



MOOC Strategies of Higher Education Institutions in Lithuania

Status report based on
a mapping survey conducted in
November 2016 – February 2017

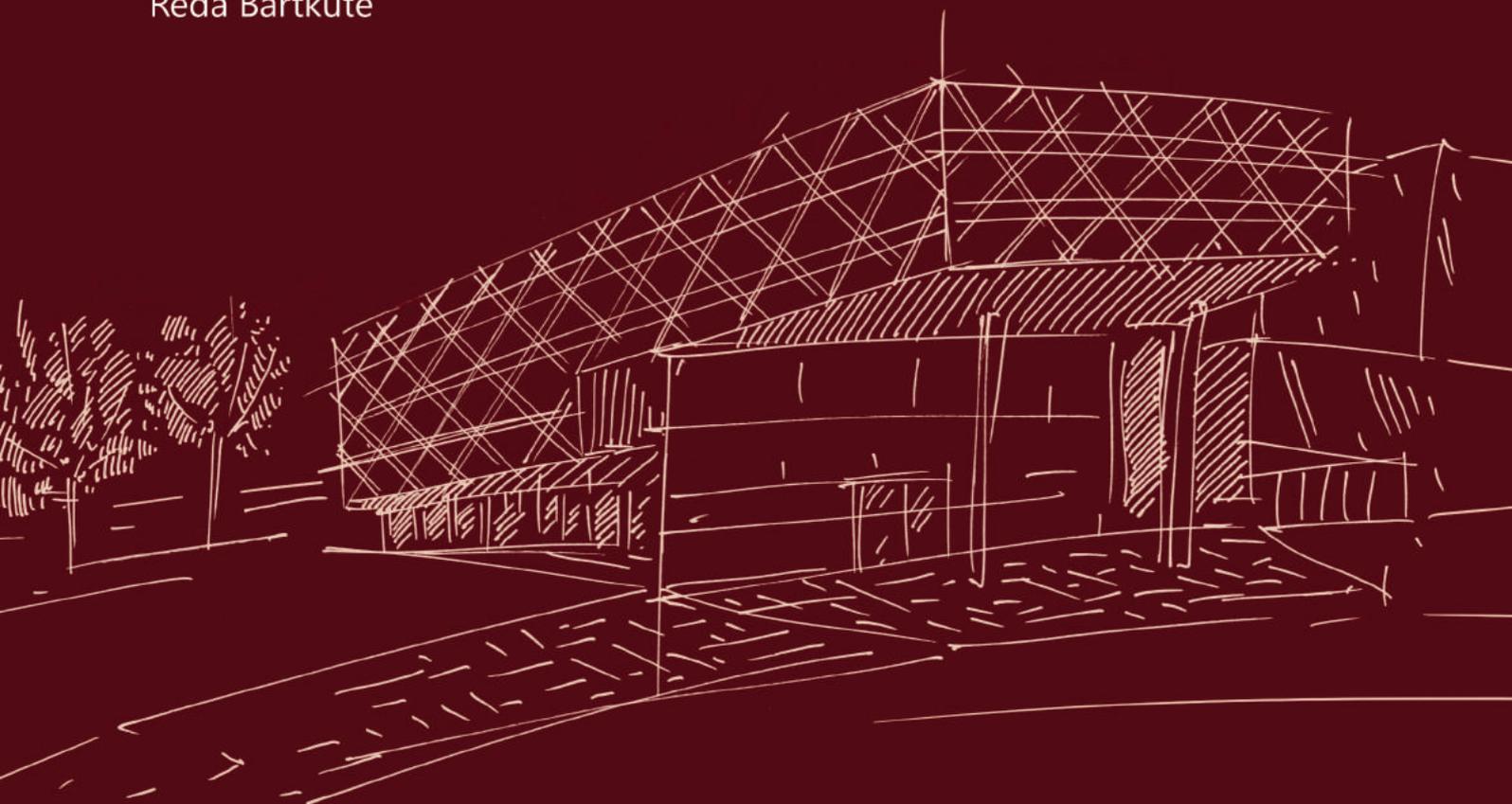
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Introduction

Massive Open Online Courses (MOOCs) have been a driving power for higher education for more than a decade. During this time, massive open online courses became one of the alternative models to provide education. In the meaning of openness, massive open online courses has flipped up the understanding of the delivery of quality education. The worldwide trends of MOOCs show that MOOCs evolved quickly. In the past few years, MOOCs has changed its' concept (MOOCs are no longer massive) (Shah, 2016), expended functionality and involved more difficult tools for learning and students' management (Learning Analytics). Although, the providers of MOOCs face more problems than ever before: cohorting of students, Interactives, Student Engagement and persistence, progressive personal Profile, Personalization, User Experience, Credentialing (Forbes, 2017) and many more. However, these challenges does not prevent new players from entering to MOOCs market.

Lithuania has joint the worldwide MOOCs initiatives in 2013 by providing the first MOOC titled "Project Management". One year later, in 2014, the MOOC titled "Information Technologies" was offered to learners. It was the first MOOC provided in the national language. These two MOOCs have boosted an attention to MOOCs in Lithuania, more higher education institutions were interested in providing MOOCs by themselves. However, Kaunas University of Technology still keeps the leading position in this area and initiates most of MOOCs in the market.

The main issue why many higher education institutions in Lithuania are interested but do not take any actions towards creation of massive open online courses is that they have almost no experience in providing massive open online courses. This issue creates additional challenges to institutions such as a lack of technological and pedagogical support, teachers' readiness to provide manage MOOCs, also, the traditional attitude to learning. It also requires some deep preparation: knowledge how to create, provide and manage learners and learning process, how to set up technological resources for big number of external students, how to solve unexpected problems and how to keep up learners' motivation during the learning process. However, those challenges pay back the experience gained by providing one MOOC at least.

Analysing MOOCs provided by Kaunas University of Technology, Lithuanian MOOCs, as well as international, enrich the learning content by including many open online resources that helps to make a MOOC more attractive, more reachable and, most importantly, free for learners. Also, to keep learners motivated and interested,

interactivity is a must in the massive open online course. The learning material must be interactive, attractive and relevant. Also, it is important to keep in mind that learners might have different levels of knowledge in the field, to eliminate this problem, the content should be segregated by the level of knowledge.

Willing to find out more about the attitude of higher education institutions to delivery of MOOCs, the European research was conducted in 2017. Higher education institutions from 21 European and 3 non-European countries took a part in the research.

Nevertheless, the European Higher Education Area (EHEA) makes for a total of 97% of the responses (see figure 1). Huge contribution to the research was made by Lithuania where 21 higher education institutions (10 national Universities, 6 colleges, 2 Academies, 2 Associations and 1 centre) involved to the research and took the leading position in the responses.

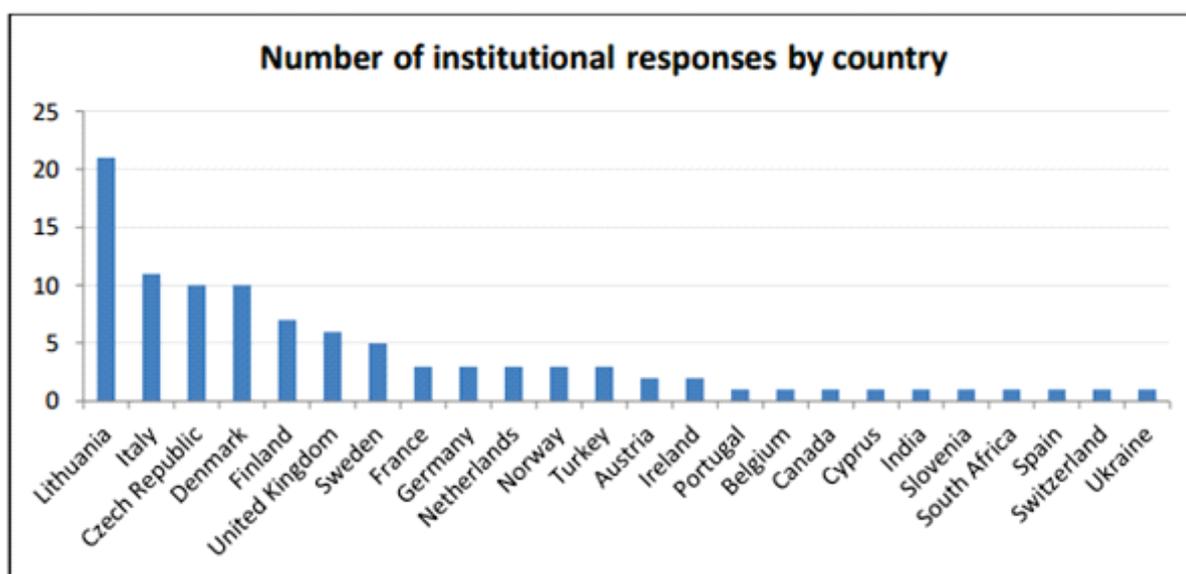


Figure 1. Number of institutional responses by country (Jansen, Konings, 2017)

The main findings of the research showed that Lithuanian HEIs are in the planning state of MOOCs or still have not decided about it. Also, it is important to underline that comparing with the results brought up in 2015, about 17,3% less institutions offer MOOCs. This number show the lost interest in providing MOOCs and its' consideration as a possible development area. However, institutions agree (76%) that MOOCs are important factor to learn online pedagogy.

