MOOC "Citizenship and Human Rights Education for Change"

Final Report

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Executive Summary

The EU CONVINCE MOOC on "Citizenship and Human Rights Education for Change" ran between 29 April and 30 June 2019. Public information about the course is available at https://edx.gchumanrights.org/courses/course-v1:gchumanrights+euconvince+2019/about. Further details are available in the dedicated section of the GC website: https://gchumanrights.org/education/e-learning/moocs/eu-convince/about.html.

Some key statistics show the high level of engagement and intensity of work:

- Features: 6 weeks; 3 modules; 13 lecturers and experts; 29 videos; 6 weekly Discussions; 6 Quizzes
- Final number of enrolled participants: 368
- Submitted Surveys: Welcome=135; User-experience=88
- Project's videos views: teaser=766; welcome=80; Prof Nowak=104; Prof. Ulrich=90; Prof. Bekemans=53; Prof. Viljoen=38; Prof. Agapiou-Josephides (FR)=38; Prof. De Stefani=35; Dr. Lamer=28; Prof. Mihr=24; Prof. Benoit-Rohmer (FR)=29; Ms. Dorsi (FR)=27; Prof. Lowry-O'Neill=26; Dr. Melchiorre=36; Dr. De Perini=21
- Readings and good practices: 107
- Discussion posts: Global Citizenship Education=112; Necessary competences=84; Case study on gender and LGBT lessons=61; Case study on refugee children in schools=60; The challenges of information=61; Discussion of case from the point of view of whole school approach=43; Optional inputs on education for children with disabilities=10
- Quizzes: 1=103; 2=78; 3=65; 4=65; 5=53; 6=52
- Issued certificates: 47

Participants covered all age-ranges from 13 to 65+, all corners of the world and a variety of professions, with a large representation of education professionals, but also other sectors.

Highlights
- Helpful educational resources
- Quality of the materials and faculty
- Intellectually stimulating level
- Rich in necessary information on pedagogy/teaching methods

Room for improvement
- More active engagement of lecturers
- More interaction between participants
- Lectures need adjustments (type, content, subtitles…)

Suggestions for possible follow-up
- Make the MOOC publicly accessible (all materials except discussions and without certificate delivery)
- Re-run the MOOC in a year's time ensuring more active participation of lecturers during discussions
- Develop spin-offs as mini-MOOCs on one of the specific areas
- Publish a practical handbook comprising some selected materials, discussions and good practices

Introduction

This report includes information and reflections on the MOOC entitled "Citizenship and Human Rights Education for change" that was developed by the Global Campus of Human Rights (GC) within the framework of the EU CONVINCE Project. The report aims to evaluate the activity and offer suggestions for the future.

The information contained in this report is based on:

- Evaluation by the GC Academic Coordinator of Online Programmes and the GC Project Officer;
- Evaluation by participants who provided feedback through:
  - A Welcome Survey available throughout the course (see Annex 1);
  - A User-experience Survey also available throughout the course (see Annex 2);
  - Direct correspondence by email or through EdX with the course Coordinating Team.
- Interactions with the EU CONVINCE Project Coordinator and the main Researcher throughout the project period.

Some basic information

Enrolment in the course was free; it opened on 25 March and closed on 19 May 2019. The course was planned to run between 29 April and 9 June 2019. Towards the end, due to the increased interaction among participants, we then decided to offer additional time to consolidate engagement and therefore the course was extended until 30 June 2019. It was structured in 3 Modules running for 6 weeks in total, with the participation of 13 lecturers/experts and featuring 6 weekly discussions (plus an optional forum in week 4 for inputs on inclusive education for persons with disabilities) and 6 Quizzes.

We used the Global Campus online platform https://edx.gchumanrights.org/, which is part of EdX, one of the leading providers of online learning, well renowned for being user-friendly and easy to navigate. The course homepage is available there at the following link: https://edx.gchumanrights.org/courses/course-v1:gchumanrights+euconvince+2019/about. Registered participants can access the full range of learning materials on a permanent basis, even after the end of the course. The way in which the course is structured and the materials are presented makes it easy for users to identify content, resources, discussions, quizzes and other components at a glance, thus facilitating interest, continuous reference and regular use. Given the success of the MOOC, it was decided to continue keeping the course open to the public, even if in a more limited way. Therefore, from 1 September 2019 anyone interested in the MOOC can still access the course materials and the quizzes, although can neither participate in discussions nor request certificates. This will again be possible if and when a new edition of the MOOC will be launched.

