



PROJECT SUSTAINABILITY  
LONG-TERM: 3ECONOMY+

**MOOC: SUSTAINABILITY OF THE  
DISSEMINATION OF THE  
3ECONOMY+ PROJECT**

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# IO4-Handbook 3Economy+: Mooc: sustainability of the dissemination of the 3Economy+ project

**COORDINATOR:** Miguel Ángel Montero Alonso (UGR)

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## **1. IDENTIFICATION DATA. Title of the action: MOOC: SUSTAINABILITY OF THE DISSEMINATION OF THE 3ECONOMY+ PROJECT**

The changing trends of the 21st century in education all lead to an application of information and communication technologies (ICT) in education. The 3economy+ project, which has been working in this environment for three years through its educational ICT (MOODLE), believes that in order to give sustainability to the wide range of materials produced, the formula of continuing to be offered to society is through the educational service (MOOC).

ICT has been present in the educational world for some time now, using learning support tools, and as we have said, this project uses the MOODLE platform which is a Virtual Learning Environment (VLE).

It is clear that digital competence involves the safe and critical use of information society technologies for work, leisure and communication, based on necessary skills in the use of computers to obtain, evaluate, store, produce, present and exchange information, and communicate and participate in collaborative networks over the Internet.

Such prior digital training increase the competence and confidence of teachers in using technologies in the classroom by increasing innovation using technologies, making it essential to promote them in the teaching and learning processes.

## **2. DESCRIPTION:**

### **Summary:**

The extensive design of training materials in line with a methodology focused on practical learning "learning by doing" (intellectual product 5) through MOODLE should have a continuity function once the project is completed. To this end, sustainability is guaranteed through the Mooc platform, whose methodology will continue to promote learning as, using virtual environments, with multicultural working groups, in more than one language and using collaborative platforms, it obtains content and practices techniques used in organizations with an international profile.

The use of MOODLE, free software that simulates a virtual classroom, has enabled numerous functionalities:

- Different learning rates
- Organization of contents, activities and tasks
- Creation of own resources (websites, questionnaires, surveys) and links to external resources
- Online activities and exams
- Qualifications
- Interaction through forums and messages
- Forms of evaluation
- Remote use of resources (connectivity)
- Attention to diversity (personalized learning)

Martin Dougiamas designed this software. However, educational technology is evolving from a tool to service. Under this concept, the MOOC (Massive Open Online Course) has appeared, a term coined by Dave Cormier in 2008, according to which learning is a complex activity, not individual but collective, which is carried out through connections between networks.

A MOOC course is therefore based on the dissemination of content on the web, through a plan of learning activities open to collaboration, and above all, it allows free enrolment in the courses to achieve mass participation. The teacher loses his or her role as an instructor to become the facilitator of the learning activities that are carried out directly among the students.

The acquisition of skills along with evidence of learning is stored in a digital portfolio, which the owner of the portfolio can display when he or she needs to showcase them in their job search or promotion.

We will see if it is feasible to adopt this programme to new open forms that are evolving, through courses adapted to mobile platforms (iOS, Android) in the form of learning pills (EduPills), and through more autonomous training modalities in times, not subject to a start of the course on specific dates, so that each student can start the course at any time (Self Paced MOOC or SPOOC).

**Output:** From Moodle to Mooc

### **3. APPLICATION**

The MOOC course will have the following sections:

- 1) Basic data of the course: title, institution, objective and platform that hosts it.
- 2) Methodology: It refers to the definition of the methodological strategies used in the courses: "masterly", for those activities aimed at reproducing contents; "dialogical", for those of debate and exchange and "applied" for those in which the concretion of different devices was required (pedagogical designs, projects, etc.) from the contents worked on.
- 3) Resources used: Identification of the materials used, differentiating between videos, teaching guides, social networks, complementary readings, computer graphics/graphics, presentations, forums, Wikis, Hangouts and others.
- 4) Types of videos: The codes used were "video lessons", created ad hoc by the teaching team for the presentation of content; "process", constructed during the development to clarify doubts, develop activities, etc. and "external", not produced by the teaching team but used in the course.
- 5) Evaluation: This includes the revision of the evaluation strategies used: questionnaires, peer to peer activities or others.

