

WP3 – MOOC DEVELOPMENT & PILOT

3.5b Results & lessons learned report from the second run of the MOOC

INNOVAT - INNOVATIVE TEACHING ACROSS CONTINENTS -
UNIVERSITIES FROM EUROPE, CHILE AND PERU ON AN EXPEDITION

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| Deliverable N. | D.3.5b |
| 1st Document version: | 15/11/2022 |
| Last Update: | 23/11/2022 |
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| Project Number: | 598758-EPP-1-2018-1-AT-EPPKA2-CBHE-JP |
| Project duration: | 15/1/2019 – 14/10/2022 |

CAPACITY BUILDING IN HIGHER EDUCATION – KA2 – ERASMUS+



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1. INTRODUCTION

This document presents the main results of the second run of the InnovaT MOOC (“*Enseñanza Innovadora en la Educación Superior*” – “Teaching Innovation in Higher Education”). This second run took place between June and July 2022 (InnovaT MOOC, 2022). This document complements the document “3.5 Results & lessons learned report” (InnovaT, 2020), which presented the results of the first edition of the MOOC (InnovaT MOOC, 2020), which took place between June and July 2020. Table 1 compares the results regarding the number of registered participants and certificates issued in the two runs of the MOOC. Overall, **2340** students registered in the MOOC (1339 in the first run and 1001 in the second run), with **408** receiving a certificate of completion (17.4%) (236 in the first run and 172 in the second run). In both cases the MOOC had a moderate difficulty, a duration of 6 weeks (modules) and an estimated workload of 5 hours of work per week. The contents in the second run of the MOOC were revised considering the comments made by the participants of the first run of the MOOC and collected in the above mentioned “3.5 Results & lessons learned report” (InnovaT, 2020).

Table 1: Registered participants and certificates issued in the first and second run of the MOOC.

| | Registered participants | Certificates issued | |
|-------------------|-------------------------|------------------------|--|
| First run (2020) | 1339 | 236 (17.6%) | 138 (female), 97 (male), 1 (other) |
| Second run (2022) | 1001 | 172 (17.2%) | 75 (female), 90 (male), 2 (other), 5 (not reported) |
| TOTAL | 2340 | 408 (17.4%) | 213 (female), 187 (male), 3 (other), 5 (not reported) |

A survey (in Spanish) was used to evaluate the quality of the MOOC. Participants in the MOOC could answer the survey voluntarily and anonymously. A total of **236 participants filled out the survey in the first run**, with **158 participants filling out the survey in the second run**. The results of this evaluation were very positive. The next section presents the main results, considering mainly the data from the second run. The data from the first run can be consulted in the corresponding report (InnovaT, 2020). In some cases the results from the first and second run of the MOOC are compared.



2. RESULTS

Figure 1 and Table 2 present the results regarding the quality of the content. These results show a very positive assessment by the respondents and are very aligned with those from the first run.

Table 2: Quality of the contents of each of the course modules. Scale form 1 (minimum) to 5 (maximum). Comparison between first and second run.

| Module | 1st run (2020) | 2nd run (2022) |
|--------|----------------|----------------|
| 1 | 4.45 | 4.55 |
| 2 | 4.47 | 4.63 |
| 3 | 4.72 | 4.79 |
| 4 | 4.77 | 4.76 |
| 5 | 4.73 | 4.77 |
| 6 | 4.34 | 4.51 |

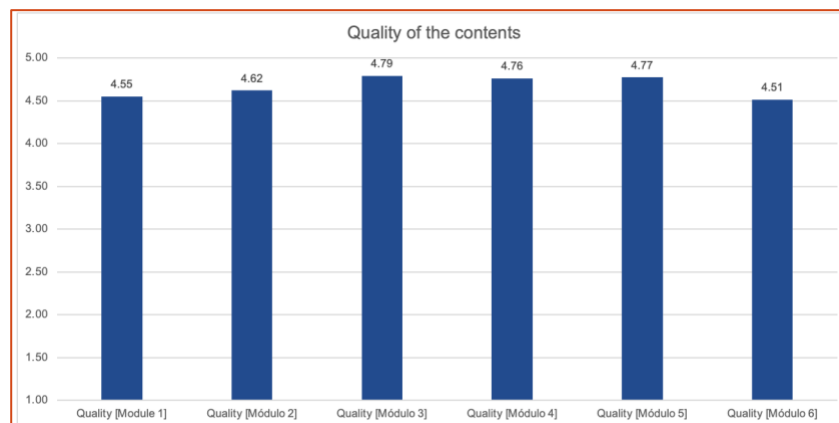


Figure 1: Quality of the contents per module in the second run.

