



7.2 Production Manual for MOOC/VOOC Developments

European Green Mastery (Erasmus+ KA2 Sector Skills Alliance - 601226-EPP-1-2018-1-NO-EPPKA2-SSA)

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

Introduction

One of the most important parts of the project, was the development of innovative digital training provisions. The final result was two MOOCs, created in English and translated into Norwegian, German, Estonian and Spanish. This manual will explain how we got to the final result, through the working process. The idea is that our experiences can be used by others in the future as inspiration for their own development of training programmes and MOOCs.

The initial process

The first step towards the MOOCs was to create our learning outcome-based qualification matrices. This work consisted in finding relevant learning outcomes, creating new ones, and finally putting them all together into logical units. This work was done by the entire partnership, so to include both the VET providers and the sector representatives. We ended up creating 15 matrices, ranging from EQF level 2 to 6, five for each of the fields of floristry, landscaping and gardening. The matrices were then translated from English into the partner languages, and can be found with the rest of the project results [here](#).

Because the matrices were so comprehensive, it was decided that it was better to choose some of the most important learning outcomes and create the training programmes based on these. Our goal was to create relevant training provisions, with a focus on sustainability and resilience against climate change. What followed was an extensive analysis of the units and learning outcomes, to figure out what was most important for the labour market and at the same time strengthening sustainability competences. Through several meetings and workshops, a final structure was decided upon. It was decided to create two training courses, one on EQF levels 3 and 4, and one on EQF levels 5 and 6. The relevant learning outcomes were sorted into these two training courses.

The next step was to design the training courses. It was decided to divide each training course into four modules. Each module was based on one aspect of sustainability that the partnership thought was central for the development of sustainability. The structure decided on was as follows:

- Training course 1: Sustainable resource use in the Green Sector (EQF 3+4)
 - Biodiversity
 - Climate awareness
 - Recycling and composting
 - The problem of polymers (plastic)
- Training course 2: Sustainable businesses in the Green Sector (EQF 5+6)
 - Being an informed worker/consumer
 - Supply chain management
 - Circular economy
 - Innovative business practices

The partnership then started the work of designing the in-person training programmes. The idea was to create one task for each of the modules, that would cover the relevant learning outcomes and that it could be done in the workplace. What was realised during this process, was that the best way to incorporate a MOOC into the training course was to take out all the relevant learning outcomes related to “knowledge”, and use them as a basis for the MOOCs. By doing this, the partnership ensured that the more practical learning outcomes (skills and autonomy and responsibility), were tested in person, while the more theory-based learning outcomes would be tested through online resources.

The development of the MOOC

Now, the situation was that the partnership had the MOOC framework in place. The learning outcomes and modules were chosen, so the next step was to create the actual content. For the MOOC platform, Canvas was chosen. The reason for this, was that it contained all of the features the partnership required, some of the partners had already experience using this platform, and it was possible to create good MOOCs using their free version.

The modules were divided among the partners according to their competences, and were asked to create content in the form of text, pictures and diagrams. In addition, relevant videos on each topic had to be found. It was quickly agreed upon that each module should consist of three main parts. The first was an introduction to the topic, with a more general scope. The second part should take the information from the first part and relate it to the green sector through relevant examples. The third part was a quiz to ensure that the learners had understood the topic.

While the partnership was divided into several groups working on their modules, it was very important to keep a good flow of information throughout the process. For this purpose, a common cooperation and editing tool, the MS SharePoint, was applied for document sharing, comparisons, matching and co-editing. This was to ensure that the content and the “look and feel” was somewhat similar. It was also important that the difficulty of each module was both similar and in line with the corresponding EQF level.

When the modules were finished, the partnership created an introductory module, which is the same for both MOOCs, to give an understanding of the project as a whole, an introduction to the concept of sustainability, and a video on how to use the MOOC. With this, the first draft was finished.

Testing, adapting and translating

When the first draft of the MOOC was ready, all of the partners were asked to find experts within the green sector who could test the MOOCs. A total of 41 people were invited to test the MOOCs, and 30 people completed all of the parts and the evaluation survey. The feedback was then analysed, and while the feedback was to a great extent positive, there was also some constructive criticism. This was acted upon, and the appropriate changes were done to the MOOCs. This included an improvement of the grammar, the update of pictures and diagrams to make them more understandable, and the addition of more information to some sections to improve the content.

After this round of testing, the MOOCs were translated into the partner languages. After all sections, documents and quiz question were translated, they were uploaded into new courses. This makes it easier for learners to choose the correct course, while at the same time allowing them to take the course in more than one language if they should choose so. The final result is two MOOCs with four modules each, in five different languages. They can all be accessed using the links below.

MOOC 1: Sustainable resource use in the Green Sector

- [English version](#)
- [German version](#)
- [Spanish version](#)
- [Norwegian version](#)
- [Estonian version](#)
- [Dutch version](#)

MOOC 2: Sustainable businesses in the Green Sector

- [English version](#)
- [German version](#)
- [Spanish version](#)
- [Norwegian version](#)
- [Estonian version](#)
- [Dutch version](#)