Information on the course is also available on the GC website: https://gchumanrights.org/education/e-learning/moocs/eu-convince/about.html. There we created a dedicated section which displays the video teaser of the course as well as all relevant information on faculty, schedule, content, and free enrolment. In addition, we also created a specific section presenting the EU CONVINCE Project and key partners as well as a section with all the promotional materials, including short clips from the teaser, an e-news, a flyer, sample posts for social media (Facebook, Twitter and Instagram), some pictures and a newsletter. This type of visibility and promotion was quite fruitful with more than 6,000 page views and a very low bounce rate, meaning that visitors stayed on the pages and in fact visited 4-5 pages each time (see Annex 3).

Interaction among and with stakeholders

At every stage of the process, we worked together with the EU CONVINCE Project Coordinator, Advisory Group, main Researcher and partners to ensure the MOOC reflected the spirit of the project and engaged as large and representative an audience as possible. This was successfully achieved in particularly by:

- Participation of the MOOC Team to all the meetings of the Advisory Group;
- Presentation by the MOOC Coordinator during the EU CONVINCE Workshop in Rome, which was useful not only to announce and promote the initiative but also to gather inspiration and materials to be included in the course;
- Direct involvement of one partner (Waterford Institute of Technology) in the preparation of learning materials, in particular through the video and readings delivered in week 6 by Prof. Lowry-O'Neill;
- A Memorandum of Understanding between the Global Campus of Human Rights and Istituto di Ricerca Accademica, Sociale ed Educativa (IRASE), which is the training institution of the Italian Trade Union Federation UILSCUOLA RUA, in order to recognize participation in the MOOC in the form of a training certificate of 30 hours as proof of members' accomplished professional development fully recognized by the Italian Educational System;
- Support to the MOOC by the Ministry of Education of Cyprus, which circulated an official call to its network of educators.
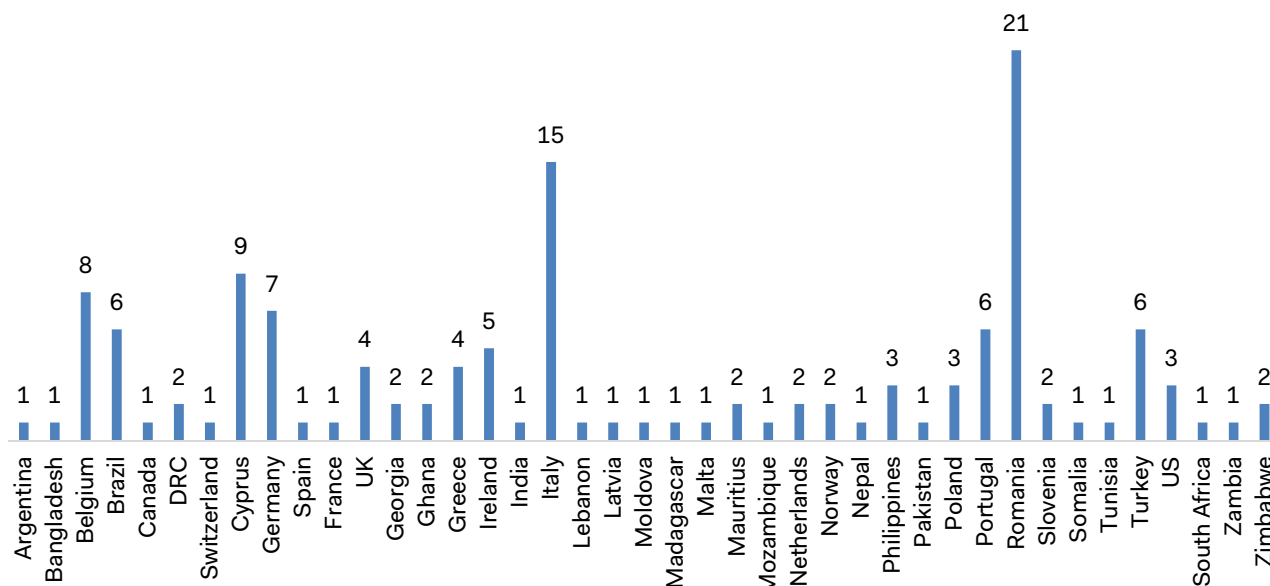
These are clear examples of cohesive working methods as well as active engagement on the part of different stakeholders. Moreover, they are significant illustrations of the relevance and possibilities of a whole school approach.
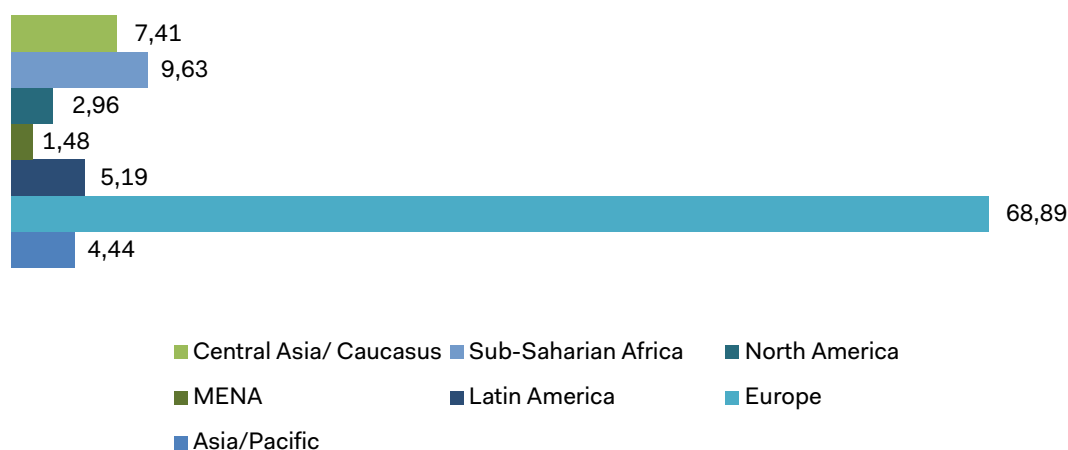
Enrolment and class composition

