

Activity 1: SWOT analysis

Topic assessed: Massive Open Online Course 'Literature and Change in Europe'					
Helpful in achieving the objective	Harmful in achieving the objective				
Internal Factors	<table border="1"> <thead> <tr> <th style="background-color: #ffe4c4;">Strengths</th> <th style="background-color: #d8bfd8;">Weaknesses</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffe4c4;"> <ol style="list-style-type: none"> The possibility to reach lifelong learners all over the world The visibility a MOOC gives to the institution The fact lifelong learners and enrolled students can learn together on a similar course and interact with each other. Production of open learning materials leads to higher quality materials (research has proven this). A MOOC is a very flexible way to offer lifelong learning programmes, as the learner can go through them on their own pace and time. A MOOC throws open the doors of a course and invites anyone to enter, resulting in a new learning dynamic, one that offers remarkable collaborative and conversational opportunities for students to gather and discuss the course content. </td> <td style="background-color: #d8bfd8;"> <ol style="list-style-type: none"> A university strategy with regard to lifelong learning is missing. A vision on how blended and online learning is used within the university is missing. No central unit yet to support the development of MOOCs and online learning. The present technological infrastructure is not solid and robust enough. No procedures yet on how online learning (through e.g. MOOCs) can be accredited. Not embedded yet in the administrative processes of the university </td> </tr> </tbody> </table>	Strengths	Weaknesses	<ol style="list-style-type: none"> The possibility to reach lifelong learners all over the world The visibility a MOOC gives to the institution The fact lifelong learners and enrolled students can learn together on a similar course and interact with each other. Production of open learning materials leads to higher quality materials (research has proven this). A MOOC is a very flexible way to offer lifelong learning programmes, as the learner can go through them on their own pace and time. A MOOC throws open the doors of a course and invites anyone to enter, resulting in a new learning dynamic, one that offers remarkable collaborative and conversational opportunities for students to gather and discuss the course content. 	<ol style="list-style-type: none"> A university strategy with regard to lifelong learning is missing. A vision on how blended and online learning is used within the university is missing. No central unit yet to support the development of MOOCs and online learning. The present technological infrastructure is not solid and robust enough. No procedures yet on how online learning (through e.g. MOOCs) can be accredited. Not embedded yet in the administrative processes of the university
	Strengths	Weaknesses			
<ol style="list-style-type: none"> The possibility to reach lifelong learners all over the world The visibility a MOOC gives to the institution The fact lifelong learners and enrolled students can learn together on a similar course and interact with each other. Production of open learning materials leads to higher quality materials (research has proven this). A MOOC is a very flexible way to offer lifelong learning programmes, as the learner can go through them on their own pace and time. A MOOC throws open the doors of a course and invites anyone to enter, resulting in a new learning dynamic, one that offers remarkable collaborative and conversational opportunities for students to gather and discuss the course content. 	<ol style="list-style-type: none"> A university strategy with regard to lifelong learning is missing. A vision on how blended and online learning is used within the university is missing. No central unit yet to support the development of MOOCs and online learning. The present technological infrastructure is not solid and robust enough. No procedures yet on how online learning (through e.g. MOOCs) can be accredited. Not embedded yet in the administrative processes of the university 				
<table border="1"> <thead> <tr> <th style="background-color: #ffffcc;">Opportunities</th> <th style="background-color: #add8e6;">Threats</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;"> <ol style="list-style-type: none"> Certainly as MOOCs develop, the scale on which these courses can be taught and the diversity of students they serve will offer institutions new territory to explore in opening their content to a wider audience and extending their reach into the community. An opportunity to promote the KU Leuven as lifelong learning university MOOCs may be used as outreach tools to boost future enrollment. A MOOC throws open the doors of a course and invites anyone to enter, resulting in a new learning dynamic, one that offers remarkable collaborative and conversational opportunities for students to gather and discuss the course content. For the independent, lifelong learner, the MOOC presents a new opportunity to be part of a learning community, often led by key voices in education. </td> <td style="background-color: #add8e6;"> <ol