

Introduction output 04/01.

The purpose of this paper is to give an overview of the research we found in the literature about good evidence based peer learning methods. We start with our conclusion to give you an idea of the methods we prefer to implement in the MOOC. After this conclusion you can find the overall text.

Conclusion

From the literature and the given feedback are we convinced that the following concepts could be introduced in the MOOC: the traditional model, projects (private study groups and collaborative project) and discussion seminars. For example webinars, online videos, inverted classrooms, collaborate study groups within and between the HEI (higher education institution).

We have less agreement about the following 2 concepts namely the buddy systems (innovative learning cells and parrainage) and community activities (social media) to introduce within the MOOC. We think there is a great opportunity to use the buddy system where students from the same or different years can ask questions, teach and give informal feedback to each other. Nowadays you can't ignore the power of social media (Facebook, Twitter,....) but we are also concerned about the number of the many platforms and the management of them. Also the connection between the platforms and the MOOC will not be easy to control. Instead, for dissemination the platforms will be very useful.

We think that the peer-assessment schemes are not very clear for everybody. It as a reflective tool for your collaborative skills and therefore in particular suited for the ISP's.

We all agree that projects in different sized groups like wiki's and workplace mentoring are not topics that belong in the MOOC.

The last point of reflection after your feedback tells us that we have to discuss the target group of the MOOC. The main target group are students, but should we include started dieticians and experts?

Kommentiert [VK1]: In fulda we discussed this and thought it is not useful to divide into different users. There will be two zones: the DCP en the casus zone. the main target group are students and started dieticians.

Mooc

Introduction

European Commission defines a MOOC as “an online course open to anyone without restrictions (free of charge and without a limit to attendance), usually structured around a set of learning goals in an area of study, which often runs over a specific period of time (with a beginning and end date) on an online platform which allows interactive possibilities (between peers or between students and instructors) that facilitate the creation of a learning community (Liyanagunawardena, 2015).

Opportunity

MOOCs do provide worldwide access to high-quality education in a structured manner online (Diver, Martinez, 2015). We propose three extensions for the relational event framework to model the co-evolution of multiple network event streams which are increasingly available thanks to the explosive growth of online applications. Firstly, a flexible stratification approach is considered to allow for more complex data structures with many types of nodes and events. Secondly, an inference method that combines nested case–control sampling with stratification is discussed to scale the approach to very large data sets. Finally, a suite of new temporal and network statistics is introduced to reflect the potentially complex dependencies among events and observed heterogeneities on nodes and edges (Vu, Pattison, & Robins, 2015).

The MOOC involve students in peer review, case studies and practical strategies for university teaching (Pearce, Mulder, & Baik, 2009). Our findings suggest four reasons why students sign up for MOOCs (Hew, Cheung, 2014):

- the desire to learn about a new topic or to extend current knowledge,
- they were curious about MOOCs,
- for personal challenge, and
- the desire to collect as many completion certificates as possible.

For dietitians the MOOC can provide autobiographical methods for broader lifelong and lifewide learning. The need for permanent adult and vocational education has been a target for all the institutions involved in the attainment of this aim, as the concept of permanent education based upon changing entire societies consists in providing adaptation to all who are part of the active work force within a constantly changing market (Aleandri, 2015).

Challenges

Up to 90% drop out due to reasons including a lack of incentive, failure to understand the content material and having no one to turn to for help, and having other priorities to fulfil. Findings suggest three main reasons why instructors wish to teach MOOCs: being motivated by a sense of intrigue, the desire to gain some personal (egoistic) rewards, or a sense of altruism (Hew, Cheung, 2014). Although they provide the educational opportunities in courses offered by prestigious universities, the lack of recognition and appropriate accreditation is still an issue (Liyanagunawardena, 2015). Recent research into MOOCs shows that dropout rates are quite high (Meyer, 2012), yet there is still a need to identify when and why these dropouts occur (Diver, Martinez, 2015). Diver and Martinez (2015) show that students who drop out interact less with forums and videos than students who continue.