Another interesting finding is that institutions have changed their primary objectives for MOOC provision. As the results of research conducted in 2016, showed that institutions declare more objectives while providing a MOOC. Those are: increased institution

visibility, use of innovative pedagogy, provision of flexible learning opportunities, reached new students, learn about scaling. This shows that institutions raise more complex objectives for MOOC delivery and which correlates with the benefit and the experience they will get in the future.

Finally, MOOCs are shaping the higher education in Lithuania and only those institutions who are willing to adapt become strong and competitive. In the research described in the next section, you will find out more about the attitude of Lithuanian higher education institutions to MOOCs and their experience gained while providing them.

Assoc. prof. Danguole Rutkauskiene
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1. Response and institutional profiles

This report presents the results of MOOC studies amongst Higher Education Institutions in Lithuania. A study was based on the methodology of previous reports conducted in the year 2014 (Jansen and Schuwer, 2015) and 2015 (Jansen and Goes-Daniels, 2016) on the European level. However, few questions were added most parts remained the same. The current report is compared to Lithuania country report conducted in 2015 (Rutkauskiene, Gudoniene, Jansen, 2016). It is obvious that MOOCs are not developed widely among Lithuanian Higher Education Institutions (HEIs), however, the implementation of MOOCs to these institutions education offerings has potential to grow.

21 institution from Lithuania has participated in survey. 10 institutions that responded to the questions to the survey on MOOCs are universities, 6 – colleges, 2 – academies, 2 – associations and one center (see Table 1).

Table 1. Profiles of participated institutions

Type of institution	Full name of institution	Total number of students enrolled at institution
University	Vilnius University	21000
	Vilnius Gediminas Technical University	14000
	Kaunas University of Technology	11000
	Mykolas Romeris University	8624
	Lithuanian University of Health Sciences	7000
	Aleksandras Stulginskis University	4500
	Lithuanian University of Educational Sciences	3550
	Siauliai University	3100
	Lithuanian Sports University	2000
	Utena University of Applied Sciences	1817
College	Kaunas College	7000
	Vilnius College	7000
	Siauliai State College	2332
	Kaunas Technical College	1700
	Marijampole College	802
	Alytus Colledge	650
Academy	Lithuanian academy of music and theatre	1200
	The General Jonas Zemaitis Military Academy of Lithuania	350
Association	National Association of Distance Education	-
	Association (LIEDM)	-
Centre	Education Development Centre	800

The majority of responding Institutions are mainly publicly financed (81%) whereas 14% of the institutions have a mixed financing system and 5% are mainly privately financed. Results are illustrated in Figure 2.

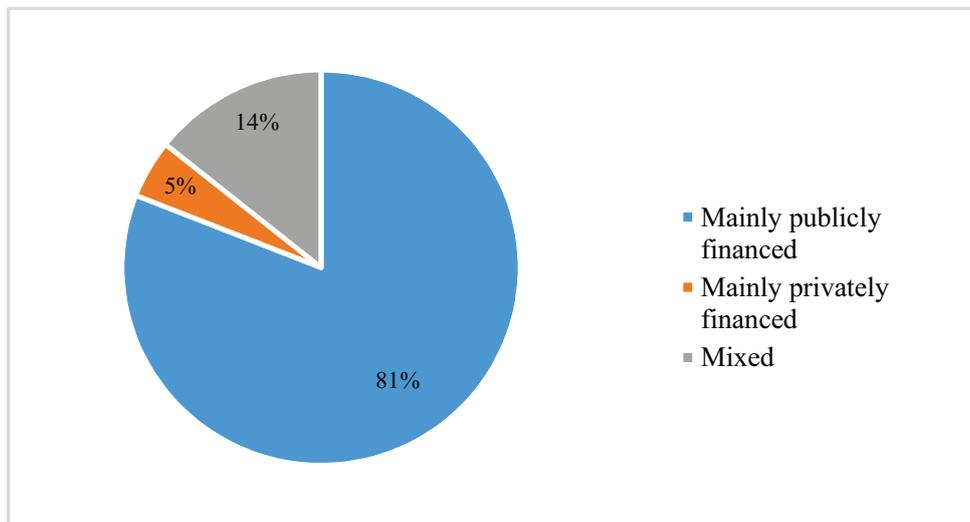


Figure 2: Percentage of institutional responses by financing system

As shown in Figure 3, 57% of the institutions responding to the questionnaire have on campus education provision, while 10% of institutions have mainly online or distance education provision. 33% of the responses came from institutions with a mixed profile.

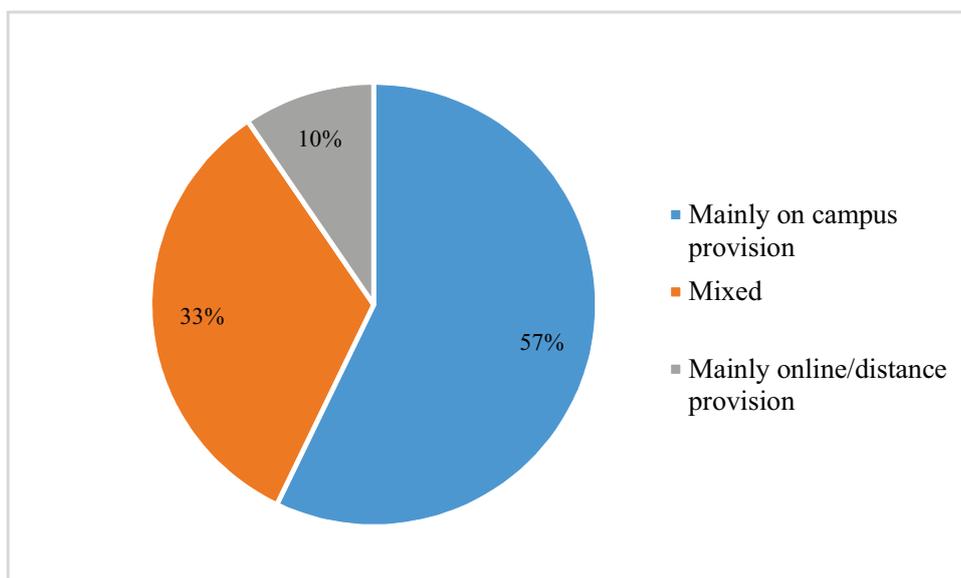


Figure 3. Percentage of institutional responses by education provision

2. Status of MOOC offering

Respondents were asked about MOOCs provided in their institution. Figure 4 shows a summary of results from Lithuanian institutions. Only 10% reported that they already have MOOCs. The biggest part of respondents (48 %) are planning to add MOOCs

offerings. 24% of the respondents have not decided yet if they need to provide MOOCs and 19% declared that they do not intend to provide MOOCs in their institutions. To sum up, results have shown that although only the small part of participated institutions already provides MOOCs, in the future there is a potential growth of MOOCs offerings in Lithuanian institutions.

The comparison with previous years report shows that the number of offered MOOCs in HEIs of Lithuania has decreased, nevertheless it is clear that in 2016 there was significant increase of HEIs planning to offer MOOCs in the future. Also, there was less undecided HEIs about MOOCs, but the number of institutions which have decided not to add MOOCs lowered in 2016.

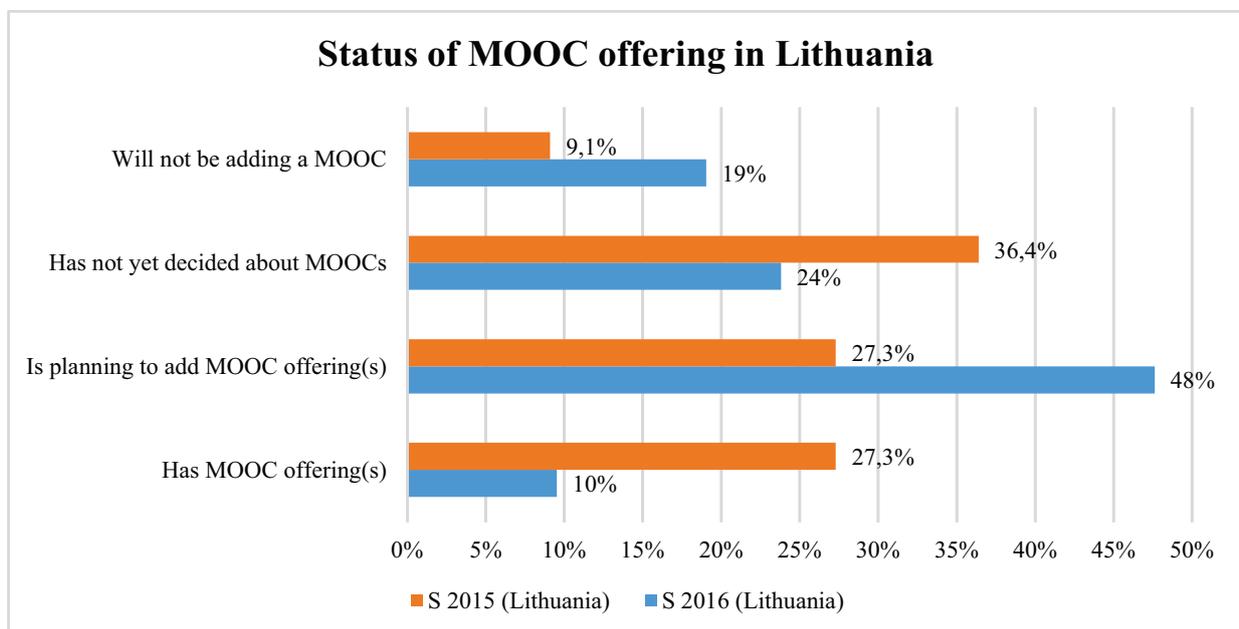


Figure 4. Institutional profile in their MOOC offering for this survey

In total, 3 institutions that participated in the survey (S 2016 Lithuania), offer 1 course of MOOC, 2 institutions provide 3 courses. It is important to note that 3 institutions that are already offering MOOCs are planning to add more MOOCs. It could be interpreted that the number of institutions already offering MOOCs is actually 24% instead of 10%. Majority of institutions in Lithuania are still experimenting with MOOCs.