After only four days of advertising, we already had 97 registered participants. We then started the course with 270 students and closed it with 368. Of these, 47 obtained the certificate of participation and 1 received a transcript of records (available to all participants upon request).

These are very good results for a first edition of a MOOC born out of a cooperation between different actors. The topic of the course - at the crossroads of two major areas of study such as citizenship education and human rights - is certainly to be accounted for in terms of attracting attention and engagement. The excellent cooperation with the EU CONVINCE Project Coordinator and the main Researcher was also very valuable in developing the materials and fine-tuning the design with relevant needs and objectives. The use of case studies in the materials and discussions (some of which were inspired by the questions raised during the EU CONVINCE workshops in Rome, Paris and Berlin or through the research questionnaire) made it easier for participants to connect their learning with real life. Last but not least, the coordinated advertising efforts of all partners, especially ETUCE and Global Campus (as evidenced by the Welcome Survey), also helped greatly to reach all corners of the world and relevant audiences. Some regions may have been more difficult to access (MENA or North America, for instance), but overall coverage was very satisfactory and demonstrated transnational interest in the topic/project despite its focus on Europe. Indeed, according to the Welcome Survey submitted by 135 respondents, the following data on the country of residence, age, gender, and professional profile paint a global and rich picture of the course's outreach.
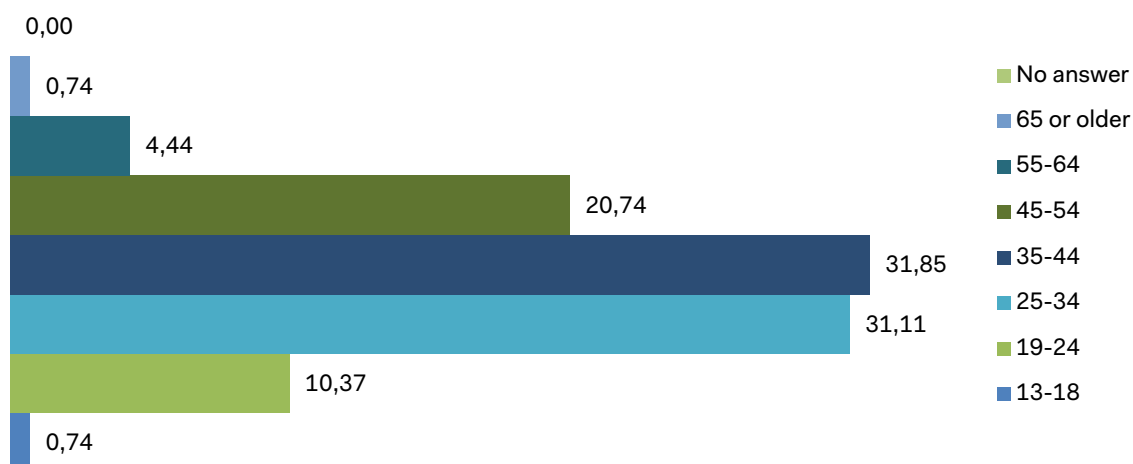
Country of residence

