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IO 4

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	NTGent s.o.n. (NTGent)
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	THE QUEEN'S UNIVERSITY OF BELFAST (QUB)
	Trànsit Projectes (TP)
	Agency Accessible Flanders (INTER)
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ACT

Accessible Culture and Training

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IO 4

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Dissemination Level		
PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	**X**
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium	

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Validation

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1. Introduction

This report provides a summary of the work conducted for Intellectual Output 4, MOOC development. It first explains the objectives of this Intellectual Output and the KPIs. It then summarizes the methods used to achieve the main goals and reports on the activities undertaken. Finally, the report presents the final outcomes and the dissemination.

2. Objectives

The main aim of IO4 was to design and implement a massive open online course (MOOC) for Accessibility to the scenic arts. The purpose of the MOOC is to create a training course for the function of "accessibility manager/coordinator", as defined by IOs 1, 2, 3. The MOOC is also created as an open course MOOC which targets any interested person who wishes to be informed and trained on media accessibility. The aim was to make the MOOC multilingual and accessible in itself. The MOOC is the basis for open training, which will also have an ad hoc certificate issued by ECQA, granted after some exams have been passed (see IO6). The MOOC is hosted on the platform Coursera. In addition, the MOOC constitutes complementary learning material for the curricula designed in previous IOs, which can also be used, for instance, by prospective trainers wishing to present the content in a form more suited to their own purpose for a given context.

The MOOC was designed by the IO4 leader, i.e. the UAntwerp team, in collaboration with the other ACT partners. The exact determination of the Accessibility Manager/coordinator profile and hence the course objectives, outcomes, target group and didactic scenarios were thus true team work.

3. KPI

The following Key Performance Indicators were set out beforehand for IO4: (1) course pilot on time, (2) positive feedback from test users, (3) course up and running on time, (4) number of languages in which the course is offered, (5) number of people taking the course. We can report positively on all 5 indicators:

> (1) + (2) The course pilot, i.e. testing (parts) of the MOOC with users and gathering feedback, was delivered on time and overall response was very positive (see 4.5)
> (3) The ACT MOOC on Accessibility to the scenic arts was delivered on time. The course became available on the 11th of June 2018 on the Coursera platform, just before the end of IO4 and the ACT project.
> (4) The ACT MOOC is a multilingual MOOC, with videos created in the different national languages of the partners (Spanish, Dutch, English and German). Next, all MOOC materials and videos were translated/subtitled in English.
> (5) The week of August 6th 152 students had enrolled and 67 had requested a certificate.

4. Methodology

The following steps were undertaken in terms of deciding on the contents and skills to be taught as well as the formal design and interactive scenarios of the MOOC:

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1. Determine the content, structure and timing of the MOOC, based on the professional profile and skill cards developed in IO2 and IO3, the input supplied by ACT partners during earlier project stages and research conducted.
2. Determine type of activities and learning methods/tools for teaching this content
3. Determine content and form of formative and summative assessment methods (including standalone quizzes, peer assessments etc.)
4. Determine the contributions of (core) teachers/trainers, peer taught learning and independent learning.
5. Develop learning materials
6. Test MOOC and gather user feedback
7. Implement MOOC on chosen platform

These activities were realised by all partners, based on their particular background and expertise, during joint training activities, meetings and individual desk research, and thanks to extensive email correspondence as well as informal ad hoc Skype meetings in addition to the monthly review meetings. The results of these activities are discussed in more detail in the following sections.

4.1. MOOC design principles

During the ACT Short-term joint staff training event C1 organised in Antwerp from 24th to 28th of April 2017 the design principles for the ACT MOOC were presented by the IO4 leader, based on an extensive literature review into the training of competences, skills and innovative learning materials required for the MOOC (e.g. Bali, 2014; Beetham, 2013; Guo, Kim, & Rubin, 2014; Kennedy, 2007; Kiraly, 2005; Laurillard, 2012; Luo, Robinson, & Park, 2014; Mayes & de Freitas, 2013; Milligan & Littlejohn, 2015, to name some of the most relevant publications). The IO4 leader, in addition, acquired ample specialized experience in curriculum design along the way, including targeted workshop-based training (e.g. "Design a MOOC in a SNaP!" workshop at the ECTEL Conference, Toledo, 2015).

