of many UGC platforms prohibit any commercial usage of content hosted on them and ask users to get in touch directly with the respective uploader in order to obtain a license. As a result, you have to check thoroughly whether you are allowed to include user-generated content in what you make available without any further license agreement.

Even if you are allowed to use content because it is published under a free license, it is likely that you are obliged to name the author or bound by special clauses in the free license. An important example is the “share-alike” version of Creative Commons: anybody may redistribute content or derivative works based on it, but only on the condition that it is again licensed on identical or similar terms.

### Who is responsible for use that conforms to the law?

**Kerstin Bäcker:** Whether a user-generated content platform like YouTube is directly responsible for the content it makes available has not yet been clarified by case law – that is, continental European law. Ultimately, the European Court of Justice would have to decide this question.

However, if a platform has been notified by a competent authority regarding specific content that is infringing rights, the platform may be obliged to take appropriate and sometimes extensive measures to delete it. Those responsible must also make sure that the

same content cannot be made available again on the platform.

### Where can a person get help or support in case of doubt?

**Kerstin Bäcker:** If you are uncertain about what the Terms and Conditions of a platform allow you to do, you might want to look for FAQs or contact the support staff. If you are uncertain under what circumstances you may use third-party content for non-commercial purposes – such as an educational program – it is often recommendable to contact the copyright owner. Most copyright owners who publish content on UGC platforms also put their content under free license or are willing to grant a free license in specific cases for a non-commercial project.

Apart from this, questions about what is allowed by fair-use laws or similar limitations of copyright for quotations or news coverage vary from country to country and can only be answered by experts in the field. There are, however, many useful sources of information that can be found online.

If the information stems from official authorities or institutions, it will generally be reliable. Personal views or hearsay found on bulletin boards or blogs that are run by legal laymen should not be trusted as readily. ■

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## Best Recommendation

## SPOCS: Specific Private Online Courses

Amsterdam (NL), December 2015 - Nick van Dam Ph.D. is Global Chief Learning Officer at McKinsey & Company. He is an internationally recognized consultant, author, and speaker, as well as the founder of the eLearning for Kids Foundation and a thought leader on corporate learning and leadership development. At OEB 2015, he will speak on Friday, 04 December in the session "MOOCs at Work" from 12:00 to 13:30.

### What are SPOCs exactly? How can we envision them?

**Nick van Dam:** SPOCs are online courses that use adult-learning design principles and technology platforms which are similar to those found in MOOCs. For example a SPOC supports

- individual learning modules that include interactive exercises, videos, readings, self-reflections, cases, and graded assessments;
- projects involving small groups, e.g. three to five people, collaborating on course-specific projects based on real-world tasks, at the end of which the participants undertake peer grading and provide team feedback;
- social learning, which features interaction with other students in different community platforms, as well as exchanges with online teaching assistants.



Nick van Dam

leadership development is a top priority for companies since organizations with top-quartile leadership have been demonstrated to outperform their competition by 200 percent. SPOCs support the business requirements for leadership development by providing an experience that is

- scalable because learning needs to scale and fit the way people live and work;
- applied since adults learn by doing and on the job;
- social, as it is well known that interaction creates greater engagement and discovery;
- blended, based on the evidence that integrated learning (digital, field, forum) delivers the highest impact;
- effective due to the fact that they support the acquisition of new knowledge and skills, as well as the required change of behaviors.

### How does this type of education and training differ from existing courses or programs and what is the impact?

**Nick van Dam:** SPOCs use next-generation learning-technology platforms and



evidence-based pedagogy principles that provide immersive, user-centric, and effective blended learning journeys. Participants of our McKinsey Academy SPOCs report a 35-50% improvement in mastery of key competencies after completion of our programs. Additionally, 96% of participants report that they are engaged, and 80% would recommend a SPOC to a colleague.