Country	Value
Argentina	1
Bangladesh	1
Belgium	8
Brazil	6
Canada	1
DRC	2
Switzerland	1
Cyprus	9
Germany	7
Spain	1
France	1
UK	4
Georgia	2
Ghana	2
Greece	4
Ireland	5
India	1
Italy	15
Lebanon	1
Latvia	1
Moldova	1
Madagascar	1
Malta	1
Mauritius	2
Mozambique	1
Netherlands	2
Norway	2
Nepal	1
Philippines	3
Pakistan	1
Poland	3
Portugal	6
Romania	21
Slovenia	2
Somalia	1
Tunisia	1
Turkey	6
US	3
South Africa	1
Zambia	1
Zimbabwe	2

Participants by region (%)

Region	Value
Central Asia/ Caucasus	7,41
Sub-Saharian Africa	9,63
North America	2,96
MENA	1,48
Latin America	5,19
Europe	68,89
Asia/Pacific	4,44

Age (%)

0,00	
0,74	
4,44	
20,74	
31,85	
31,11	
10,37	
0,74	

Legend:
- No answer
- 65 or older
- 55-64
- 45-54
- 35-44
- 25-34
- 19-24
- 13-18

Gender (%)

0,74	
2,22	
69,63	
27,41	

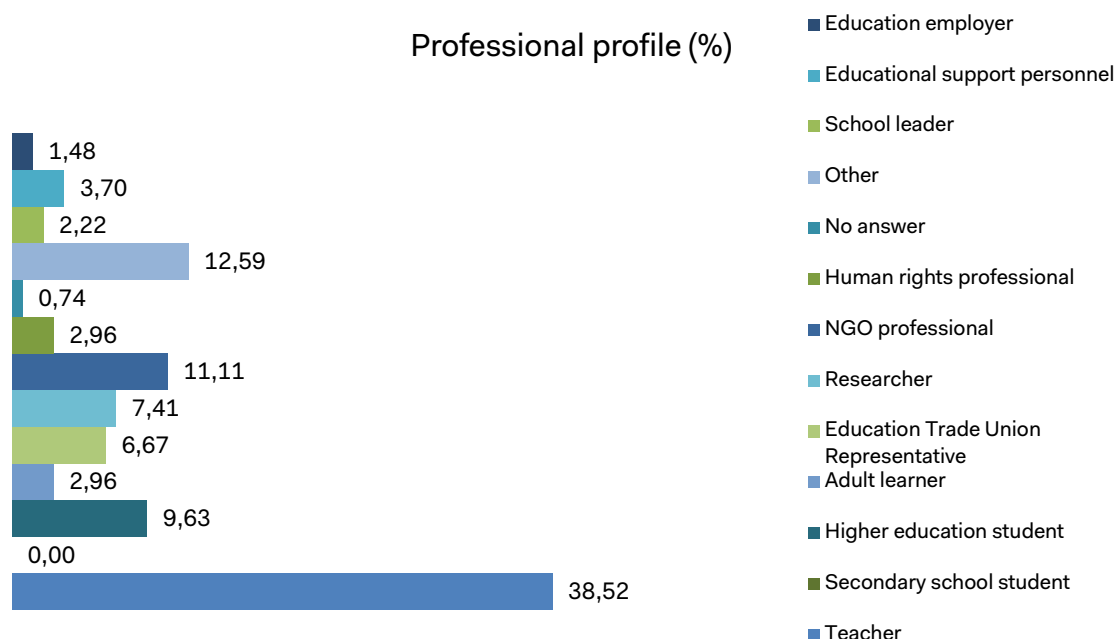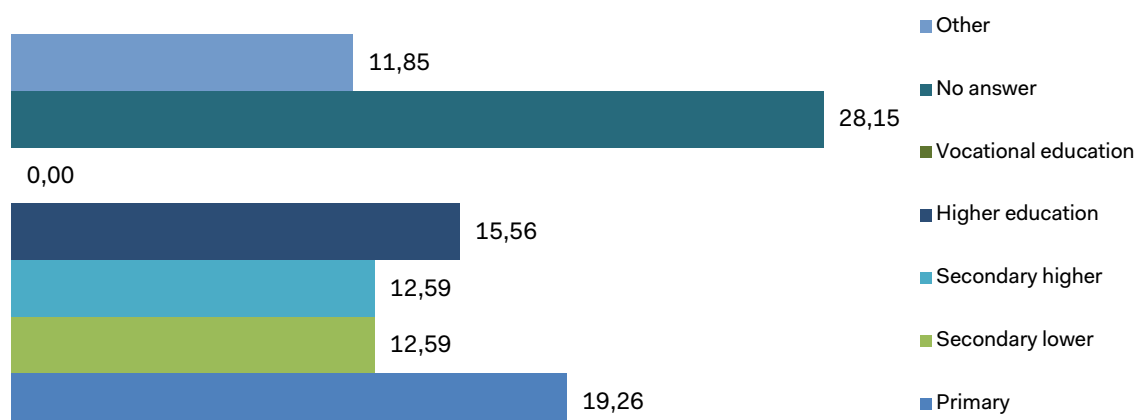Legend: ■ Other ■ No answer ■ Female ■ Male