From institutions that use MOOCs (see Figure 5) two (22 %) have developed their own dedicated institutional MOOC platform, two (22%) are collaborating on a MOOC platform in their regions/country (e.g, FUN). The majority (five institutions - 56%) of institutions that are using MOOCs prefers using one of the open source platforms at their HEI (e.g., Moodle, OpenedX, OpenMOOC, etc).

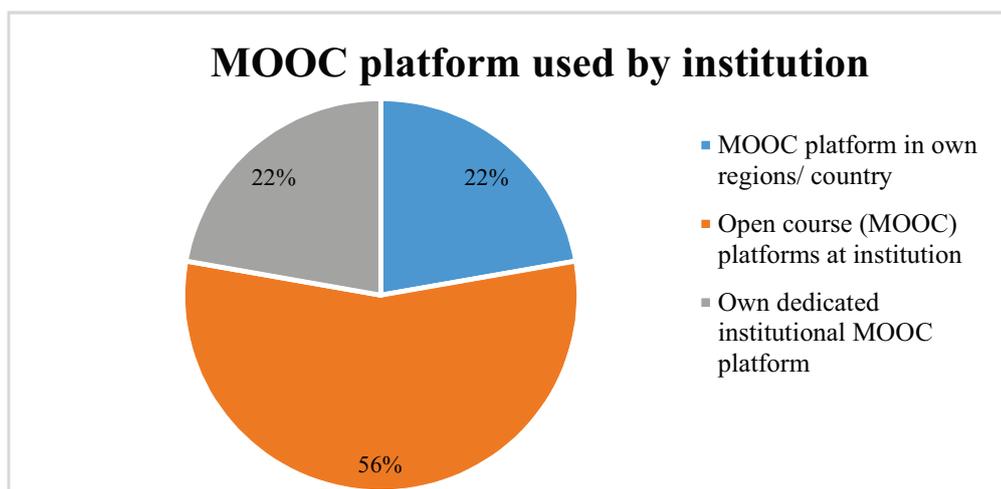


Figure 5. MOOCs platform that you use (optional question only for those institutions that already offer MOOCs)

Results of the survey specify that 33% of responded institutions (re-)uses existing MOOCs for students in continuous and/or degree education. 19 % of the respondents are developing MOOCs to be re-used by other institutions. Here, 75% of those who are developing MOOCs and offers it to other institution also are using existing MOOCs.

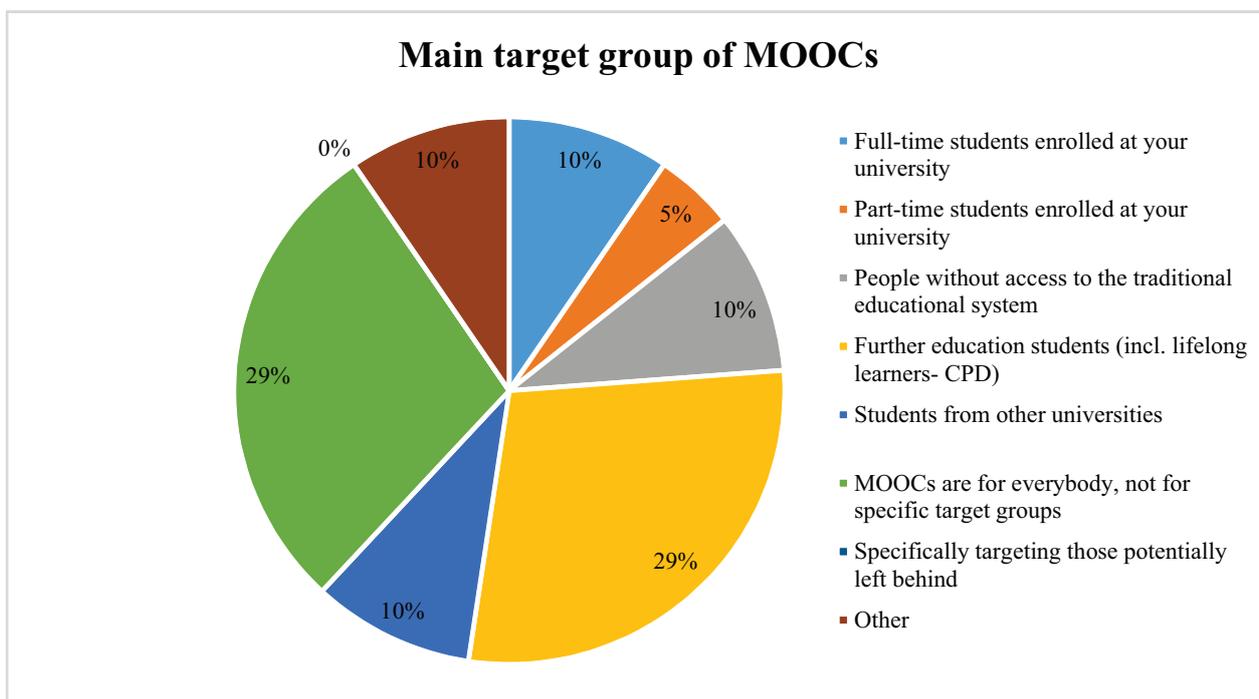


Figure 6. What should be the main target group for MOOCs?

One of the questions asked during the survey was about the main target group of MOOCs. As shown in Figure 6, standpoint has divided between (29%) of participants that stated - MOOCs should be provided for further education students including lifelong learners, continuous professional development (CPD). Other 29% indicated that MOOCs should be for everybody. Another 9% of the institutions believed that main target group

should be full-time students enrolled at their universities, students from other universities (9%) and people without access to the traditional education (9%). Whereas, others consider the main target group to be part-time students enrolled at their university (5%). No respondents (0%) agreed that main target group of MOOCs should be specifically targeting those potentially left behind. However, this indicator could be incorporated in the answer that MOOCs should be accessible for everybody (29%). Among other answers, there was mentioned that MOOCs should be focused on “society at large”.

3. Role of MOOCs compared

Figure 7 summarizes the answer to the question *Credentials for MOOC completion will cause confusion about higher degrees?*

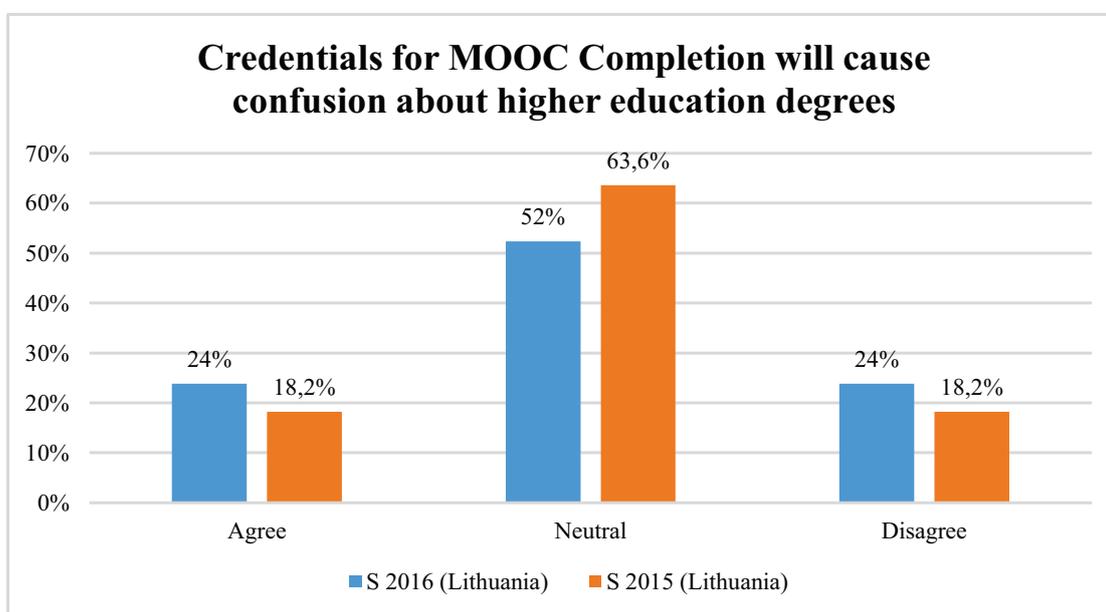


Figure 7. Replies to question “Credentials for MOOC completion will cause confusion about higher degrees” in comparison with previous survey (S 2015 Lithuania)

The vast majority of replied institutions had a neutral approach to the asked question. An equal percentage of answers dispersed between opinion (24%) that credentials for MOOC completion will cause confusion about higher education degrees and opinion that it will have no impact (see Figure 7). The research conducted in 2015 shown that the participants were less sure about their opinion on the topic and more often chose neutral posture.

Next question (see Figure 8) of the survey was related to the evaluation of the extent to which MOOCs are important for institutions to learn about online-based education. Respondents from Lithuanian institutions strongly agreed (76% of respondents) to the statement. 14% were neutral and 10% believed that MOOCs were negative towards using

MOOC to learn about online pedagogy. The attitude towards the importance of MOOCs in order to learn about online pedagogy have changed affirmatively. In 2015 participants expressed less (76%) agreement on the topic, furthermore, 10% responded that they do not consider MOOCs to be needful for learning online pedagogy.