### Who develops the SPOCs, and what accounts for a program's outcomes?

**Nick van Dam:** SPOCs are developed by the various vendors who have built the learning-platform technology in collaboration with subject-matter experts, as well as instructional designers. The success of a SPOC depends on a variety of factors, including the identification of the targeted audience; the quality of the learning-technology platform; the relevance of the course for the audience; the level of expertise of the subject-matter expert; and the underlying pedagogy.

Finally, the adoption of a SPOC can be enhanced by role modeling of participants, the usage of gamification, and the introduction of other incentives for course engagement and completion. ■

### Why do SPOCs play a special role in the education and training of executives?

**Nick van Dam:** Our research shows that

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## Learner-Centric Environment

## Promises for Open Badges and e-Portfolios

Oulu (FI), December 2015 - Eric Rousselle is CEO at Discendum and has contributed to the development of online learning solutions in both the academic and corporate worlds for over two decades. His topic at OEB will be "Open Badge Passport - Reinventing the e-Portfolio with Open Badges" in the session on Friday, 04 December 2015 from 16:30 to 17:30

### What has your experience with Open Badges and e-portfolios been?

**Eric Rousselle:** It's logical to start with e-portfolios because they have been around in the academic sector for at least ten years. The Open Badges standard is a newcomer and was created by the Mozilla Foundation in 2011. The standard started to gain popularity about two years ago.



Eric Rousselle

Well, about e-portfolios, my experience is related to the national Kyvyt.fi e-portfolio service (Kyvyt means skills), which my company, Discendum, built in 2008 on the Mahara open-source platform. Today, Kyvyt.fi has more than 40 000 users, who are mainly teachers, tutors, study counselors, and students from secondary and higher-education organisations. Nowadays, Kyvyt.fi is used mainly as a learning portfolio, as a place for collaborative and reflective learning.

It has been both easy and difficult to introduce the concept of modern portfolio (Personal Learning Environment) in Finland. It's easy because Finnish teachers are well trained in pedagogy and understand the benefit of portfolios in learning. The difficult aspect is because teachers are used to working in teacher-centric and organisation-centric learning-management systems. In particular, at the beginning it was difficult for them to work in a learner-centric environment, which did not allow them to manage their students in the familiar way.

The big challenge for them has been to learn to trust their students and to switch from the traditional role of an instructor to the role of a facilitator. Kyvyt.fi can be seen as a successful concept because every year more schools and universities start using it, but on the other hand we are disappointed in the fact that students make their portfolios because they have to do it and aren't eager to develop them after they graduate. This problem seems to be related to all academic portfolios. Why? It can be that students don't see the value of portfolios. Reflecting can sometimes be demanding, and most of the e-portfolio systems are driven by formal education,

too complex and not very user friendly.

I'm an active member of the Open Badges movement. Discendum has developed the Open Badge Factory issuing platform and the Open Badge Passport online service. We also issue Open Badges in our training programs and events. My interest in Open Badges is partly related to the need to make better e-portfolios, and I believe that Open Badges can bring more value to them.

If I get an Open Badge issued by a teacher or an employer, I don't have to write a novel about my skills because a badge is a validated evidence of my skills, competences, achievements, and even attitudes. This means I just have to add my badge in my portfolio. This is an easy way to bring evidence to e-portfolios, and it is appreciated by people who are not interested in spending time on documenting their learning. One other value of Open Badges resides in the fact that badges can capture informal learning.

Bringing evidence of the things we learn in real life could make portfolios more attractive and valuable to their owners and customers. We believe that Open Badges are definitely valuable for e-portfolios, but it's possible to go further and to reinvent the whole e-portfolio system with Open Badges.

### Who recognizes them in Finland or internationally?

**Eric Rousselle:** E-portfolios have been recognised and widely used internationally for a long time - usually for education, continuing professional development, and employment. Universities in the USA and UK have been especially active in this area. In Finland, e-portfolios as personal learning environments (PLEs) are becoming more and more popular in the education sectors. For example, the City of Helsinki has developed a learning environment for secondary schools built on Mahara, and associations are providing e-portfolios to their members.