- Never underestimate the amount of time for course activities (Liyanagunawardena, 2014).

Participants of MOOCs read course descriptions in which the course providers mention the amount of time that is typically required to participate in the programme. This information is absolutely essential for the participants to make adjustments to accommodate 'MOOC participation' into their daily lives. Underestimating the time may cause participant dissatisfaction even when the course is a good quality MOOC with lot of resources.

- Provide alternative paths (Liyanagunawardena, 2014).

This is where the course providers point out additional resources for participants who have time and/or are interested in digging deeper into a particular topic. Participants struggling with time could take the least cost path, while quick learners or participants not pressured with other time commitments could use their extra time to participate in these activities.

- Inform students of all technological tools/software/platforms that will be used in a MOOC (Liyanagunawardena, 2014).

This allows participants who may not have accounts with these services decide whether or not they want to create such accounts for the participation in the MOOC. It is frustrating to discover, for example, in the description of a Week 4 activity that you are expected to share your slides in SlideShare (www.slideshare.net) when you do not have an account.

- Careful consideration of tools/software/platforms (Liyanagunawardena, 2014).

There are so many tools/software/platforms one could use for learning. However, a MOOC will not be considered a 'good' MOOC just because it uses all the tools/software/platforms available. Use tools sensibly so that participants who are not familiar with these can still participate in the MOOC. One could argue that by learning to participate in multiple learning spaces will increase a student's computer literacy levels. Conversely, if there is insufficient support available it could depress learners' motivation as they keep struggling with each and every activity on different learning spaces, possibly leading to disengagement (Tharindu, Liyanagunawardena, Andrew, Adams, Shirley, & Williams, 2008-2012).

- Consider the audience (Liyanagunawardena, 2014).

Despite the fact that MOOCs are considered to have a global reach, many MOOC providers seem to overlook the fact that many people in the developing world still lack broadband access and digital literacies. Accessibility for differently abled should be another consideration.

- Difficulty in evaluating students' work (Hew, Cheung, 2014).

It's not evident for teachers to evaluate their students. Objective evaluation forms will make it more useful for teachers to use the MOOC in a course.

- Encountering a lack of student participation in online forums.

We conclude by discussing two issues that have yet to be fully resolved, the quality of MOOC education and the assessment of student work (Hew, Cheung, 2014).

- Social Activity on a MOOC (Vu, Pattison, & Robins, 2015).

The empirical value of new extensions is demonstrated through an analysis of social learning in Massive Open Online Courses (MOOCs). In particular, three modeling problems are considered from the network perspective:

- (1) the utility of social factors, performance indicators, and clickstream behaviors in the prediction of course dropout,
- (2) the social and temporal structure of learner interactions across discussion threads, and
- (3) the forms of mutual dependence of social learning interactions on prior learning success, and future learning success on forms of prior social learning interaction.

Peer learning methods

Peer learning is an educational strategy to learn from peers. There are lots of activities and models developed. Some of them are more like the traditional proctor model where senior students tutor junior students, others tend more to innovative learning cells: the students from the same year work together and assist each other on two levels. They help each other with the content and personal concerns (Puteh, Kaliannan & Alam, 2015). Other peer learning methods are: discussion seminars, private study groups, parrainage (a buddy system) or counselling, peer-assessment schemes, collaborative project or laboratory work, project in different sized groups (cascading), workplace mentoring and community activities. There is a shift from the traditional notion of assessment and feedback as being solely the role and responsibility of the teacher. By using peer learning methods students learn to use self-review of self-assessment, which allows and encourages them to being

active in managing their own learning, a critical element for lifelong learning (Pearce, Mulder & Baik, 2009).

Students

The review of Pearce et al. (2009) describes the peer review method. Overall students consider the peer review method as a useful learning tool, most of them agree to the qualifications of their peers and they agree that peer review improved their written work.

