

# MOOCs and their influence in Higher Education Institutions: Perspectives from the Insiders

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## Introduction



**Higher Education Institutions (HEIs)**

↓ ↓ ↓

**Massive Open Online Courses MOOCs**

**Objective** → What do the learning designers, professors, tenure professors, graduate students, administrators, legal teams, etc. think about **MOOCs** courses?

## Methodology



**The Participant institutions**

- **British University (i1)** 2013 **MOOC** Future Learn, 2017 15 courses **MOOC**
- **Spanish university (i2)** 2014 Consorcio edX, 2017 8 courses **MOOC**

**Methods** → Qualitative

**i1** → Phase 1. The World Café

- 1st **open** part showed the progress made with **MOOCs**
- 2nd part: the **34 members of staff** involved in the **MOOCs**

**i2** → Phase 2. Interviews

## Results



**Challenges** → **i1** Lack of experience in the use of the tools and processes necessary to produce online learning materials.

- **i1+i2** Meeting deadlines was one of the recurring challenges.
- **i1+i2** Difficulty in addressing an unknown target audience.
- **i1+i2** The efforts involved in creating **MOOCs** were significant, since they came on on top of their professional duties

**Opportunities**

- **i1+i2** Positive attitude towards institutional involvement in **MOOCs**

**FREE TEACHING**

**The digital transformation**

**MOOCs** → they were not their first digital education experience **Moodle y Blackboard**.

- The use of media such as audio and video represented a novelty and a challenge.

**Demands**

- ⊖ Reduce the time spent on other institutional duties
- ⊕ Investment in human and technological resources.

## Conclusion



**MOOCs** → those who are involved in MOOCs show a **positive attitude** towards this educational approach and are interested in creating materials that **showcase their work** and at the same time provide **free education**.

**MOOCs** ↓ Facilitate the **digital transformation** of the University

**Costs** ↓

- 1° Challenge of **new formats** or a broad and **unknown public**.
- 2° Recognition of their efforts and **reduction of teaching duties**.
- 3° **Greater promotion** of MOOCs inside and outside the institutions
- 4° More **investment in resources** for MOOCs



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