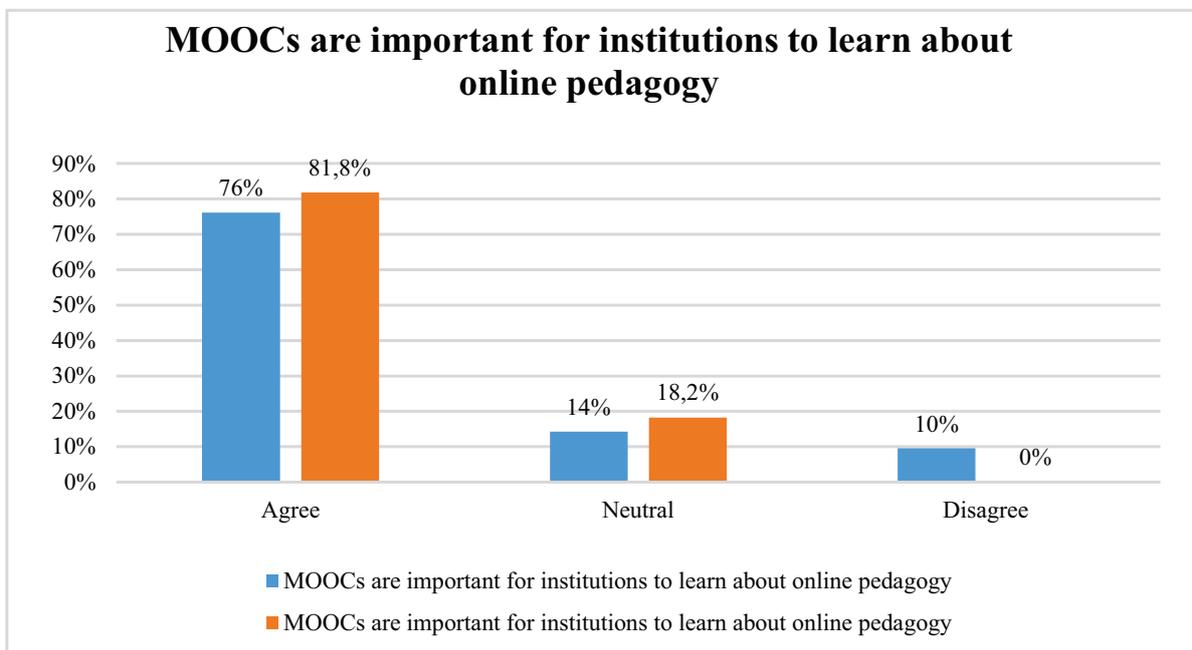


Figure 8. Replies to question "MOOCs are important for institutions to learn about online pedagogy" in comparison with previous survey (S 2015 Lithuania)

Figure 9 demonstrates the results of answers to the question "MOOCs are a sustainable method for offering courses". From the responded institutions 52% agreed to the statement. The negative attitude expressed 5% of respondents. Remaining 43% had a neutral approach to sustainability of MOOC courses. The alteration of the opinion can be seen when results are compared with the previous report. In 2015 more HEIs (81,8%) were agreeing on statement than in the 2016 year. Neutral position chooses 18,2% of participants and there were no participants who stated that MOOCs are not a sustainable method for offering courses. A comparison revealed that in 2016 respondents were less affirmative about advantages of MOOC, nevertheless, it can be confirmed that MOOCs between Lithuania institutions are seen as an eligible tool to learn about online pedagogy and sustainable method to offer courses.

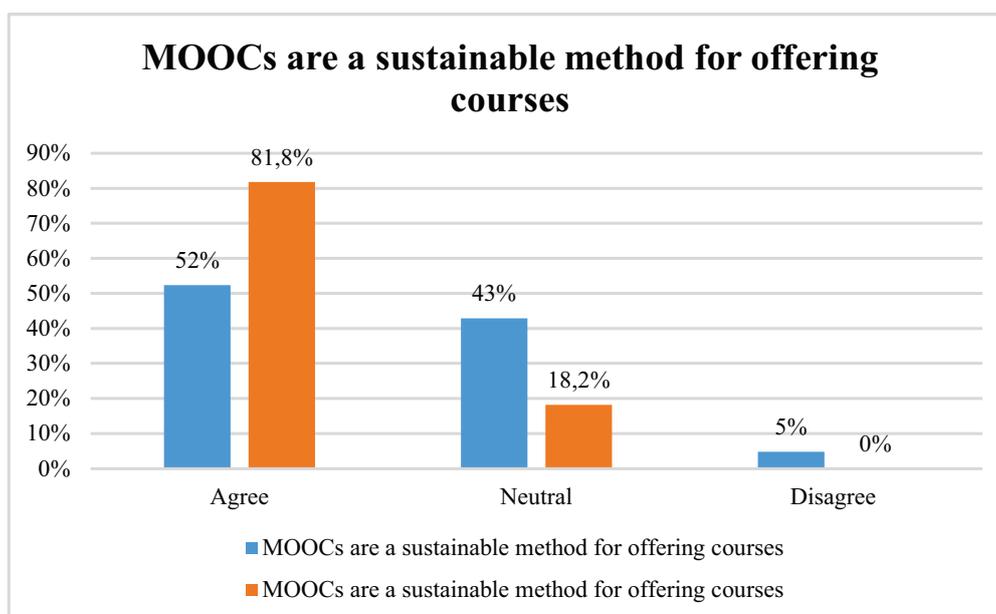


Figure 9. Replies to the question "MOOCs are a sustainable method for offering courses" in comparison with previous survey (S 2015 Lithuania)

4. Institutional objectives on MOOCs

This section regards to the institutional objectives of Lithuania institutions with regard to MOOCs. As shown in Figure 10 more than half of the respondents (52%) replied that it is too early to tell if MOOCs meet institution's goals. Only 5% stated that MOOCs meet most or all their institution's objectives, 29% found that MOOCs meet some of the institutional objectives. 14% reported that MOOCs meet very few institution's objectives. When results are compared to a research of 2015 it is clear that respondents' approach has decreased on the matter of MOOCs meeting institution's objectives. In 2015 the opinion on how well MOOCs are meeting institution's objectives was divided between affirmation (meeting most/all goals – 9,1% and meeting some – 36,4%) and state that it is too early to tell (45,5%).

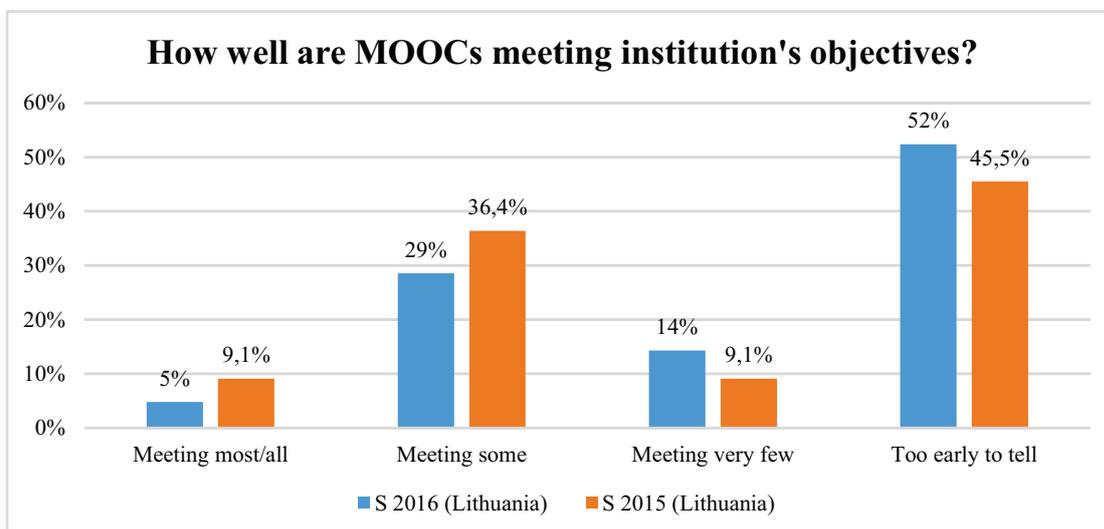


Figure 10. Replies to the question "How well are MOOCs meeting institution's objectives?" in comparison with previous survey (S 2015 Lithuania)

According to the results of survey primary objective to offering MOOCs is flexible learning opportunities (33%) (see Figure 11). 24% respondents excluded increase institution visibility and 24% seen innovative pedagogy as most important primary objective. Remaining respondents replied that explore cost reductions (14%) and learn about scaling (5%) were the main reasons to offer MOOCs. Respondents of the S 2015 (Lithuania) reported that the most important objective or MOOCs is to increase institution's visibility (72,2%), the importance of possibility to explore cost reduction (18,2%) and innovativeness of pedagogy was also mentioned (9,1%). To sum up, the current data shows that approach of respondents has shifted, they adverted more objectives increased and visibility of institution was not the most important objective anymore.