In terms of geography, age and gender, the data are very similar to what we find in other MOOCs organized by the Global Campus, perhaps with the only exception of the North American area which is usually well represented in those courses and has fared less positively in this MOOC. An explanation could well be that the focus on Europe might have deterred interest from that region, despite the fact that one would expect citizenship and human rights education to be topics of worldwide appeal.

Professional profile (%)

- Education employer — 1,48
- Educational support personnel — 3,70
- School leader — 2,22
- Other — 12,59
- No answer — 0,74
- Human rights professional — 2,96
- NGO professional — 11,11
- Researcher — 7,41
- Education Trade Union Representative — 6,67
- Adult learner — 2,96
- Higher education student — 9,63
- Secondary school student — 0,00
- Teacher — 38,52

Level of education (%)

- Other — 11,85
- No answer — 28,15
- Vocational education — 0,00
- Higher education — 15,56
- Secondary higher — 12,59
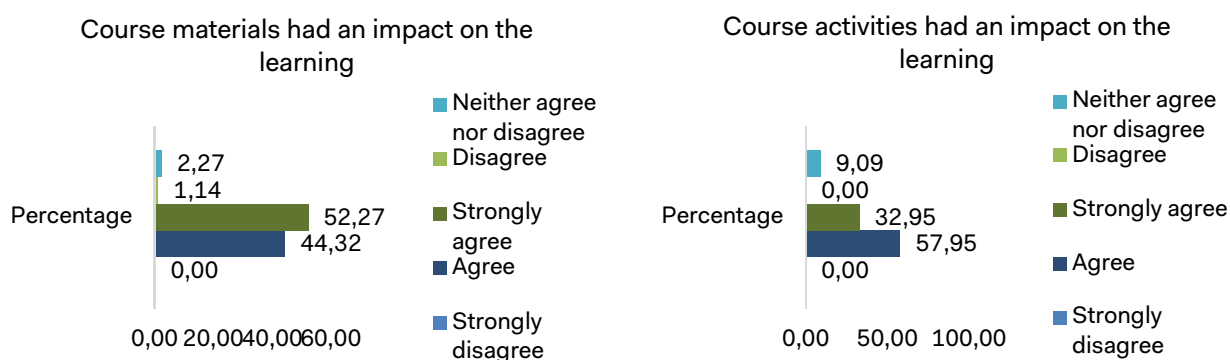- Secondary lower — 12,59
- Primary — 19,26

When it comes to professional profiles, the majority of active participants, who responded to the survey within the given categories, are directly involved in teaching (38,52%) or in education (another 7,4% including school leaders, education support personnel, education employers, education policy officers). Education Trade Union Representatives accounted for 6,67%. Of all these, the majority are involved in secondary education (25,18%), followed by those working in primary education (19,26%) and at the Higher education level (15,56%). The public sector is by large the most represented. Interestingly, other categories showed a good level of interest: NGO professionals (11,1%), researchers (7,41%) and other (12,59%). The latter included on the one hand participants who might have been still involved in education but did not recognize themselves in the given categories and, on the other hand, participants who belonged to a category that was not mentioned.