This research was translated into a targeted presentation for all ACT partners, in order to discuss and decide on the ACT MOOC design. Partners were informed about and discussed the following topics:

a) what is a MOOC and what different types of MOOCs exist?
b) what are the available platforms and which platform is most suitable for the ACT project?
c) how to take into account web accessibility in the design of the MOOC?
d) what are the different pedagogical approaches to online learning? Partners discussed:
   o Bali's (2014) 7 principles of good practice in Undergraduate education
   o A set of learning design principles drawn from learners' experience (Guàrdia, Maina, & Sangrà, 2013)
   o MOOC-SRL patterns designed to guide teachers and instructional designers on MOOC design features that encourage self-regulated learning for professionallearners (Littlejohn & Miligan, 2015)
   o Specific criteria to design successful MOOCs from both a technological and pedagogical perspective (Yousef, Schroeder, Wosnitza, & Chatti, 2014)

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- o The principle of focussing on learning outcomes (Kennedy, Hyland, & Ryan, 2006)
  (e) The most common problems in MOOCs and proposed solutions on the micro and macro level.
  e) How to design a MOOC in 7 steps
  f) A MOOC checklist.

Based on these research insights, partners subsequently started to develop the structure of the MOOC based on the professional profile, skill cards and curriculum designed in IOs 2 and 3, including the development and precise formulation of Learning Outcomes (LO's) as well as the formulation of learning activities and learning methods envisaged for each learning outcome. This is discussed in more detail in the next section.

4.2. MOOC curriculum and structure

The curriculum for the MOOC on Accessibility Management for the Scenic Arts, comprising the profiles of Accessibility Manager and Accessibility Coordinator, was thus designed based on the skills cards developed in IO2 and the curriculum and learning materials designed in IO3 as well as the expertise and exchanges detailed above. During the MOOC design it was important to keep in mind that the MOOC aims at many different people wanting to train for the function of accessibility manager and everyone needing to know more about media accessibility, particularly access to cultural venues and events. It was therefore essential that the MOOC comprise both general, introductory and more advanced, in-depth learning materials, activities and tasks.

Initially, a MOOC of 12 weeks was envisaged. The MOOC structure was developed with a view to respecting the (chrono)logical course of a cultural event: i.e. the pre-event, the event itself and the post-event. Within these all the specific components that contribute to successful event management were incorporated. Based on existing literature on MOOC design, it was decided to spread each content-related unit over a period of two weeks. In the first of these two weeks, new content was to be delivered by means of videos and other relevant teaching materials, and tasks and assignments are given. In the second week, a specialist or a user would deliver an online lecture on the topic of the previous week, followed by a discussion. In addition, participants could ask questions and teachers give feedback on blogs and forum posts relating to the topic of the previous week. The main aim of this second week was to increase teacher-participant contact and provide more in-depth content, and as such limit the drop-out from the MOOC.

The table below contains four columns: column 1 specifies the unit of the MOOC, column 2 the week of the MOOC, column 3 gives the topic of the unit/week concerned and column 4 mentions the partner responsible for developing the materials for this topic.