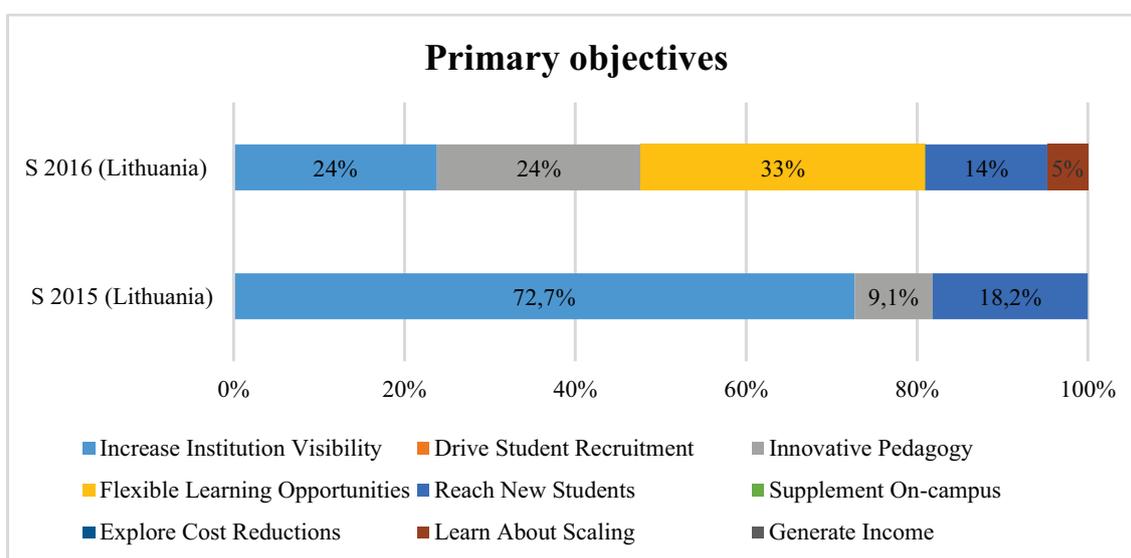


Figure 11. Primary objectives to offer a MOOC (S 2016 Lithuania) incomparision with responses from previous survey (S 2015 Lithuania)

As shown in Figure 12, where clusters of relevancies per objective for institutions in Lithuania are listed, three clusters - demands of learners and societies (66,7%), innovation area (76,1%) and reputation or visibility (80,9%) – were excluded as relevant or highly relevant for the institution. Only 28,5 % of Lithuanian institutions consider financial reasons relevant or highly relevant for implementing MOOCs. Results indicate that respondents do not use MOOCs for financial benefits. In the 2015 survey, the results were almost the same. Reputation and visibility were named as the most important cluster (81,8% stated that it was relevant or somewhat relevant), also 63,7% mentioned demands of learners and the same percentage of respondents stated that innovation area is a relevant or somewhat relevant cluster. Likewise, financial reasons were stated as least important cluster (18,1% thought that it was not at all relevant for their institution).

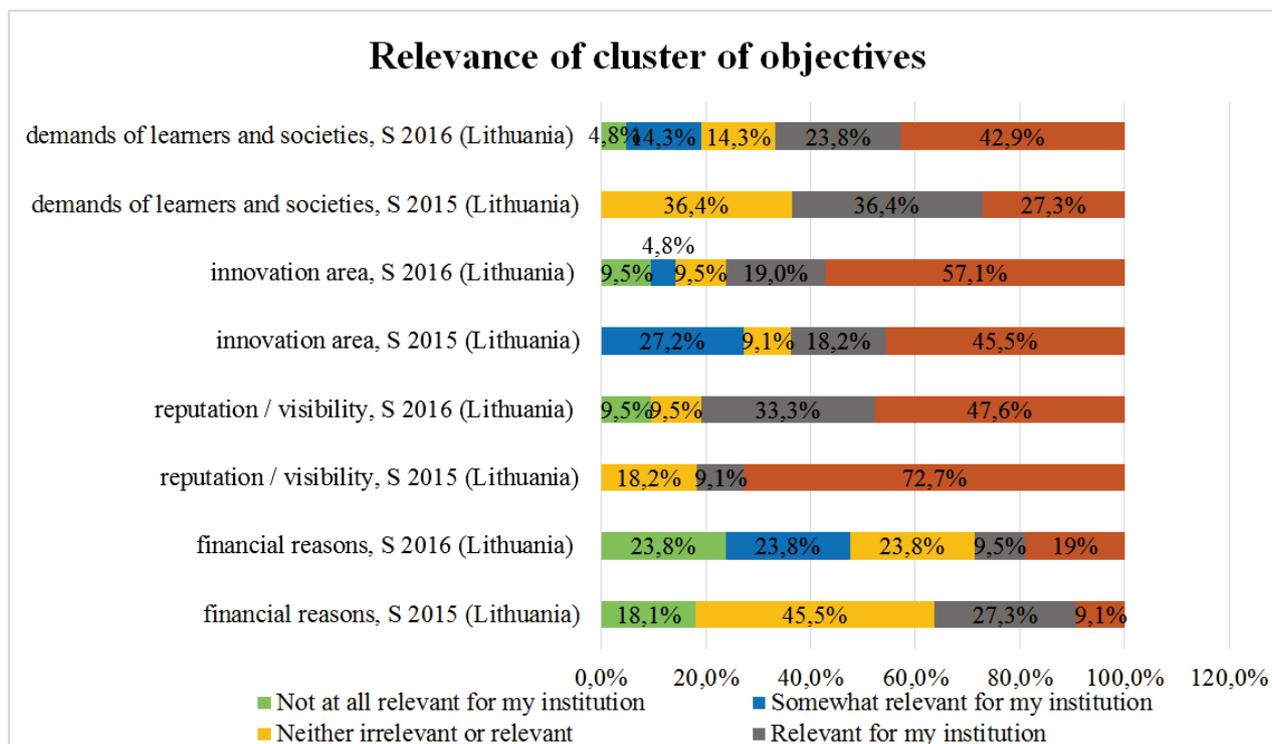


Figure 12. Relevance of four different clusters of objectives

5. Macro drivers behind MOOC offering

This section represents results of importance of the different macro drivers for offering MOOCs in Lithuania institutions.

From results of Figure 17 it could be emphasized that MOOCs and Open Education areas such part of a commercial market - new method in big business (47,6%), MOOCs are part of an increasingly global education market (47,6%) and MOOCs acceleration of the unbundling of education and consequently collaboration on shared services increases (47,6%) was the least relevant or highly relevant driver for institutions. Most relevant and high relevant macro drivers for participated Lithuania institutions were: MOOCs are needed for the flexible demand for (e-) skills and jobs (85,8), MOOCs are a new form to educate the many (81%) and MOOCs are an essential part of the continuous technological innovation in education (76,2%).

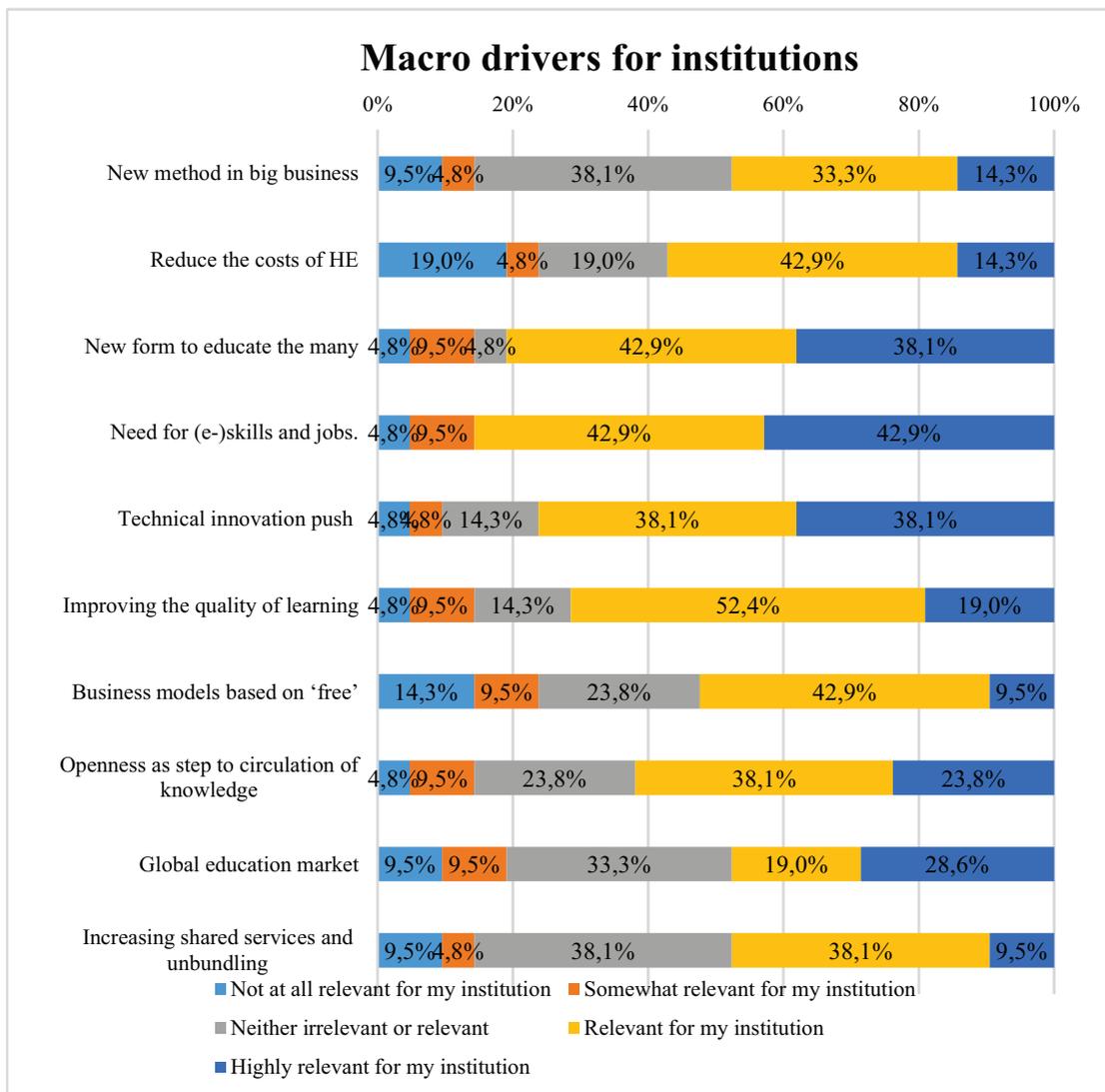


Figure 14. Relevance of 10 different macro drivers for institutions

6. Collaboration or Outsourcing of services in MOOC offering

In this part the survey report the importance of the collaboration with other organizations on MOOCs design and delivery in Lithuania. Respondents were asked whether they were likely to collaborate with others on below listed areas.