Course materials and activities

Course materials included introductory texts, journal articles, official publications of international organisations such as the UN, EU, CoE and online readings such as websites and blogs. Activities included weekly discussions and quizzes covering aspects included in the course materials. According to the 88 participants who submitted the User-experience Survey, such course materials and activities had a positive impact on their learning experience and thus were helpful in view of regular engagement with the course and progression in understanding and knowledge, as explained below.

- Easy going course, simple but significant language and examples

Course materials had an impact on the learning

- Neither agree nor disagree: 2,27
- Disagree: 1,14
- Strongly agree: 52,27
- Agree: 44,32
- Strongly disagree: 0,00

0,00 20,00 40,00 60,00

Course activities had an impact on the learning

- Neither agree nor disagree: 9,09
- Disagree: 0,00
- Strongly agree: 32,95
- Agree: 57,95
- Strongly disagree: 0,00

0,00 50,00 100,00

Videos

In addition to 14 external videos, the MOOC also included 1 Teaser video, 1 Welcome video and 13 video lectures that were made on purpose for the course by the MOOC Team and a variety of renowned lecturers and experts involved in Citizenship and HRE. Three of these video lectures were recorded in French. All videos recorded for this Project could be watched on YouTube with the option to choose the language and/or subtitles/side transcriptions (which were created by the Global Campus Team). We also provided full transcripts so that participants could save or print as they wished. Statistics for the use of such videos are as indicated below:

- Teaser=766; Welcome=80;
- Prof. Nowak, The importance of HRE and EU common values to counter current challenges=104;
- Prof. Ulrich, The pedagogy of human rights education=90;
- Prof. Bekemans, Teaching in multicultural learning environments=53;
- Prof. Viljoen, How to deal with diversity?=38;
- Prof. Agapiou-Josephides (FR), L'égalite entre les femmes et les hommes=38;
- Prof. De Stefani, A human rights based approach to migration=35;
- Dr. Lamer, Information in the digital age and fake news=28;
- Prof. Mihr, Human rights in cyberspace=24;
- Prof. Benoit-Rohmer (FR), La non-discrimination et l'inclusion des minorités=29;
- Ms. Dorsi (FR), L'éducation inclusive=27;
- Prof. Lowry-O'Neill, The whole school approach=26;
- Dr. Melchiorre, A rights-based approach to education=36;
- Dr. De Perini, Ways to multiply human rights education efforts=21.

The decrease is not surprising as it reflects a typical MOOC feature, that is great interest at the start and then lower engagement overtime as participants might find it difficult to keep up with the pace of the course or experience lack of time (as indicated in the Surveys). This being said, it is also true that some videos were deemed more beneficial than others. Indeed, and more in general in terms of materials and activities, suggestions for improvements included more consistent quality of lectures, more active engagement of lecturers, further use of animated videos, more focused discussions and more interaction between participants, as indicated below:

- *While lack of time restricted in a way my possibilities of really getting into the topic I have the feeling that more directly text/case study based discussions instead of rather general discussion questions would have helped me to get even more involved with the content. Furthermore, not all lectures had the same quality level with some being too general to be helpful. The provided material on the other hand are very helpful and provide a very good starting point for further study. Thank you!*

- *Make room for one to one interactions with the instructors*

- *More interaction is needed with the other participants of the course.*

- *The animated videos were more useful and easy to learn rather than interview ones, so maybe adding animated ones may better the learning.*

Good practices
As part of the overall cooperation within the EU CONVINCE Project, we made sure to include, among the recommended reading materials, an important number of readings and good practices (107). The vast majority of these reflected the list in the "Compendium of Good Practices and References" prepared by the Research Team. Such Compendium was also uploaded at the end of the course as a whole document of reference on the MOOC platform.