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Table 1: Overview ACT MOOC

Unit	Week	Topic	Partner Responsible
U0	W1	Introduction	UA
U1	W1	Inclusion + video	UA + NT Gent
U2	W2	Venue accessibility	Inter
U2	W3	Lecture / office hours Q&A	
U3a	W4	Services: pre event	QUB
U3a	W5	Lecture / office hours Q&A	
U3b	W6	Services: during the event	UA
U3b	W7	Lecture / office hours Q&A	
U4	W8	Communication & dissemination	UAB
U4	W9	Lecture / office hours Q&A	
U5	W10	Management	NT Gent + Transit
U5	W11	Lecture / office hours Q&A	
	W12	Final assessment & debriefing	UV

However, when the final decision was made to not only design a MOOC that could be implemented by any interested stakeholders but to actually create a fully functioning MOOC, it needed to comply with the regulations of the platform willing to host the MOOC (see also 4.3). A search among different alternatives that appeared not to be viable led to the Coursera platform. This platform limits MOOCs to a maximum of 6 weeks (plus a 7th week for a final assignment) and has its very own regulations regarding its presentation in terms the types of videos and exercises that could be incorporated.

However, the decision to make the MOOC shorter in time did not result in any loss of content, it actually resulted in a more manageable and realistic MOOC that would be more attractive to our prospective target learners resulting in less drop-out. Exercises meant to consolidate knowledge originally envisaged for the second week for each unit were incorporated in the one week per unit design to provide additional training of the material taught in that same unit. This yielded the following subdivisions, as also made available on Coursera. The table below indicates which partner was responsible for the development of each unit but the entire process was led by UAntwerp.

Table 2: Distribution of tasks

Unit	Week	Partner
Unit 1 - General Introduction to the MOOC	Week 1	UAntwerp
Unit 1 - General Introduction to inclusion	Week 1	UAntwerp
Unit 2 - Venue Accessibility	Week 2	University of Vienna
Unit 3a - Access services – concepts	Week 3	UAntwerp
Unit 3b - Access services – implementation	Week 4	QUB
Unit 4 - Communication and dissemination	Week 5	UAB
Unit 5 - Management	Week 6	NTGent and Transit
Unit 6 - Final assessment and debriefing	Week 7	UAntwerp

The following are summaries of the final versions of each unit offered on Coursera.

WEEK 1 part 1: Unit 1 - General Introduction to the MOOC
This introduction aims to keep more people on board by explaining from the very beginning, if briefly, what a MOOC is, how MOOCs in general work and what can and cannot be expected from them. Given that MOOCs are still a relatively new phenomenon, it is of the utmost importance that participants know beforehand what to expect from them. Research shows that wrong and/or unrealistic expectations are one of the main reasons why people drop out of a MOOC.

This unit therefore introduces the ACT project and the specific contents of the ACT MOOC. The topics covered are:
- What is a MOOC?
- What can participants expect from MOOCs, given their new and unique didactic nature?
- How does assessment in MOOCs work?
- Netiquette: how to behave in an online educational environment?
- What is the ACT project?
- What are the contents of the ACT MOOC and how is it structured?

This is explained in a short video lecture.

WEEK 1 part 2: Unit 1 - General introduction to inclusion
In this unit the participants learn about three essential concepts: First they will learn more about the different audiences at which accessibility may be aimed and the different types of access support they might need. Second, the concepts of 'inclusion' and 'accessibility' will be introduced and, more in particular, they will learn how these can be defined. Finally, this unit looks at legislation on inclusion and accessibility. More in particular, the participants will learn about the various types of international and European legislation on inclusion and accessibility.

The training material available consists of:
5 videos (video lectures), 3 readings
It is graded by means of a multiple choice quiz

WEEK 2: Unit 2 - Venue Accessibility
Unit 3 "Venue Accessibility" addresses barriers to access to cultural venues and how to remove them. Buildings such as theatres or opera houses or open-air venues used for festival purposes should be as accessible as possible. Based on a distinction between different venue types, this unit covers the accessibility chain, the FFZ principle, the accessibility of indoor and outdoor locations as well as temporary locations. Furthermore, it addresses forms of wayfinding, signs, maps and accessibility information as well as adaptations of the venue and assistance animals. Finally, it provides recommendations for assessing and improving venue accessibility.