Figure 2 and Table 3 present the results regarding the usefulness of the content provided in the MOOC. Once again, these results show that participants agreed on the very high usefulness of the content as it happened in the first run as well. These results are particularly interesting as they show the perceptions during the COVID-19 pandemic (first run) and after the pandemic (second run).

Table 3: Usefulness of the contents of each of the course modules. Scale form 1 (minimum) to 5 (maximum). Comparison between first and second run.

| Module | 1st run (2020) | 2nd run (2022) |
|--------|----------------|----------------|
| 1 | 4.56 | 4.63 |
| 2 | 4.57 | 4.66 |
| 3 | 4.72 | 4.73 |
| 4 | 4.79 | 4.78 |
| 5 | 4.71 | 4.75 |
| 6 | 4.48 | 4.65 |

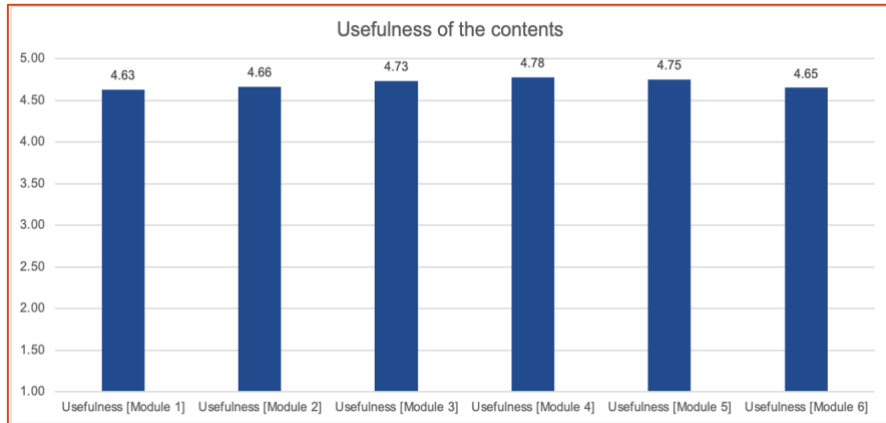


Figure 2: Usefulness of the contents per module in the second run.

Figures 3 and 4 present participants’ opinions regarding the quality of the videos provided in the MOOC (Figure 3) and the usefulness of these videos (Figure 4). In both cases, a vast majority of participants supported the high quality and usefulness of the videos (green and blue colors in the Figures).

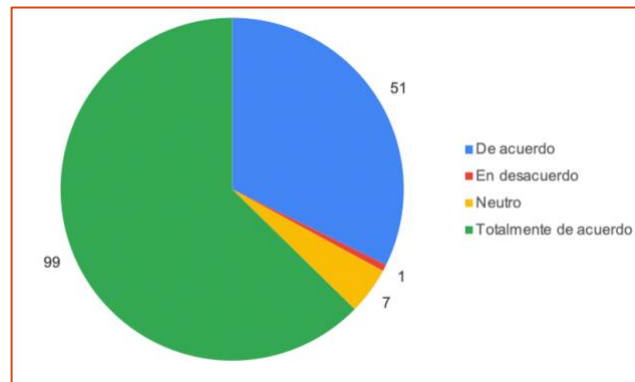


Figure 3: Participants’ perception on the statement “Videos had good quality”

