

## Case Study template

### A) General Part

<b>General</b>	
Case Study Title	Massive Open Online Course 'Literature and Change in Europe'
DIALOGUE thematic group	New Media
Date of the case study	
<b>Contact Information</b>	Ann Fastré
Name of the institution	KU Leuven
Location/country	Belgium
Size of the organisation/ Number of academic/research and non-academic/administrative staff	9000 staff members, 36 000 students
Website	<a href="https://www.canvas.net/courses/literature-and-change-in-europe">https://www.canvas.net/courses/literature-and-change-in-europe</a>
<b>Abstract</b>	
Key words	lifelong learning, open education, new media, online learning
Please provide a short abstract of the case study	The Massive Open Online Course 'Literature and Change in Europe' was a joint initiative of the Faculty of Humanities and the Media and Learning Unit at KU Leuven. This open online course counted 6 ECTS credits and was freely accessible. It was a networked curriculum, also offered by six other European universities, Aarhus (Denmark), Bologna (Italy), Granada (Spain), Groningen (The Netherlands), Lisbon (Portugal) and Tartu (Estonia). It attracted more than 300 students, enrolled at the Faculty of Arts as well as lifelong learners from all over the world.



## B) Specific Part

The following part depends on each thematic group, outlining strengths and weaknesses of the chosen situations.

### 1. Context

Please present the general background (“landscape of experience”) of the activity and in which institutions, organisations, units or sectors the case took place.

MOOCs are currently dominating discussions about alternative forms of education. The term massive open online course, coined in 2008 by Stephen Downes and George Siemens, came into broad use in 2012. Since then, MOOCs gained public awareness with a ferocity not seen in some time. Worldrenowned universities, including MIT and Harvard University (edX) and Stanford University (Coursera), as well as innovative start-ups such as Udacity, jumped into the marketplace with huge splashes, and have garnered a tremendous amount of attention and imitation. The notion of tens of thousands of students participating in a single course, working at their own pace, relying on their own style of learning, and assessing each other’s progress, has changed the landscape of online learning.

KU Leuven also wanted to test this form of online learning on its relevance for the university. In the context of an internal educational project, the MOOC 'Literature and Change in Europe' was launched in October 2013.

### 2. Objectives and Purposes

What are the objectives and purposes of the concrete action?

This MOOC is a first attempt to open up education at KU Leuven. By publishing the online course 'Literature and Change in Europe' on one of the prominent MOOC platforms, Canvas, the course became freely accessible for the rest of the world. It was a first pilot in testing the relevance of this form of open education for KU Leuven. One of the most important reasons for KU Leuven to engage in this story is the lifelong learning dimension it gives to the educational offer of the university.

### 3. Combination of research and practice

How does this activity combine insights from research and practical hands-on experience?

The MOOC is designed on the basis of research-based principles. The practical hands-on experience of the MOOC was evaluated and provided new insights in the way open online education could be conceived at KU Leuven.



#### 4. Instruments for implementation

Does the institution/sector/unit provide instruments (e.g. ICT or human resources) for the implementation of the concrete action? Which tools were applied?

This MOOC was published on the MOOC platform Canvas ([canvas.instructure.com](https://canvas.instructure.com)).

#### 5. Best practice/ Bad practice:

What kind of results were obtained? What do you consider to be the innovative or interesting part of this concrete action?

What are the barriers (potential and effective) to the full implementation of this action and what are its benefits?

In which sense can this action be useful for DIALOGUE?

This form of online learning showed its potential for lifelong learning. From the total amount of 313 enrolled students, more than 90% were students not officially enrolled at KU Leuven. 66% of the participants already possessed a bachelor's or master's degree. The MOOC proved to be a valuable medium to the university to offer and organise lifelong learning.

#### 6. Direct link of researchers and practitioners in this activity

Are researchers and practitioners directly linked in this activity?

- If yes, how are they linked and what are the communication and interaction processes?
- If they do not communicate directly, how are findings from research connected to practical activities and vice versa?

In this project professors of the Faculty of Arts closely collaborated with the Media and Learning Unit within the university. There was a close collaboration between researchers and practitioners throughout the whole project.

#### 7. Transferable elements

Which elements would you identify as easily transferable to other institutions in different regional and national contexts?

The medium of a MOOC is already internationally tested and used. KU Leuven tested this medium on its relevance and potential for its own education.



## 8. Recommendations for dissemination

Briefly identify the most important points in the case study for other ULLL managers and practitioners – these may include risks as well as benefits.

Please formulate some recommendations for the dissemination on the basis of the case study addressed to the working group and other partners.

MOOCs have huge potential to open up higher education. It's an interesting medium to further investigate. In which way MOOCs can be part of the educational offer of a university, specifically to attract lifelong learners?

## 9. Additional information

Please state additional sources like bibliography, website, publications, reports

<http://drupal.arts.kuleuven.be/lace/>

We are intending to put your case study on the website.

Please tick here  if you do **not** wish to see your case study published on the project's website

**ANNEX I**

Example: New Media TWG. (How to connect virtual and physical space?)