Open Badges is a new standard, but thousands of organisations around the

world are already issuing badges to their students, members, partners, customers, and employees. In Finland, the standard's early adopters have been associations, which have been followed by schools, universities, training organisations, and recently corporations. In the education sector, the first Open Badge projects have been related to teachers' continuing professional development (ICT skills), but badges are now awarded to students to recognise their skills and achievements. In 2015, seventy Finnish organisations have issued about 17,000 badges.

### In your opinion, what significance can this educational qualification attain compared to formal certificates?

**Eric Rousselle:** The problem with certificates issued by the formal education system is that they tell about the course or curriculum completion but rarely about the actual skills and competences of their owners. The value of a formal-education certificate is not in the certificate itself, but in the fact that they are awarded by respected official bodies. Open Badges contain metadata that can be used to tell about its earner's skills, competences, or achievements.

The value of the badge doesn't come only from the status of its issuer, but from the value that the badge has for its earner and customers - for example, prospective employers. A badge is much more than a stamp: it is a communication channel. Badges are often compared to certificates and diplomas, but it's important to understand that badges are much more than the formal education system's credentials. Badges can capture and recognise informal learning, things we learn anytime and anywhere.

### What tools have proven especially easy to manage or practical at the university level or in vocational training?

**Eric Rousselle:** This is a difficult question, and it's easier to tell first about solutions that are not as user friendly as they should be. If we speak first about e-portfolios, it's clear that most of the large portfolio systems on the market should be more flexible, "light", and user friendly. I think that the Open Badge Passport is an interesting new approach to the e-portfolio concept because it's easy to manage and could motivate students to work with their portfolios. Open Badge Passport is now an open-source project called SALAVA, and I invite everyone interested in e-portfolios and Open Badges to join its developer community at [salava.org](http://salava.org). ■



## Transmitting Reality

## Teaching with Cases and Studying Students' Learning

Frederiksberg (DK), December 2015 - Christian Poulsen, from the Copenhagen Business School in Denmark, will present a tool called "Casemaker" on Thursday, 03 December from 14:30 to 16:00. Casemaker is software that supports the case-based teaching method, using multimedia cases and allowing teachers to take control of the process at every moment.

**What is the advantage of having students acquire information based on cases, and how does this differ from other teaching / learning methods?**

**Christian Poulsen:** The idea behind the case-based teaching method is transmitting a sense of reality to the student. The case should provide the student with a feeling that "this could be me" in the case.

The teaching case provides the student with empirical data of a real-life situation. The student should scan the data from relevant and irrelevant input and analyze it with theory from textbooks or classes.

In contrast to lecturing, the case method goes beyond transmitting data and

knowledge. After analyzing the case, the students have a case discussion in class and thus pass all the phases of the learning cycle (Kolb).



Christian Poulsen

**How does Casemaker work?**

**Christian Poulsen:** Casemaker allows teachers to create and collaborate on cases. When a case is ready, the teacher can assign it with designated tasks to the students. Cases can also be divided into sections to be delivered over a period of time,

or different sections can be assigned to various students.

Finally, the teacher has access to statistics that give insight into how the student worked with the case.

The Casemaker platform consists of three integrated elements:

- the CaseDeveloper software component, which facilitates collaboratively developed multimedia cases;
- the CaseTeacher software component, which supports teachers in planning their case-based teaching by formulating case-based assignments, competence profiles, and learning objectives for students;
- the CaseAnalyser software component, which allows students to analyze and solve cases and teachers to gain insight into the students' collaboration and learning processes.

**To what extent are cases available?**

**Christian Poulsen:** Casemaker has an integrated case database that currently consists of around 25 items. These cases are from a variety of fields, with some suitable for first-time case method students and others more appropriate for people who have experience with the approach. Some cases merely consist of text, while others include photos, videos, tables, etc.

