Chapter 11

Integrating MOOCs in Higher Education: Procedures and Tools for a Mutual Commitment to Quality

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ABSTRACT

From the context of the emergence of MOOCs, this chapter studies the benefit of blending them with a face-to-face course in higher education. This approach highlights the wealth of opportunities offered by blended learning through the design methods and experience of the GdP MOOC that are transferable to other MOOCs. The implications for a cohort of students and in the pedagogical choices of their teacher show the advantage of a team dedicated to the partnerships to provide the interface between the format of training provided on the platform and the objectives of the host institution. From the awareness of the diversity of methods of integration into students’ curricula, the question of the quality and the personalisation of the supporting tool in practical terms is based on the teachers’ needs. Three functions are identified for effective blending: pedagogical scenarisation, delivering the training solution, and the methods of assessment.

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**INTRODUCTION**

Today, MOOCs have taken a fully-fledged place in the training environment, whether this is formal education or lifelong learning, resulting from an individual enrolment or within the context of a training institution or a company. According to Shah (2018) more than 11,000 courses are available across the world, as of 2018, whether the subjects are general or on specialised topics, and originating from universities or intended for the general public.

Centrale Lille’s Project Management MOOC (MOOC GdP) is a good example of how this type of training solution has become established (Centrale Lille is one of the five oldest schools of engineering in France; it is authorised to award engineering degrees). It was created in 2013 and has reached 220,000 individual enrolments during its 13th edition in March 2019. The integration of the MOOC GdP in higher education courses was first tried out by some innovative teachers (Delpeyroix & Bachelet, 2015) and was then deployed on a much larger scale: between the edition of September 2014 and that of September 2018, the number of partner institutions increased by 58%, from 19 institutions (with 23 different courses) to 30 (with 38 different courses) and from 1295 active students to 3016 active students in the same session (i.e. an increase of 133% in the autumn 2018 session). This choice to blend face-to-face training with distance learning has created new needs to customise pedagogical solutions and to deliver the training. More than ever before, the teacher is at the heart of the pedagogical solution: he must be able to develop new know-how and new working methods in order to design and deliver this solution in a context specific to his institution and his audiences. To quote Albo (2016), the teacher is becoming a “learning designer”. Although the MOOC movement originated from the universities, how can a teacher adapt the design of his teaching with a course coming from another educational institution and taking place remotely? The teacher’s questioning of his role is a legitimate one in view of the contribution of external knowledge within his own course. The main questions concern the possible expectations, their nature and their assessment with indicators that are based on his needs as a teacher, ultimately, and in his own context.

Further on in this chapter we will see the context in which MOOCs emerged, in order to better understand their link with higher education and their relevance within face-to-face courses.

In the light of these developments and these questions, we will specifically study the Project Management MOOC offered by Centrale Lille (France). We will consider the experience of developing partnerships with institutions integrating the MOOC GdP into the curriculum of their students and the points for analysis of the different means used, from the perspective of possible transposition for MOOCs in general. We will address the question of what a MOOC can contribute to the pedagogical activities of a face-to-face course to achieve the teacher’s pedagogical objectives, as well as the complementary services that the issuing institution can offer him to design and deliver his training solution. We will then consider blended solutions to meet the needs of the teachers. Working from the identification of the three functions of scenarisation, delivery and assessment, following their temporal progression, the question of the quality of the partnership (process quality and mutual commitment) will be compared with the challenge of achieving quality training. Finally, the possibilities opened up by the field of educational data mining and learning analytics will show the challenges ahead regarding the prospects of collaboration between the platform editors and the MOOC designers, in the context of research and continuous improvement. This will be both from the point of view of the experience of the learners and in the context of the implementation of partnerships with educational institutions.