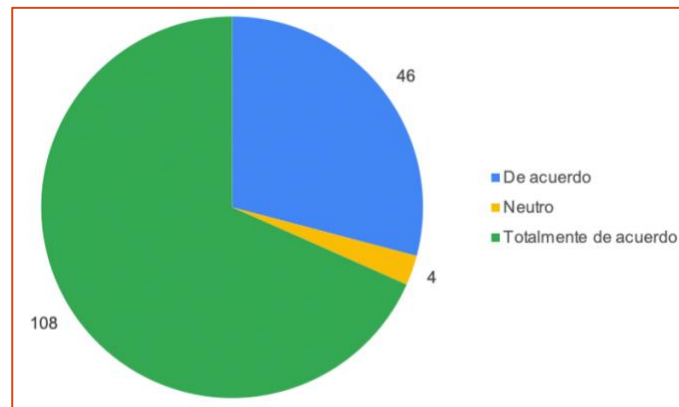


Figure 4: Participants’ perception on the statement “Videos were useful”



Figures 5 and 6 present participants' opinions regarding the pertinency of the contents (Figure 5) and the usefulness of the contents (Figure 6). In both cases, a vast majority of participants supported the pertinency and usefulness of the contents of the MOOC (green and blue colors).

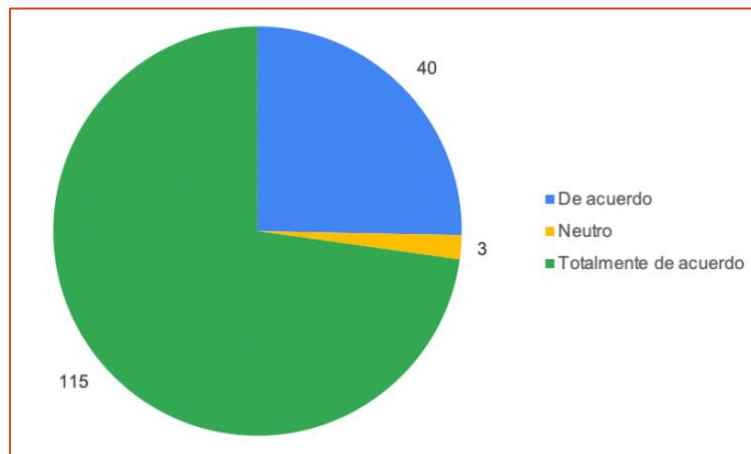


Figure 5: Participants' perception on the statement "Contents were pertinent"

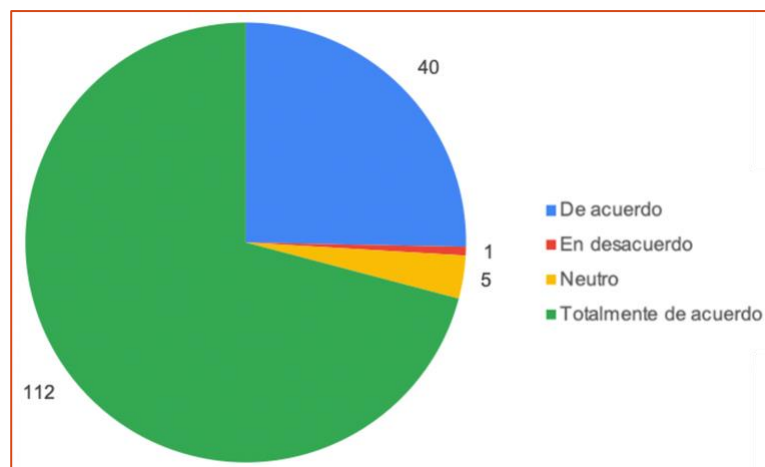


Figure 6: Participants' perception on the statement "Contents were useful for my job"

Figure 7 presents participants' opinions regarding the amount of information provided and its purpose to understand the course content. Most of the participants indicated that the amount of information was appropriate by saying that they agreed or totally agreed with this fact.

