

# DWP

## DIGITAL WORKPLACE



Erasmus+

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# MOOC

## Instructional Design

Phase 2 / September 2016

*Telefonica*  
EDUCACIÓN DIGITAL

# INTRODUCTION

## T O T H E P R O G R A M



This training program, designed to be executed in **MOOC format**, originated from the need for employees (both today's or future) as well as employers **to adapt to the digital transformation** upon which we have embarked, and that is having, and will continue to have even more so in the future, a strong impact upon organisational structures and labour relations.

The work environment of professionals is changing remarkably. This requires **giving importance to some basic competencies that traditionally were not given much consideration. Working remotely is already a reality** which, from the outset, requires a big paradigm shift for all involved.

Are we ready?

Moreover, are we preparing our students for what will be expected of them in the workplace?



# MOOC OBJECTIVES

The main objective of this MOOC program is the **basic attitudinal and competency proficiency of participants in DIGITAL WORKPLACE**; i.e. that they are competent professionals in a work environment which requires working remotely, away from the traditional organisational structures.

Furthermore, it is hoped that the program acts as a **basic starting point for the development of these competencies from the educational institutions themselves**, so that from a young age we provide future professionals with the necessary skills to perform to a level of excellence once they enter the world of work.

Another objective of the program is that the participants will put the knowledge they acquire into practice. For this reason, the program includes **practical activities** that help facilitate the above-mentioned aim.

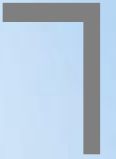


# STUDENTS' PROFILES

MOOC methodology allows **unlimited users access to the content of the training program**, thanks to the digital tools/devices available and its pedagogic orientation.

The **DIGITAL WORKPLACE** program is designed for both **professionals who want to improve their competencies for working remotely**, either now or in the future, and are working as an employee or *freelance*; *as well as for teachers of any educational level who are committed* to facilitating their students with the appropriate necessary skills, going beyond teaching alone and providing the training of basic technical skills for optimal performance in any profession.

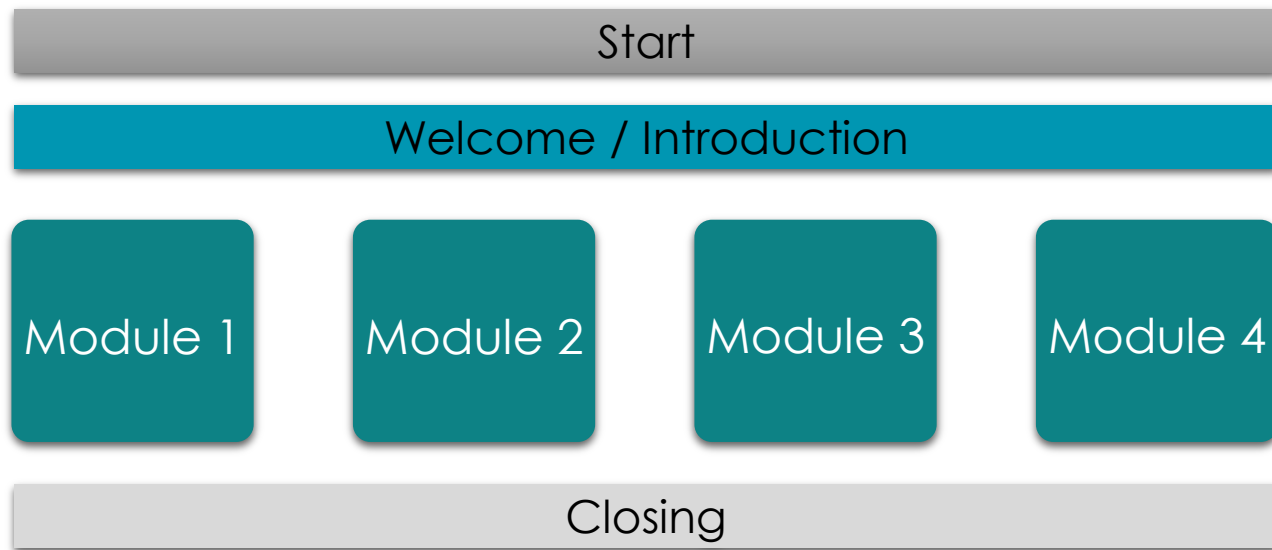
No specific training is needed as a prerequisite to take part in this MOOC.