- Design and development of MOOC(material)s;
- Co-creating MOOCs with other institutions;
- Sharing and re-using of (elements of) MOOCs;
- Support on licensing-copyright-copyleft;
- Quality assurance framework;
- Authentication, proctoring and certification services;
- Recognition of each other's MOOCs;
- Co-creating cross institutional programs;
- Learning Analytics;

- Translation services;
- Collective research;
- Promoting MOOC offerings on a (worldwide) portal;
- Marketing and branding of MOOC offerings;
- Development/use of a MOOC platform;
- Additional support services for MOOC participants.

Figure 14 shows the results of Lithuania HE institutions. It could be summarized that Figure 15 indicates that Lithuanian HEIs are willing to collaborate with other institutions on MOOCs design and delivery in many areas. Respondents from Lithuanian HE institutions were most likely to emphasize that they would like to share and re-use the elements (for instance OER, tests) of MOOCs (76%), MOOCs with other institutions (72%) co-creating cross-institutional programs (67%). There were few categories that respondents were extremely unlikely and unlikely to collaborate on authentication, proctoring and certification services (24%), support on licensing (copyright-copyleft) (20%) and quality assurance framework (15%). The most neutral approach was noticed towards translation services (57%) and recognitions on each other's MOOCs (48%).

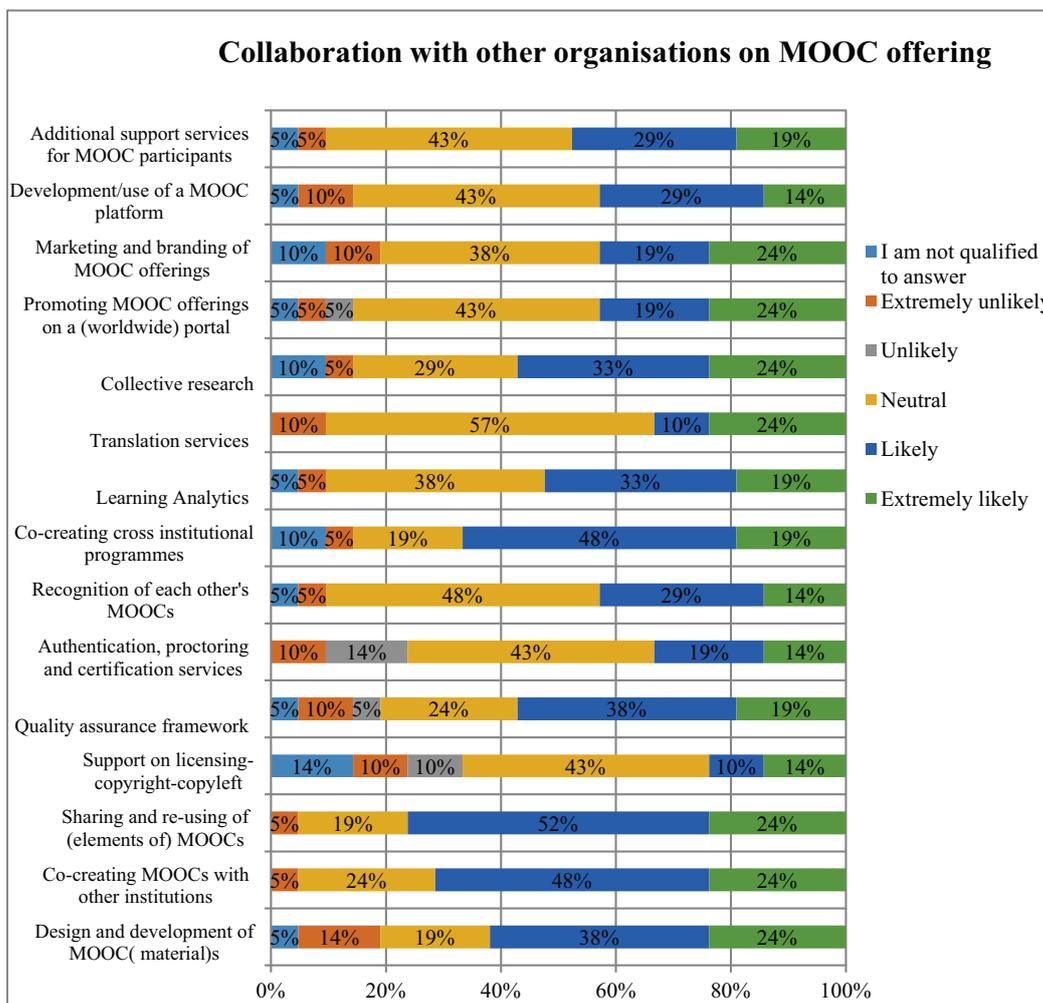


Figure 15. Likeliness of areas on which institutions in overall survey would collaborate with other HE institutions

7. Reasons to collaborate or outsource services

Participants were asked to provide a response to the following open question: What would be the primary reasons for your HEI (not) to collaborate with others on MOOCs? The full examination of responses is listed in Annex 1. Few Lithuanian institutions mentioned that collaboration might be impossible because there is no existing need to cooperate with other HEI in Lithuania. Nevertheless, the majority of HE institutions would collaborate with others. For some prior reason for collaboration would be a possibility to share experience and resolve common problems. Other HEI mentioned that for them the main reason would be an enhancement of quality and scalability.

Further open question asked was to survey the reasons (not) to outsource: What would be the primary reasons for your HEI (not) to outsource some MOOC services to others like private companies? The overview of answers is listed in Annex 2. Most reasons mentioned by Lithuanian HEI had negative nature. It was discussed that reasons not to outsource are: not enough funding, the absence of an institutional policy for outsourcing and technical solutions. On the other hand, some participants stated that outsourcing could be attained by collaborating with social partners or in order to attract more students and visibility.

8. Organization of MOOC support

Further section deals with the HEI evaluation of MOOCs support in the development and use/uptake.

Participants had to evaluate if support:

- Is best deal by a global market player;
- Is most effectively facilitated by a European MOOC consortium;
- Is best to be done by collaboration in a regional/ national support center;
- Can easily be provided by each HEI separately.

Results from Figure 15 show that Lithuanian HEIs prefer to collaborate in a regional or national support center (71%). An approach that development and use could be provided by each HEI separately had most diverse answers (disagree - 19%, neutral -29%, agree - 24%, strongly agree – 29%). Participants similarly divided their opinion towards this statement. It could show that there are some institutions that would be able develop and support MOOCs without encountering any problems and for some it would cause difficulties. The most neutral outlook was expressed towards statement - is best deal by a global market player.

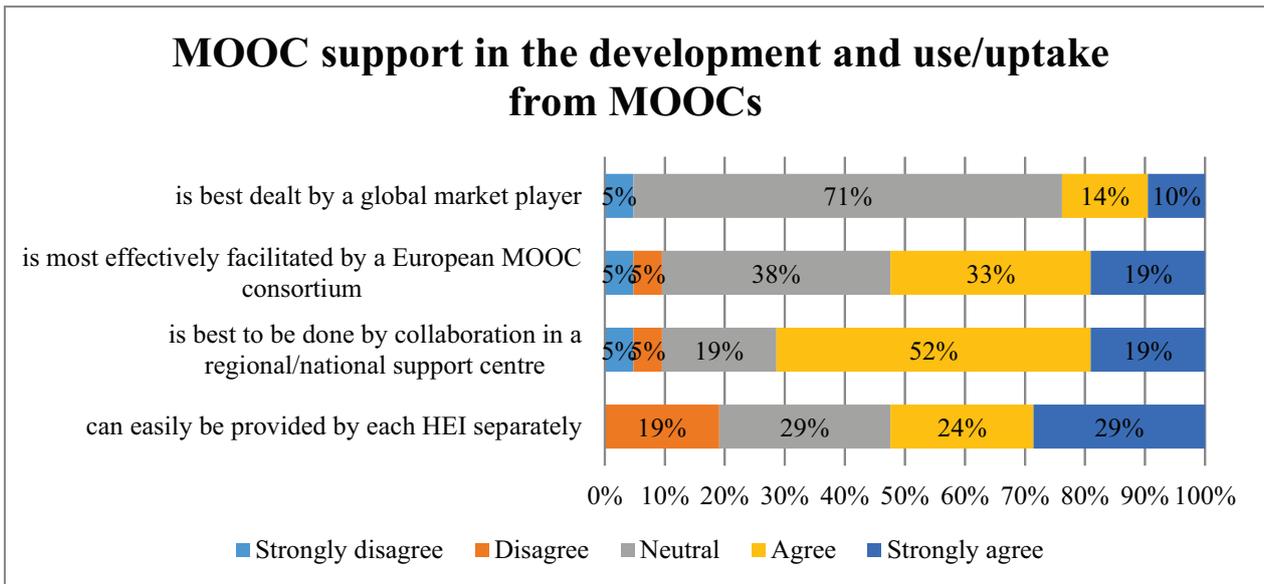


Figure 15. Likeliness of areas on which institutions in overall survey would collaborate with other HE institutions

It was also asked (see Figure 16) if support services should be provided by for-profit organizations. 29% of respondents replied that they agree to the statement, 43% remained neutral and 28% expressed opposite belief.