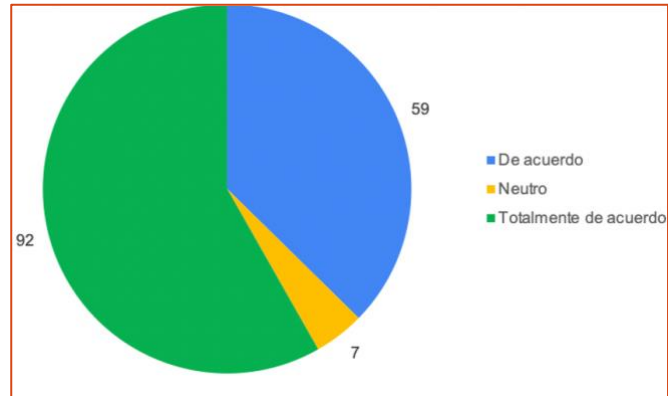


Figure 7: Participants' perception on the statement "The amount of information was enough to understand the course content"

The activities proposed in the MOOC were also positively assessed, as it can be seen in Figures 8 and 9 regarding their purpose and consistency with the rest of the contents.

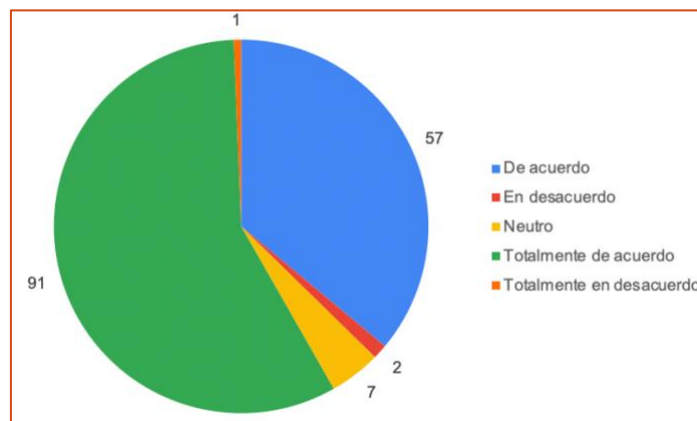


Figure 8: Participants' perception on the statement "The activities proposed helped in achieving the course objectives"

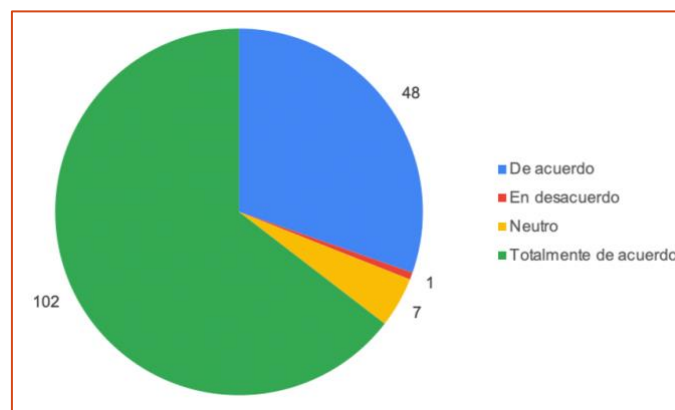


Figure 9: Participants' perception on the statement "There was consistency between activities and course contents"



Participants' perception on the use of the course forum was also positively assessed, both to see different points of view and to get answers to questions (although this latter issue could have been improved). This is reflected in Figures 10 and 11.

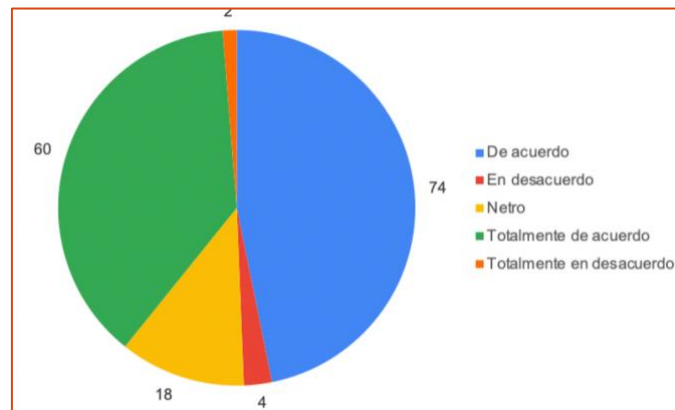


Figure 10: Participants' perception on the statement "The course forum helped to see different points of view on the topics"