# The MOOC PROGRAM

# MOOC STRUCTURE

The MOOC DIGITAL WORKPLACE structure is divided into **4 main modules** together with corresponding Start, Welcome/Introduction and Closing sections.



# MOOC CONTENT MODULES

The 4 main program modules are centred around the **development of the following competencies**. They are considered essential for professionals who work remotely:

- 1 SELF-MANAGEMENT
- 2 COMMUNICATION
- 3 TEAMWORK
- 4 CHANGE MANAGEMENT & CREATIVE THINKING

# MOOC CONTENT MODULES (CONT.)

## Mod. 1. SELF-MANAGEMENT (1/2)

### Definition:

It implies a balanced and mature knowledge of one's self (of one's strengths and areas for improvement) as well as the will and skills to develop one's full potential independently.

A professional competent in self-management **will be able to direct his/her own motivation (intrinsic) and his/her enthusiasm towards the continual improvement of his/her own performance. He/she will be able to manage his/her time productively and will demonstrate a continual interest in learning.**





# MOOC CONTENT MODULES (CONT.)

## Mod. 1. SELF-MANAGEMENT (2/2)

### Skills associated with this competency:

- Self-motivation & enthusiasm
- Self-knowledge
- Time management
- Continual life learning



### Reasoning:

To reach high performance levels and achieve goals in a teleworking environment requires working independently with a lot of self-discipline and personal planning. Both a continual learning and development attitude as well as self-motivation and enthusiasm will be essential for keeping goals in sight and achieving them.

# MOOC CONTENT MODULES (CONT.)

## Mod. 2. COMMUNICATION (1/2)

### Definition:

To be proficient in communication requires knowledge, skills and attitudes which allow us to exchange ideas, emotions and concepts with others the best way possible, in order to meet the objectives that all this entails.

To communicate effectively means **being able to listen empathetically, to process that information, to adequately manage the media associated with it and to appropriately use different resources (verbal and non-verbal) in our expressions.**



# MOOC CONTENT MODULES (CONT.)

## Mod. 2. COMMUNICATION (2/2)

### Skills associated with this competency:

Ability to:

- Listen to others
- Process information
- Express one's self effectively



### Reasoning:

Communication is a key competency required for optimal professional performance, especially when it involves coordinating with others, whether this is inside or outside the organisation. For the teleworker it is essential to know how to manage digital media properly and to know how to adapt his/her language to each type of communication.

# MOOC CONTENT MODULES (CONT.)

## Mod. 3. TEAMWORK (1/2)

### Definition:

Teamwork means **being able to work effectively with others to achieve a set of pre-determined objectives with a positive team spirit while maintaining productivity levels.**

It implies making an effective individual contribution for the collective benefit of the team. It implies commitment and ensures that daily duties are carried out with confidence and respect for others. It requires personal relationships to be nurtured with an attitude of collaboration and co-responsibility for all to achieve success.



# MOOC CONTENT MODULES (CONT.)

## Mod. 3. TEAMWORK (2/2)



### Skills associated with this competency:

- Define Mission, Vision & Values
- Define Tasks & Responsibilities
- Organise & coordinate workflow
- Base working relationships on trust, commitment & mutual respect
- Give and receive *feedback*
- Manage conflict
- Recognise & reward

### Reasoning:

Most projects today involve teamwork, either with other members of your own organisation or with external organisations. This is reflected in increased performance (or productivity), and greater professional satisfaction (or positivity). Furthermore, the ability to work in virtual teams, by its very nature, demands a number of specific digital skills.

