



Critical Curation and Collaboration in Learning (Cur8)

Web-writing techniques for MOOCs and online self-directed learning
Case Study from UK

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Project Information

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Critical Curation and Collaboration in Learning
Project Ref. 2020-1-UK01-KA202-0795257

UK: Web-writing techniques for MOOCs and online self-directed learning

An example of good practice in Critical Curation and Collaboration in Learning was demonstrated by the Learning Project Pilot ‘Web-writing techniques for MOOCs and online self-directed learning’. This Learning Project address all the key features of the Cur8 project including supporting the development of digital content creation skills amongst Learning and Development Professionals, shared content development, collaborative learning and the facilitation of self-directed learning for adult learners. It involved 12 CVET trainers/Learning and Development Professionals from the SECE Erasmus+ project learning how to write web-based skills development modules for self-directed, ‘pick-and-mix’ learning.

The training provided sought to change the mindset of these trainers from being ‘the sage on the stage’ to becoming a ‘guide on the side’ by providing a vehicle for self-directed learning for aspiring social entrepreneurs via a MOOC.

The process of web writing for on-line self-directed learning changes the traditional step-by-step approaches to learning. This is particularly true for learning new work related skills or upskilling. People read differently online: they scan. They’re trying to find information quickly in order to find out how to do things or answers to a problem. Writing with this goal in mind makes web-writing for online learning more appealing and makes learners more likely to dip in and out of the learning they need. Learning becomes work-related, informal and experiential.

The outcome of this Learning Project was a MOOC designed to support aspiring and new social entrepreneurs in setting up social enterprises that empower communities.

In addition to developing the specific skills of web writing for self-directed learning, guidance was given on how to present interactive learning activities (using Storyline Articulate software) and a flexible template structure was created to ensure a consistency of approach, look and feel to all of the modules. (The MOOC is available in English, Greek, Turkish, German, Spanish and Lithuanian).