### **4. OBJECTIVES (TO SPECIFY WHAT WAS INTENDED BY THE EXPERIENCE)**

The use of the Mooc platform and course model helps to promote digital competence and is referred to:

- The use of computers to obtain, evaluate, store, produce, present and exchange information, and communicate and participate in collaborative networks through the Internet, about the economy, marketing and tourism manuals developed.
- With this course, we contribute to increasing the competence and confidence of teachers when using technologies in the classroom.

- We also contribute to increasing the number of teachers capable of innovating by using technologies to promote the use of technologies in the teaching and learning processes and by strengthening the professional profile of teachers; improving the digital competence of teachers, responding to their training needs in this area and promoting greater coherence between the EU and national approaches in the assessment of competence in teaching using technologies

## **5. MATERIAL AND METHODS (DESCRIBE THE METHODOLOGY FOLLOWED AND, WHERE APPROPRIATE, THE MATERIAL USED)**

The methodology will be mastery in all courses (100%) with methodological strategies of an applied nature when proposing analysis and resolution of cases or design of projects/activities of various sizes, thus requiring participants to develop more creative and applied for work.

The methodology will also be dialogical, which means that the courses propose participation in forums and/or social networks, although this has an unequal character.

The resources are basically: video lessons, process videos (22.22%), videos that are created ad hoc in the course tutoring process in which the teaching staff, facilitators, etc. organise a session in which a group of participants are given the floor to explain the work carried out during specific units of the course so that they can assess it, etc.; the format of Hangout (a Google tool) with external video or videos hosted on other platforms, Youtube is the most widely used educational resource; the forums, teaching guides and complementary readings, to end with the use of social networks, presentations and finally, computer graphics/graphics, Wikis and Hangouts.

The evaluation is mainly carried out through questionnaires and P2P (peer to peer) activities.

## **6. RESULTS OBTAINED AND AVAILABILITY FOR USE (SPECIFY AND DISCUSS THE RESULTS OBTAINED AND THOSE NOT ACHIEVED, INCLUDING THE MATERIAL PRODUCED AND ITS DEGREE OF AVAILABILITY)**

The methodology will be mastery in all courses (100%) with The realisation of the MOOC's plan of activities will help the practitioner to reach the following levels:

- B2 of the competition 1.1. Navigation, search and filtering of information, data and digital content as the following descriptor works: "I navigate the Internet and share educational resources, as well as relevant information with other teachers".

- B2 of competence, 1.2. Evaluation of information, data and digital content as it works with the following descriptor: "I analyse the origin, reliability and authorship, as well as the licence of use, of the educational resources I find on the Internet before using them in my teaching practice".

- B2 of competence, 2.1. Interaction through digital technologies, as the following descriptor works: "I select the most appropriate communication tool or application according to its recipients (whether students, teachers, families, the Administration, etc.)".

- B2 of competence, 2.2. Sharing information and digital contents, as the following descriptor works: "I am a user who redistributes educational information that I consider relevant in different social networks as a content curator".

- B1 of the competition 2.5. Netiquette, as it works the following descriptor: "Before sending a digital communication within my educational practice, I read it and reflect on the convenience of sending it to its addressee".

- B2 of Competence, 2.6. Digital identity management, as it works with the following descriptor: "I take care of the image that I project on the web and try to get my colleagues and students to do the same".

- B2 of Competence, 3.1. Development of digital content, as it works with the following descriptor: "I have a channel or personal space in online services or applications where I publish text files, videos, presentations and recordings of audio and video programmes in which students have been involved throughout the course"

## **7. USEFULNESS OF THE EXPERIENCE (COMMENT ON WHAT THE EXPERIENCE HAS BEEN USED FOR AND TO WHOM OR IN WHAT CONTEXTS IT COULD BE USEFUL)**

It has been determined to maintain at least five more years the project's website where all the materials developed and the educational structure of the courses developed in the open but changing the current structure on the Moodle platform to a massive open online course (MOOC).

For its financing, funds received in the project have been left undistributed, in order to attend the maintenance payments in the network of all the contents and during the obligatory years.

Sustainability is ensured through the commitment of the partners, who consider it relevant to continue updating the data and content of the materials produced, attempting a post-project lifecycle product management model. As they are based on blended learning, all materials are designed following these techniques and the courses could therefore continue.

## **8. OBSERVATIONS AND COMMENTS (COMMENT ON ASPECTS NOT INCLUDED IN THE OTHER SECTIONS)**

Those departments with knowledge areas dealt with in the project will be offered the materials produced so that they know that they can be used in their classes (macro and microanalysis, tourism or marketing and case studies on local or regional issues)