# MOOC CONTENT MODULES (CONT.)

## Mod. 4. CHANGE MANAGEMENT & CREATIVE THINKING (1/2)

### Definition:

To be competent in change management and creative thinking commands **the ability to seek and implement agile and effective responses to situations, environments, people, responsibilities and constantly changing work demands:**

- ✓ Demonstrating flexibility,
- ✓ Integrating change in a positive and constructive manner,
- ✓ Using both sides of the brain to resolve problems; i.e. making use of analytical skills (logic and reasoning), as well as using our creativity (curiosity and imagination). We need to apply the right combination and symbiosis of both.



# MOOC CONTENT MODULES (CONT.)

## Mod. 4. CHANGE MANAGEMENT & CREATIVE THINKING (2/2)

### Skills associated with this competency:

- Flexibility & adaptability
- Promote & foster change
- Vertical thinking
- Lateral thinking
- Problem resolution



### Reasoning:

The world is constantly changing and organisations are confronted daily with new problems that need innovative solutions. Many professionals are not covered by the traditional organisational structure, and therefore must be sufficiently flexible, proactive and creative, by recommending changes that allow them to maintain their own level of competitiveness, as well as that of the business they work for.



# MOOC ACTIVITIES

- Duration of the MOOC: **20 hours / 4 weeks**
- **Videos:**
  - 7 videos (3 – 5 min.) per module (total of 28 videos).
  - 1 video in the start module (60 – 90 seconds).
  - 1 video in the welcome/introduction module (3 minutes).
  - 1 video in the closing module (3 minutes).
- **Self-study manual** per module (total of 4 manuals, of aprox. 8 – 10 pages).
- **Mandatory evaluable activity** per module (total of 4 activities).
- **General discussion forum**, with 1 general debate and 1 content debate per module (total of 5 debates).
- **Additional material** per module (non-evaluable questionnaire/test and weblinks).
- **Final evaluation questionnaire.**



# MOOC ACTIVITIES (CONT.)

## LANDING PAGE

- **Video of about 60 – 90 seconds** showing a presentation of the course, explaining its objectives and how the user will benefit from it etc...
  - The objective is to motivate the users to register for the MOOC.
- **Description of the course** (text).
- **Knowledge required:** indicating that no prior knowledge is necessary as a prerequisite to signing up for the course.
- **Certificate of achievement** (standard text).



# MOOC ACTIVITIES (CONT.)

## WELCOME / INTRODUCTION



- **3 minute video** welcoming the user to MOOC, explaining the program structure and its methodology.
- **Mandatory questionnaire** (5 ítems) to be completed before continuing with registration (about demographic data)
- **Activity (text and image)** inviting the user to logon to the general forum.

## MOOC ACTIVITIES (CONT.)

### CONTENT MODULES 1-4

- **7 x 3 - 5 min. videos**, explaining the key concepts for the development of the module's competency. Each video contains an introductory text.
- **Self-study manual** (aprox. 8 – 10 pages), necessary to complete the mandatory activity. It is the “theory part” of the content of the module, with references and bibliography.
- **Mandatory evaluable activity:** questionnaire/test (10 ítems) with spell check.
- **1 debate for the general forum** (not evaluable) Still unsure if there will be any moderators or not and what the procedure will be in the forum.
- **Additional material** per module (non evaluable additional activities, for example surveys/tests, P2P activities and weblinks).

# MOOC ACTIVITIES (CONT.)

## CLOSING MODULES



- **Final evaluation questionnaire** (20 items).
- **MOOC satisfaction survey.**
- **3 minute video** thanking and congratulating the user for completing the MOOC and inviting him/her to continue training: “And now what?”
- **Bibliographical references**, should the user desire to broaden their knowledge in the subject matter.