The teaching material consist of 13 videos
The unit is graded by means of a Multiple choice quiz

WEEK 3: Unit 3a - Access services – concepts
This unit provides the learners with an introduction to all types of content-related accessibility services. It starts with a brief introduction to all services and then proceeds to detail services providing support to auditory needs as well as visual needs. These services are: subtitling, surtitling, audiosubtitling, audiodescription, audio-introduction, braille, sign language interpreting, large text, vibrating chairs and loops as well as relaxed performances. However, the unit also devotes attention to more traditional translation issues, dealing with the challenge of multilingualism of many current live performances.

The teaching material consists of 16 videos, 2 reading exercises.
The unit is graded by means of a Multiple choice quiz

WEEK 4: Unit 3b - Implementing access facilities at arts events to ensure inclusion for all
This unit is about putting the knowledge about the access facilities presented in Unit 3a into practice, and covers the general and specific practical steps involved in implementing the access facilities in advance of the event, on the day of the event and after the event.

The teaching material consists of 15 videos, 1 reading exercises.
The unit is graded by a multiple choice quiz

WEEK 5: Unit 4 - Communication and dissemination
This unit teaches how the manager needs to communicate and promote accessibility, some may call this "accessibility PR". More in particular, it teaches learners how to identify the relevant stakeholders and suggest strategies to involve them. It also teaches what an accessibility policy for a cultural event or venue is and how to implement it. Finally, it teaches learners how to promote accessibility for a cultural event or venue, using both traditional and online media in an accessible way.

The teaching material consists of 14 videos
The unit is graded by a multiple choice quiz and by a non-graded peer assessed assignment

WEEK 6: Unit 5 - Management
In this unit, the participants learn about managing accessibility in a cultural venue or on a cultural event. They learn to plan and coordinate, they learn to communicate about accessibility and gather user feedback to be able to look into some aftercare. While managing these things they also think about solving conflicts and managing a team of coworkers. In the different learning materials of which the unit is composed, the participant is presented with charts to help managing the accessibility and with tips and tricks to do so via reading materials and video lessons.

The teaching material consists of 12 videos, 1 reading exercise.
The unit is graded by a multiple choice quiz

WEEK 7: Unit 6 - Final Assessment & Debriefing

In this final unit the participants can test what they have learnt. They are given a comprehensive assignment that will allow them to combine the knowledge and skills acquired in the previous units and test them in a concrete situation.

The teaching/testing material consists of 1 video

The unit consists entirely of the comprehensive final assignment, which is a non-graded peer assessed assignment.

4.3. MOOC materials

Based on the research conducted by UAntwerp and the discussion during the Joint Training Activity in April 2017 in Antwerp and the Meeting in May 2017 in Barcelona, we started to develop guidelines and templates for the development of materials for each unit (see 4.2): templates for Powerpoint presentations to be integrated into the MOOC videos, templates and designs for the development of videos, templates for additional reading materials and quizzes/assessments.

It was decided to put the ACT MOOC on the platform Coursera (see also 4.2), as it is hosted by one of the ACT partners and because it is one of the leading MOOC platforms in Europe. Because it was important to develop the materials in accordance with the requirements imposed by Coursera, UAB first developed the MOOC unit for which they were responsible (see 4.2) in accordance with Coursera requirements as an example for other partners on how to finalise their materials and record and edit their teaching videos.

During this time, partners were asked (July-November 2017) to already develop a detailed scenario for their unit and a detailed outline and description of the video materials they were intending to make/collect, awaiting the example provided by UAB. Regular feedback and coordination on these materials was provided by UAntwerp and all scenarios were reviewed by the Antwerp team to ensure that language was correct, consistent, the content of videos was streamlined and there were no gaps or overlaps between the units of the MOOC. This entailed some shifting of materials between units, e.g. relating to communication on the one hand and management on the other.

During the TPM meeting in Belfast on the 11th and 12th of December 2017, UAB gave a detailed presentation of their example unit of the MOOC and how it was created, and provided partners with all the necessary guidelines and templates for developing their materials according to the requirements, after which partners started to finalise all materials.