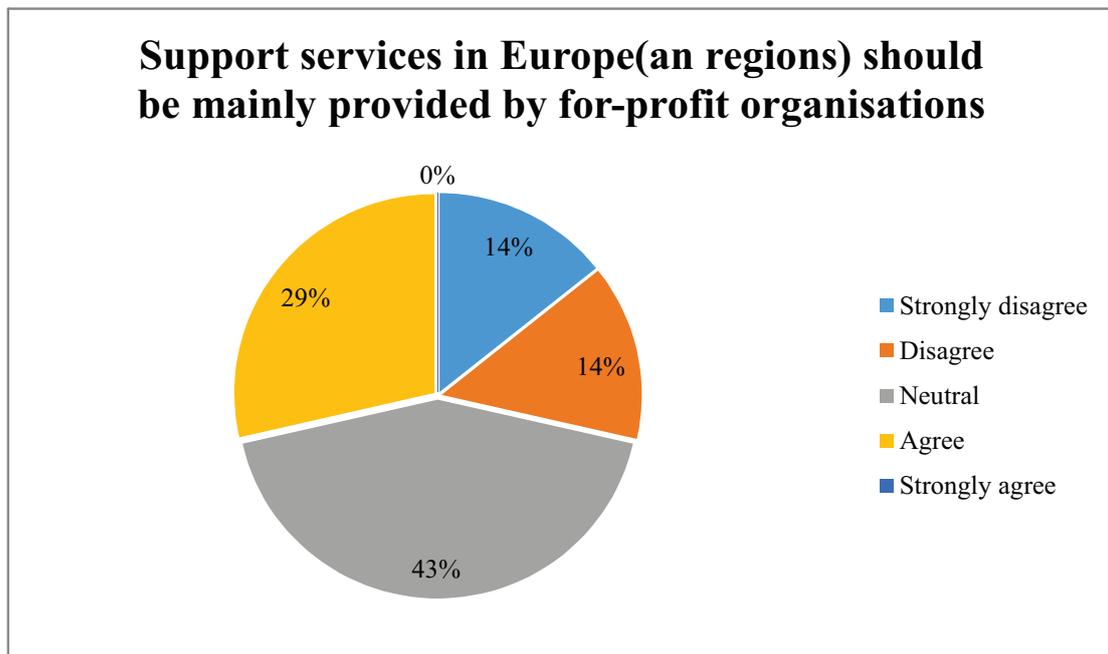


Figure 17. Support services in Europe (an regions) should be mainly provided by for-profit organizations

9. Opportunities and barriers for mature MOOC uptake

Further questions were about the potential barriers and opportunities in recognizing MOOC-based learning.

It is essential to offer a formal (ECTS) credit next to more informal certificates

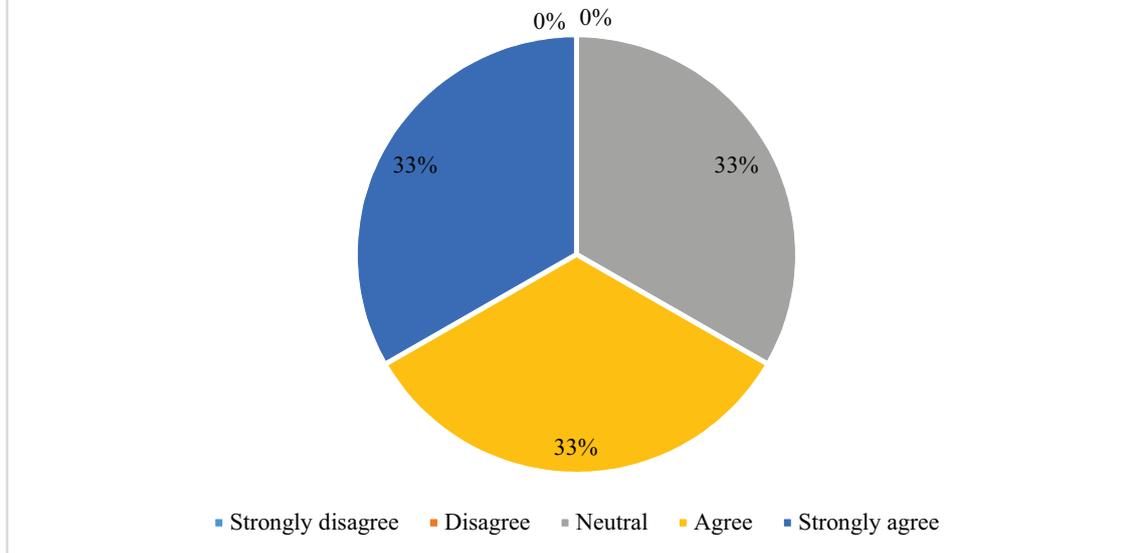


Figure 18. It is essential to offer a formal (ECTS) credit next to more informal certificates like for example a certificate of participation

Recognition of formal (ECTS) credit

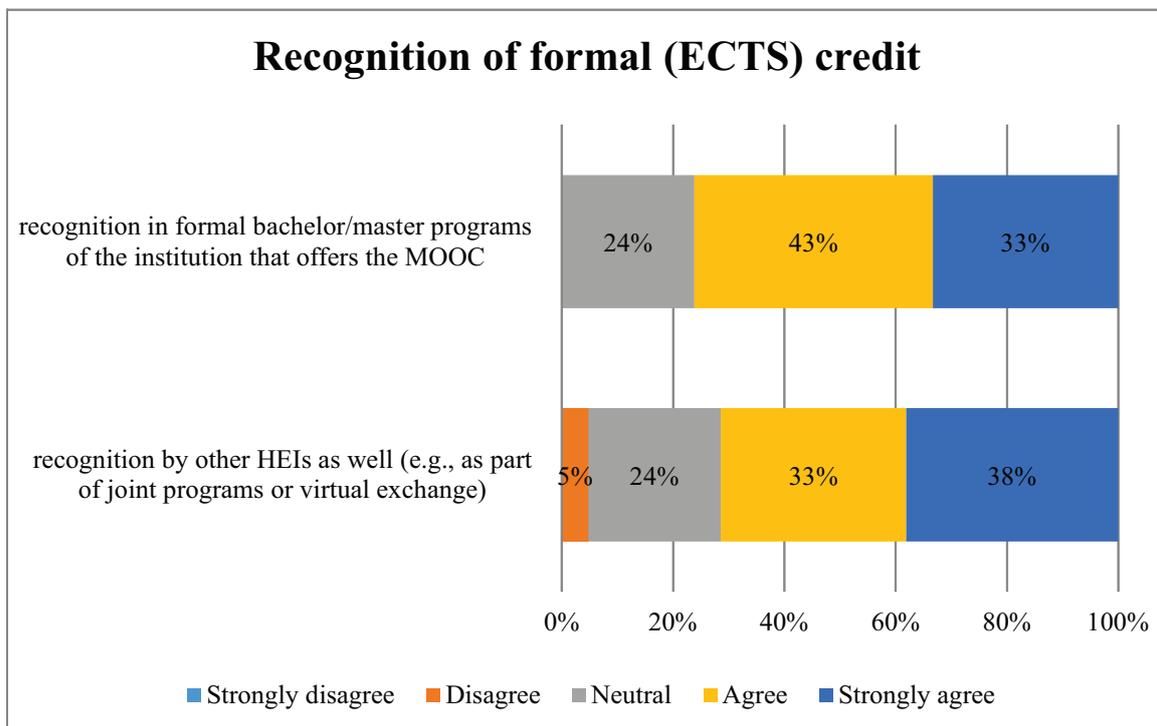


Figure 19. Recognition of formal (ECTS) credits

Figure 18 shows that respondents mostly (66%) agree and strongly agree that it is essential to offer a formal (ECTS) credit next to more informal certificates like for example a certificate of participation.

Figure 19 represents answers from 21 Lithuania Higher Education Institutions. Larger (76%) majority stated that formal (ECTS) credits should be recognized in formal bachelor/master programs of the institution that offers the MOOC. 71% of responded HEIs support statement that these credits should be recognized by other HEIs as well (e.g., as part of joint programs or virtual exchange). Results imply that Lithuanian HEIs are willing to incorporate MOOC in their education offering, however Figure 7 shows that it is uncertainty about higher education degrees credentials for MOOC completion that might cause confusion.

Respondents were asked to answer following open questions: What are, in your opinion, the opportunities for recognizing MOOC-based learning? What are, in your opinion, the barriers for recognizing MOOC-based learning?

About recognition of MOOC-based learning respondents thought there should be a policy determined. For example "The opportunities strongly depend on each HEI. There should be a general policy for the whole EU", "national regulations". Other respondents perceived that after recognition MOOCs would validate non-formal learning and acknowledged by the job market. For example "Recognition of MOOC credits by job market", "validation of non-formal MOOC based learning".