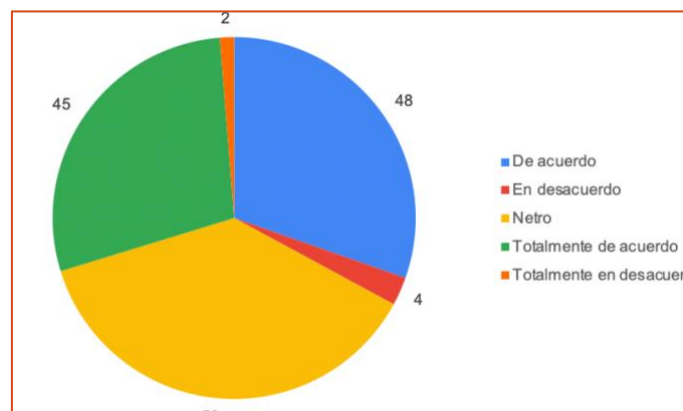


Figure 11: Participants' perception on the statement "There was appropriate interaction to solve questions about the topics"

The support of the instructors to the participants was also positively assessed, as it can be seen in Figure 12.

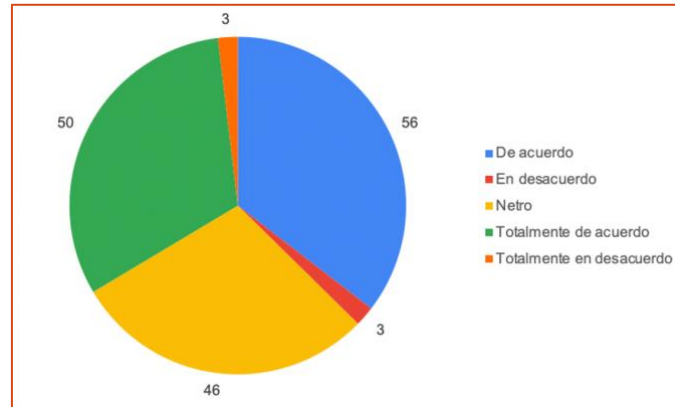


Figure 12: Participants' perception on the statement "The support of the instructors was appropriate"

Finally, most of the participants also indicated that they would recommend the MOOC (Figure 13) and take another MOOC (Figure 14).

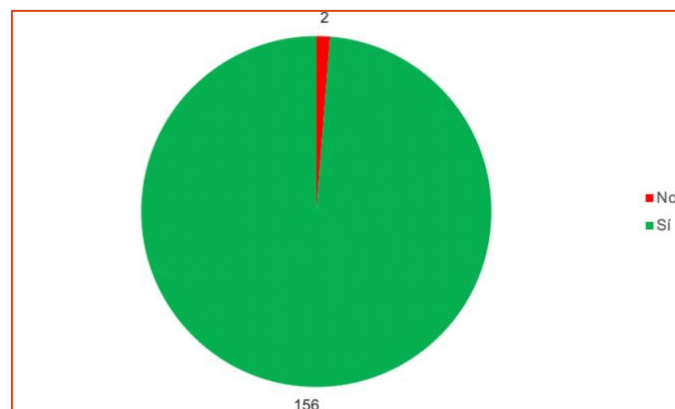


Figure 13: Participants' perception on the statement "Would you recommend this MOOC?"

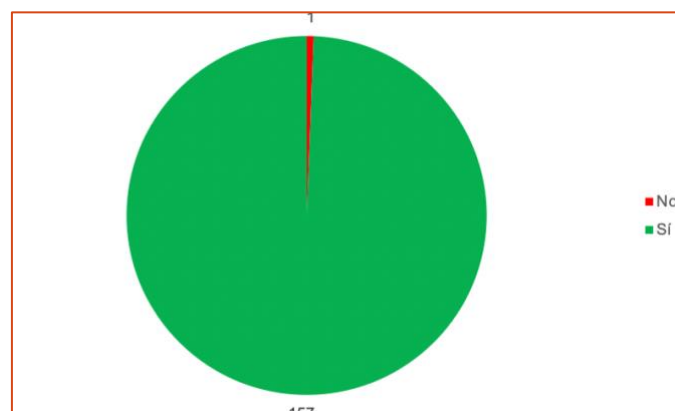


Figure 14: Participants' perception on the statement "Would you take another MOOC?"



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