style="list-style-type: none"> Are MOOCs a hype? The organisation of MOOCs can have severe financial consequences for the institution. The dynamic of a MOOC will likely make some students uneasy, particularly those who expect or thrive on a high level of contact with the instructor. Student access can vary with connectivity and providers, which may limit the material that can be downloaded or watched in real time. And the distributed and networked technologies employed may be unfamiliar to participants, obliging them to negotiate a technical learning curve before they can focus on course content. The open character of the MOOC, which offers so much opportunity, leaves it more vulnerable to inappropriate behavior, a problem that might be exacerbated where students have no financial stake in the course. Instructors need to rethink at least some of the elements of the course to take advantage of the benefits of a MOOC, giving consideration to the </td> </tr> </tbody> </table>	Opportunities	Threats	<ol style="list-style-type: none"> Certainly as MOOCs develop, the scale on which these courses can be taught and the diversity of students they serve will offer institutions new territory to explore in opening their content to a wider audience and extending their reach into the community. An opportunity to promote the KU Leuven as lifelong learning university MOOCs may be used as outreach tools to boost future enrollment. A MOOC throws open the doors of a course and invites anyone to enter, resulting in a new learning dynamic, one that offers remarkable collaborative and conversational opportunities for students to gather and discuss the course content. For the independent, lifelong learner, the MOOC presents a new opportunity to be part of a learning community, often led by key voices in education. 	<ol style="list-style-type: none"> Are MOOCs a hype? The organisation of MOOCs can have severe financial consequences for the institution. The dynamic of a MOOC will likely make some students uneasy, particularly those who expect or thrive on a high level of contact with the instructor. Student access can vary with connectivity and providers, which may limit the material that can be downloaded or watched in real time. And the distributed and networked technologies employed may be unfamiliar to participants, obliging them to negotiate a technical learning curve before they can focus on course content. The open character of the MOOC, which offers so much opportunity, leaves it more vulnerable to inappropriate behavior, a problem that might be exacerbated where students have no financial stake in the course. Instructors need to rethink at least some of the elements of the course to take advantage of the benefits of a MOOC, giving consideration to the 	
Opportunities	Threats				
<ol style="list-style-type: none"> Certainly as MOOCs develop, the scale on which these courses can be taught and the diversity of students they serve will offer institutions new territory to explore in opening their content to a wider audience and extending their reach into the community. An opportunity to promote the KU Leuven as lifelong learning university MOOCs may be used as outreach tools to boost future enrollment. A MOOC throws open the doors of a course and invites anyone to enter, resulting in a new learning dynamic, one that offers remarkable collaborative and conversational opportunities for students to gather and discuss the course content. For the independent, lifelong learner, the MOOC presents a new opportunity to be part of a learning community, often led by key voices in education. 	<ol style="list-style-type: none"> Are MOOCs a hype? The organisation of MOOCs can have severe financial consequences for the institution. The dynamic of a MOOC will likely make some students uneasy, particularly those who expect or thrive on a high level of contact with the instructor. Student access can vary with connectivity and providers, which may limit the material that can be downloaded or watched in real time. And the distributed and networked technologies employed may be unfamiliar to participants, obliging them to negotiate a technical learning curve before they can focus on course content. The open character of the MOOC, which offers so much opportunity, leaves it more vulnerable to inappropriate behavior, a problem that might be exacerbated where students have no financial stake in the course. Instructors need to rethink at least some of the elements of the course to take advantage of the benefits of a MOOC, giving consideration to the 				
External Factors					

<p>6. Its low barrier to entry invites those who may lack the confidence to attend for-credit classes and those who cannot afford more traditional college opportunities.</p> <p>7. By providing a no-risk option for learning, MOOCs also encourage participation from those who lack time because someone facing a job change, a move to a new residence, or an upcoming project deadline has little to lose if they find they must end their participation midway through the course.</p>	<p>technical logistics and to the structural demands of a course with such a potentially large and diverse group of participants.</p>
--	---