Barriers for recognizing MOOCs were named as the absence of recognition models. As participants stated: "Not clear model for recognizing MOOC based learning", "Recognition of such kind of learning", "It is essential to offer a formal (ECTS) credit next to more informal certificates like for example a certificate of participation". Another mentioned barrier was general opinion and stereotypes about MOOC: "some old stereotypes", "Public opinion and resistance of traditional academic community", "a lack of teacher's influences". Furthermore, "quality assurance" was named. Participants also distinguished that there is lack of national policy on MOOCs. For example "Lack of knowledge about MOOC at the strategic level", "National legislation", "national regulations", "A comprehensive strategy".

10. MOOCs for opening up education

Participants were asked the following question: What kind of measures for opening up education to those potentially left behind, are in your opinion, essential? Measures for opening up education to those potentially left behind were indicated as insufficient funding towards this problem. Some stated that "MOOCs are one of the possibilities", "to use MOOCs for social inclusion", "The right measures can start from practical courses,

simple Internet courses to MOOC". Others had the opposite opinion "Definitely, not MOOCs, but rather open educational resources and open education itself", "MOOCs is a very narrow concept which has to do with the scope decision during curriculum designing". Furthermore, respondents adverted opportunity of cooperation. For example "cooperation with organizations provided non-formal education", "Collaboration and using (sharing) best practices of other countries".

Figure 19 represents that most respondents (77%) agree or strongly agree to necessity develop a policy to open up an educational offer to those potentially left behind and only 5% disagree.

67% of respondents agrees or strongly agrees that collaboration with NGOs and civil society organizations is essential to guarantee the use of MOOCs to those potentially left behind (see Figure 20).

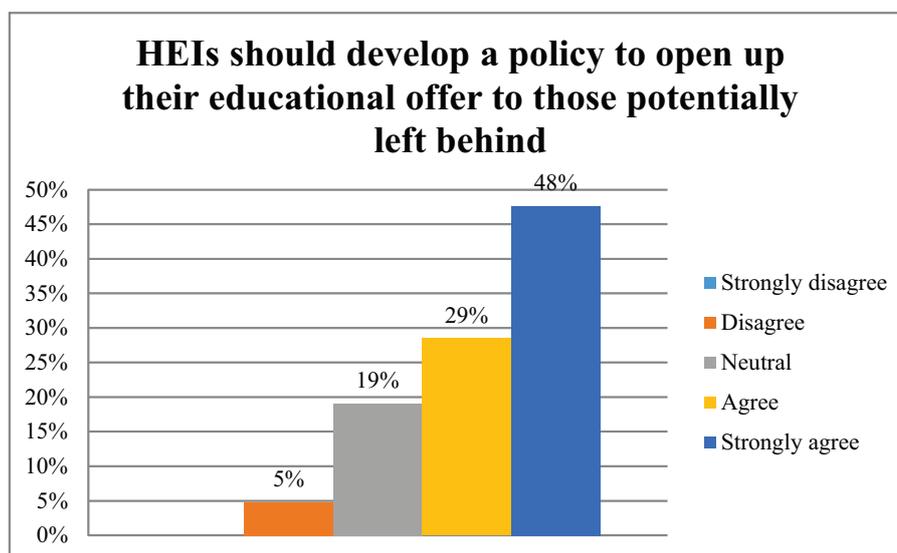


Figure 20. HEIs should develop a policy to open up their educational offer to those potentially left behind

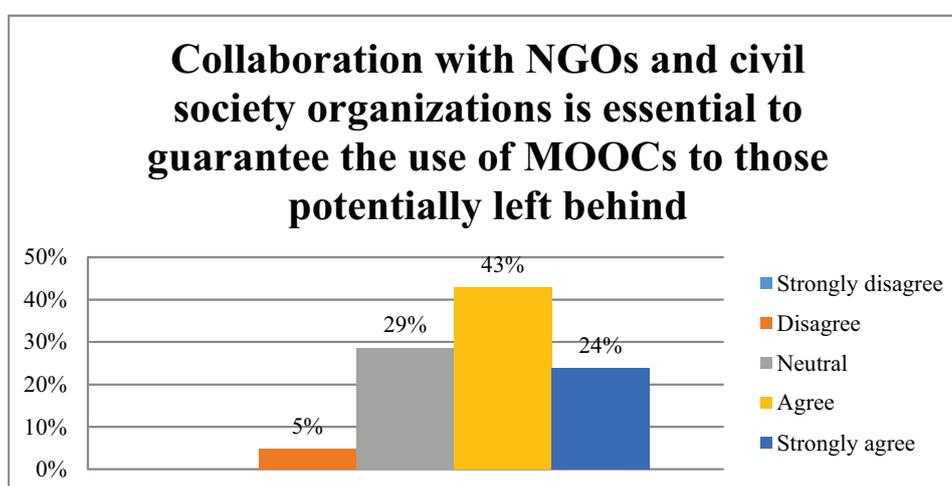


Figure 21. Collaboration with NGOs and civil society organizations is essential to guarantee the use of MOOCs to those potentially left behind

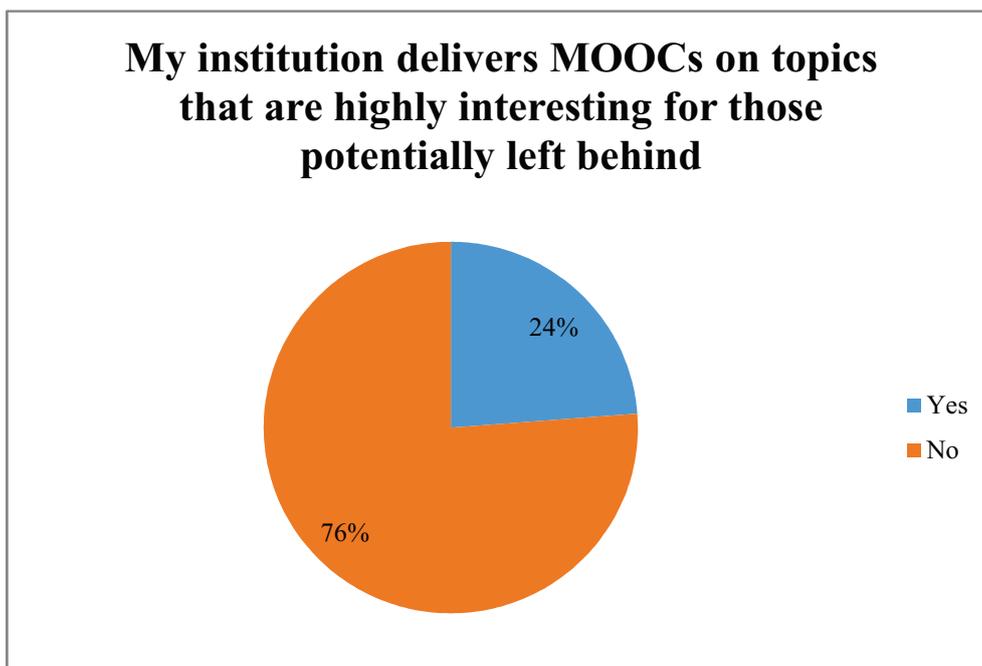


Figure 22. My institution delivers MOOCs on topics that are highly interesting for those potentially left behind

To the question Whether HE Institution delivers MOOCs on topics that are highly interesting for those potentially left behind, positively responded only 24% of participants (see Figure 21). Results correspond to those submitted in Figure 19 where is shown that demand to create a better policy for those left behind exists between HEIs.

Annexes

Annex 1: List of answers on reasons (not) to collaborate

Below are presented answers to the given following question: What would be the primary reasons for your HEI (not) to collaborate with others on MOOCs?

COMPETITION vs COLLABORATION

- There are no such reasons
- I cannot imagine one, we do not use MOOCs for collaboration, we use instead open professional collaboration approach, not specific area
- I do not have an answer. I think for some reason, did not exist
- Specific of institution

SHARE

- experience sharing
- common objective or problems
- Experience
- Recognition, sharing
- General objectives and interest on the topic
- Maybe a similar program

SCALABILITY

- Extended course selection for students
- visibility reasons

QUALITY ENHANCEMENT

- The main reason is to ensure high quality education in an international environment.
- To achieve higher quality of learning materials in MOOCs
- Quality assurance framework

LACK OF KNOWLEDGE ABOUT POSSIBILITIES/ ADVANTAGES

- my institution (main decision makers) lack information about MOOCs
- copyright
- We are the only primary users, so currently only trying MOOCs

JOINT DEVELOPMENT

- Co-creation MOOCs

FINANCIAL

- The lack of practice and resources

Annex 2: Reasons (not) to outsource

Below are presented answers to the given following question: What would be the primary reasons for your HEI (not) to outsource some MOOC services to others like private companies?

FINANCIAL

- Funding
- No funding available for outsourcing
- Sound learning outcomes and good salary for teachers

COLLABORATION

- Not. It is very complicated in cooperation with private companies to ensure the continuity of MOOCs
- social partners
- to bring social partners

CREATE SCALE WITH 3rd PARTY

- attraction of new students
- visibility reasons

POLICY

- We are the only primary users, so currently only trying MOOCs.
- We don't have a policy on this issue.
- Copyright, teachers distrust.
- Specific of institution

TECHNICAL

- More practical trainings about technology-enabled learning
- Moving to cloud

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