The Casemaker database is constantly growing, and through a special arrangement with an associated partner, The

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Sooner or Later

## “Universities Will Give ECTS Credits for MOOCs”

Lausanne (CH), December 2015 - Pierre Dillenbourg is professor of learning technologies at the Swiss Federal Institute of Technology in Lausanne (EPFL) and academic director of the Center for Digital Education. His session at OEB, “MOOCs: Here to Stay” will afford insight into best practices for MOOCs. The event takes place Thursday, 03 December 2015 from 11:45 to 13:00.

*In your opinion, which criteria does a MOOC have to fulfill in order to be considered best practice?*

**Pierre Dillenbourg:** Most discussions about MOOCs are concerned with the videos, namely their quality, their length, etc. Of course we want the best quality, especially audio quality, but students do not join MOOCs because the video is nice. Overall they expect high-impact contents. Actually, videos are only the visible tip of the iceberg.

As best practice, I would qualify a MOOC with rich activities between the videos: running analyses in a statistical platform, using a simulation, conducting remote sensing experiments, exploring a repository of museum archives, annotating maps of future cities, etc. What students do is what they learn. The best learning activities will also connect what they learn to their workplace.

*How can a user recognize a good or bad MOOC as quickly as possible, and what are the criteria?*

**Pierre Dillenbourg:** They are simple cues, such as the name of the university that produced the MOOC or the instructor's scientific reputation. But potential participants should also look at the opinions of those who have completed



Pierre Dillenbourg

the MOOC. Recommender systems for MOOCs are emerging, which will be useful - but of course are exposed to the same biases as hotel ratings.

*In your opinion, do the high participant drop-out rates that everyone complains about have anything to do with the quality of MOOCs, or are they due to the participants' lack of motivation?*

**Pierre Dillenbourg:** The rate of drop out is due first to a misunderstanding of the word 'participant'. Users need to register for a MOOC to be able to see its contents. More than one third of them watch the first video and then decide that the MOOC does not match their expectations and hence do not engage at all. They do not drop out; they never really started. Then, another third takes the MOOC as a wiki: they don't aim to get a certificate but select some MOOC components that interest them.

EdX has found that twenty percent of their MOOC participants are teachers. One should only consider those who really want to complete the MOOC. Among them, some will drop out because of low quality, but, the main reason to drop out is probably the workload: our MOOCs are as demanding as any EPFL on-campus



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class, and two thirds of MOOC participants have a job. Furthermore, many of them probably have a family, and keeping the MOOC tempo is not trivial. This is why both Coursera and EdX now offer courses for which learners can choose their own learning pace.

*Can we expect quality standards for MOOCs in the near future?*

**Pierre Dillenbourg:** Yes. Several standards will probably emerge from different categories of MOOCs. For instance, some of our MOOCs aim to better prepare freshmen to succeed in our very selective first undergraduate year (e.g. our introductory MOOC in Physics). Other MOOCs aim to give access to specific, advanced scientific knowledge (e.g. our MOOCs on neuronal dynamics) Finally, some MOOCs add value on the job market (e.g. our MOOC on the programming language SCALA).

So, actually, very different types of learning events fall under the rubric “MOOC”, and their quality has to be assessed by specific criteria. Nonetheless, sooner or later, universities will give European Credit Transfer and Accumulation System (ECTS) credits, and therefore some rules of assessing MOOC quality will be necessary. The day we are able to anchor this quality control into the ECTS system, the Europe of Bologna will lead worldwide education. ■

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### Teaching with Cases and Studying Students' Learning

Case Centre, it is possible to publish simultaneously on Casemaker and via The Case Centre.

*What has your experience with this tool been?*

**Christian Poulsen:** So far we have taught classes with Casemaker in Greece, Sweden, Denmark, Germany, and England. The most important experience with the tool has been that case teachers have had good opportunities to prepare the case discussion in class. The analytics of the CaseAnalyser provide the teacher with

information on student activity and how far they are in their learning.

A concomitant experience has been that the group dynamics among the students have been some what different as they work asynchronously on the case analysis. For example, students who had frequently remained “silent” in the past were able to speak their voice.

Lastly, and most important, there is a tendency indicating that students who have worked with Casemaker significantly improve the quality of the case discussion. ■