In particular, in terms of good practices, the suggestions ranged from EC Eurydice briefs to illustrated booklets, from lessons plans to interactive games, from examples of education policies to videos or theatre plays, from official frameworks to campaigns and advocacy tools. Judging from the references made to these materials in the course discussions as well as from the final feedback in the User-experience Survey, this choice was also very much appreciated and useful:

- *It shows clear information and ideas that can be thought and applied in our daily work with Students.*

- *The sources shared have been really helpful. They will be my guides to design an education program for my NGO.*

- *It has given me the possibility to get a first notion of a topic relevant to my work which I could not have approached this easily on my own, without the structure and especially the materials offered through the course.*

Participation, assessment and certificate

Despite the above-mentioned positive evaluation of materials, activities, and availability of good practices to inspire future work, it is clear that participation declined over time. Overall, it seems that the majority of the students took the course for their own personal knowledge without necessarily asking for the certificate of participation. The following data tend to confirm such situation:

 N. of enrolled participants: 366

- Discussion posts (a few participants posted multiple times in each discussion):
  - Global Citizenship Education=112 (38);
  - Necessary competences=84 (33);
  - Case study on gender and LGBT lessons=61 (23);
  - Case study on refugee children in schools=60 (21);
  - The challenges of information=61 (21);
  - Discussion of case from the point of view of whole school approach=43 (16);
  - *Optional inputs on education for children with disabilities=10.*
- Quizzes (one per each week):
  - 1=103;
  - 2=78;
  - 3=65;
  - 4=65;
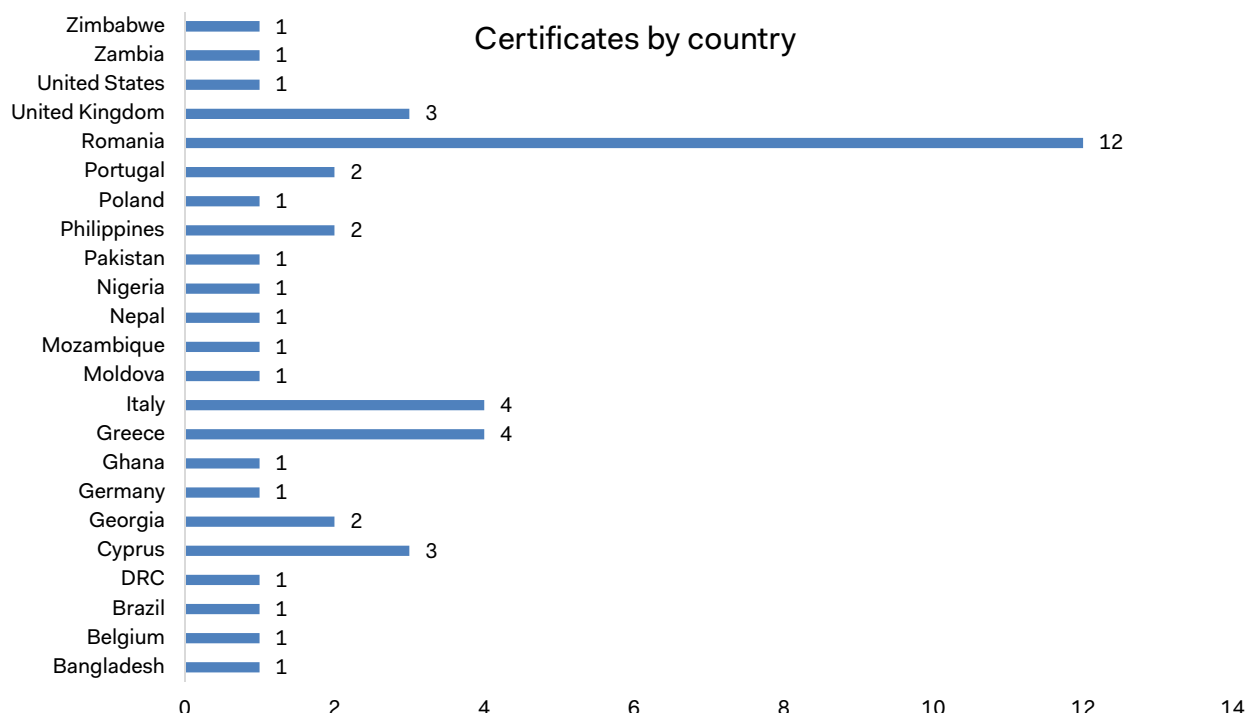 - 5=53;
  - 6=52.
- Issued certificates: 47

According to our experience with MOOCs, this is again a typical feature for such courses, so it is not very surprising. On the other hand, it is important to indicate three aspects:

- that a good number of participants created their own threads within the given discussions, thus showing active engagement (this is shown in the discussion data above, with the exact figures in parenthesis);
- that discussions started off as individual inputs but then overtime turned more into interactive fora, with participants referring to each other, to the comments by the moderator and to the readings;
- that the final number of engaged participants and issued certificates was still high and went beyond the typical completion rate for MOOCs, which is usually around 9-10%. This course completion rate of about 13% can certainly be considered satisfactory.

