

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" style="width: 100%;"> <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"> 1. The possibility to reach lifelong learners all over the world 2. The visibility a MOOC gives to the institution 3. The fact lifelong learners and enrolled students can learn together on a similar course and interact with each other. 4. Production of open learning materials leads to higher quality materials (research has proven this). 5. 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. 6. 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"> 1. A university strategy with regard to lifelong learning is missing. 2. A vision on how blended and online learning is used within the university is missing. 3. No central unit yet to support the development of MOOCs and online learning. 4. The present technological infrastructure is not solid and robust enough. 5. No procedures yet on how online learning (through e.g. MOOCs) can be accredited. 6. Not embedded yet in the administrative processes of the university </td> </tr> </tbody> </table>	Strengths	Weaknesses	<ol style="list-style-type: none"> 1. The possibility to reach lifelong learners all over the world 2. The visibility a MOOC gives to the institution 3. The fact lifelong learners and enrolled students can learn together on a similar course and interact with each other. 4. Production of open learning materials leads to higher quality materials (research has proven this). 5. 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. 6. 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"> 1. A university strategy with regard to lifelong learning is missing. 2. A vision on how blended and online learning is used within the university is missing. 3. No central unit yet to support the development of MOOCs and online learning. 4. The present technological infrastructure is not solid and robust enough. 5. No procedures yet on how online learning (through e.g. MOOCs) can be accredited. 6. Not embedded yet in the administrative processes of the university
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<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>
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