The following types of materials were developed and delivered by March 2018:
- Core videos (in English, Spanish, Dutch or German): some talking heads, some PowerPoints with voice-over,
- English subtitles for all core videos,
- English transcripts for all code videos,
- Additional videos with background information about the topics of the given unit,
- Additional reading materials for all the units,
- Multiple choice questionnaires for all the units,

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- Final and comprehensive peer-assessment for week 7.

4.4. MOOC user feedback

During four workshops organised by the Academic ACT partners, i.e. UAntwerp, UAB, the University of Vienna and QUB, crucial parts of the materials designed for the ACT MOOC were presented to potential user groups and other stakeholders in order to gather feedback on the course. Information was gathered through two methodological tools: an online questionnaire (that could also be taken on paper if so desired), developed by IO4 leaders (University of Antwerp) assembling detailed feedback from all those taking part in the workshop, complemented with a final focus group discussion. Due to the evaluative nature of the workshop, a small-scale workshop was favoured (with participant numbers between 10 and 25), to allow for good interaction among participants and a thorough discussion of the materials presented. All participants signed consent forms before taking part in the questionnaires and all data were treated with discretion.

Overall, the aims of the workshops were fulfilled and participants provided interesting feedback on the MOOC output. The workshops all yielded lively discussions with the focus group format generating valuable qualitative feedback on top of the quantitative indicators covered through the survey. The global assessment of all four workshops was very positive, with some indications for future improvement, including improving the accessibility of the course. The participants welcomed the development of training for arts accessibility management and stressed the need for this kind of training, which shows the impact and relevance of the training materials developed as part of the ACT project Intellectual Output 4. In all workshops participants expressed their interest in taking the ACT MOOC and said they would recommend it to others.

5. IO4 timeline for quick reference

1. Start: Antwerp workshop April 2017
2. Barcelona workshop May 2017
   o Recording of introductory videos
   o Unit structure development
3. Summer 2017: Curriculum & structure development
4. September-November 2017:
   o Decide on video design & template (partners)
   o Finetune MOOC structure per unit + detailed overview of content (partners)
   o Start collecting materials (partners)
   o Review by IO4 leader (Antwerp) and feedback to partners (see instruction mails Nina)
   o Liaise with Coursera re. Development instructions (Antwerp + UAB)
   o Develop unit 4 as an example for partners (UAB) in coordination with IO4 leader
5. December 2017 - February 2018:
   o Development of materials (partners)
   o Review by IO4 leader & feedback (UAntwerp)
   o Liaise with Coursera (UAB)
6. March 2018: delivery of the MOOC materials
7. April-May 2018: User tests

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8. June 2018: MOOC launched on Coursera
9. July 3rd 2018: 67 learners are taken the course, of which 34 active participants.

6. Results

The final results of IO4 and the input of all the partners can be consulted and taken as a course on the Coursera website:

https://www.coursera.org/learn/accessibility-scenic-arts/home/welcome

7. Dissemination

Apart from the dissemination activities related to the ACT MOOC already undertaken in previous IOs (see dissemination table), news about the ACT MOOC has been disseminated during IO4's lifetime, on social media, during conferences, and via the partners' networks. For instance:

- Reception following the ADLAB PRO Multiplier Event on March 6th 2018 in Antwerp: Dissemination of research activities to the general audience.
- Presentation of the ACT MOOC during the Final Conference of the project, linked to Multiplier Event 1 on June 6th 2018 in Barcelona.
- Lectures and presentations on the ACT MOOC in Australia by Aline Remael in 2016, 2017 and 2018.
- Presentation of the MOOC on the Launch Day and website of OPEN - Expertise Center Accessible Media and Culture at the University of Antwerp (www.opentoegankelijk.be) on June 21st 2018
- Presentations about ACT and the MOOC at Unlimited! 1 and 2, Intermedia 2018, Languages and the Media 2016, 2018
- Presentation about ACT and the MOOC at Language Acts and Worldmaking: Worldmaking on Stage Forum at Kings College London, 6th July 2018
- Many local presentations in the different partner countries

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