Impact

Additional thoughts concern the impact of the MOOC and the EU CONVINCE Project on the work and life of participants. As indicated by the difference between the number of enrolments and that of delivered certificates, not all registered participants were actively engaged in the course, but as they all have permanent access to all materials and video lectures, they will always be able to benefit from this e-learning activity and to know and appreciate the value of the EU CONVINCE Project.

In any case, those who did participate more actively still offered invaluable inputs. Moreover, all those who earned the certificate will bring the knowledge and skills acquired through the course in their daily activities around the world, as indicted by the geographical distribution of the certificates and the feedback below.

Certificates by country

| Country	Certificates
Zimbabwe	1
Zambia	1
United States	1
United Kingdom	3
Romania	12
Portugal	2
Poland	1
Philippines	2
Pakistan	1
Nigeria	1
Nepal	1
Mozambique	1
Moldova	1
Italy	4
Greece	4
Ghana	1
Germany	1
Georgia	2
Cyprus	3
DRC	1
Brazil	1
Belgium	1
Bangladesh	1

Comments received in the User-experience Survey demonstrate that the course was useful beyond mere education and knowledge, influencing professional and personal approaches to the issues under study.

- It has introduced me to additional concepts and resources in inclusive educational practices that I can apply at my everyday job.

- It shows me and enables me with important information to rethink the way education is being transmitted.

- This course help me to improve my teaching methods.

- Education and human rights begin with small things: tolerance, respect, acceptance, and as a teacher you can find ways to pass on all these values to the children or parents. This course provides us with all the necessary information.

- [It helped] in terms of being more aware and apply human rights as part of my professional experience as a counselor.

- [It] increased my knowledge on the pedagogy/teaching methods of HRE

- As a teacher, I realise that I scrutinise the information I give to my students more. I think more about what value or skill that the information that I am imparting may add to the students and how students of different backgrounds may perceive said information.

Conclusion and suggestions for follow-up

In conclusion, even though some features needed improvement, we deem that the overall rating of the course and the general feedback provided by participants can provide for a very good level of satisfaction.

Rating (%)

0,00

2,27

6,82

39,77

51,14

- 1 star
- 2 stars
- 3 stars
- 4 stars
- 5 stars
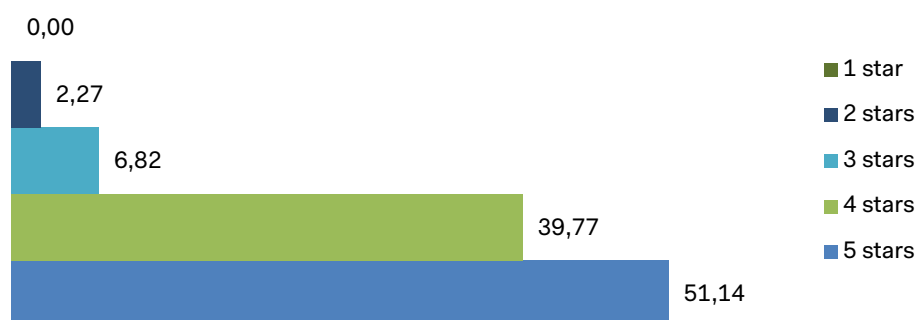
- I found the course to be of a relevant academic and intellectually stimulating level. The course readings and videos, as well as lectures were in-depth and the additional reading offered me a way to learn more and look more into policy frameworks on the content and into academic disciplines. My current highest education qualification held is a Masters, but this was equally challenging and thought-provoking. Thank you!

- I recommend it for the volume of information and the presentation of presentation videos. This course strengthens the idea that education should be directed towards tolerance and friendship between all nations, racial or religious groups.

- Please keep creating more courses like this one and the others in the Global Human Rights MOOC series. They are a wonderful opportunity to solidify existing knowledge and learn something new in a friendly yet intellectually and academically rigorous environment.

- Please continue giving us other courses, they would be helpful in order to improve our skills as European citizens.

The comments above testify to participants' thirst for more. Provided we adjust the course a little to reflect the feedback presented in this report, we suggest to replicate the course in a year's time, if possible and agreeable. Other suggestions include:

- creating spin-off courses on one of the thematic areas of the MOOC;
- producing a practical handbook with a selection of materials, discussions, quizzes and good practices.