Beside the advantages of using peer review, there are also considerations to be aware of. First of all the variation in review quality. This variation is due to either a lack of skill and experience or a lack of effort and motivation. When there are disparities between reviewer feedback and assessment outcomes, students can become disappointed about their process. When students share the same topic, plagiarism is a concern around peer review. This happens when reviewers use the same ideas or materials from the work they review. At last there is need for consideration about the role of group self-assessment. For example students who works within groups give the equal allocation of assessment to all members of the group. This doesn't necessarily has to be a problem when all the members produced similar work.

Dietitians

Nowadays graduate dietitians needs to stay up to date, life long learning (LLL) is needed. We live in a hyper-connected and increasingly knowledge-based society. A conceptual framework for dietetics practitioners has to be developed. The academy of nutrition and dietetics (2012) made standards which registered dietitians can use for self-evaluation and professional development. They are three levels of practice: competent practioner (starter), proficient practioner (3 or more years into the profession) and expert practioner (highest degree of skills/knowledge) (Cushing et al., 2012). There is till now no standard accreditation system in Europe for dietitians. Several countries have their own method, but making life long learning uniform in Europe maybe stimulates the exchange of knowledge and experience in the field.

Good practices of peer learning methods

10 models of peer learning methods

- The traditional proctor model.

The model still works but the new technologies which include online videos and lectures (webinars), online course–management systems, online homework systems, and others may be appropriate as support for a traditional classroom (Apostolou, et al., 2013). The faculty should explore teaching methods beyond the traditional lecture (Apostolou, et al., 2013).

- Innovative learning cells

Innovative learning cells in which students in the same year form partnerships to assist each other with both course content and personal concerns. Instructors who create course-based online social networks to communicate with their students succeed in improving their students' engagement, motivation, satisfaction and educational outcomes.(Imlawi et al, 2015). When students do beside traditional lecture, team learning, discussions, required attendance, interaction with peers and faculty, and required homework, the team learners were more satisfied than those in the traditional lecture class; the team learners reported a more positive course experience; and the team learners invested more time on the course material. Team learning is an effective way to teach students (Apostolou, et al., 2013).

- Discussion Seminars

Online discussion forums as teaching tools are becoming increasingly popular in college classrooms. The manner in which they are designed (and in particular, the amount of structure imposed) can affect how engaging of an activity it is for students. Students respond positively to structured and unstructured discussion forums, but structured forums were generally perceived to be more engaging (Salter & Conneely, 2014). Starke & Pope (2015) explored how registered dietitians and students in a MOOC used the discussion forum. The registered dietitians were the instructors. Course and content feedback, shared through the discussion forums, was perceived overwhelmingly positive. Students seemed to not only enjoy participating in the course, but had the opportunity to increase their knowledge and appreciation of nutrition science and its relationship to personal food choice and health (Stark & Pope, 2015).

- Private study groups

Study group has long been recognized as an effective tool for students' learning as well as teachers' professional development. Under the umbrella of collaborative learning, study groups allowed like-minded individuals to share knowledge and ideas, and to provide informative feedback with each other (Chen & Chen, 2015).

The key success factors of study groups include group members willing to work, worthwhile discussion topics and good communication among study group members. Support for communications, including e-mail, threaded discussions, chat rooms, Twitter and other media, sometimes with the instructor or an assistant acting as moderator. Additional elements include wikis, blogs, RSS and 3D virtual learning spaces (Bouarab-Dahmani & Tahib, 2015). Several guidelines for study group facilitation, including:

- 1) Arranging small study groups (10 or fewer members) to maintain communications and divided tasks;
- 2) Helping group members identify important issues or problems;
- 3) Assisting the production and dissemination of study group products, and
- 4) Helping group members determine their own processes and products in order to develop commitment and ownership.

Carefully plan the logistics of study groups so that vibrant and meaningful group dynamics can be achieved, and potential barriers of study groups can be avoided or mitigated (Chen & Chen, 2015).

- **Parrainage and Counselling**

There is too little information in the literature with regard to parrainage (a buddy system) and counselling.

- **Peer-assessment schemes.**

Research data as evaluated from peers and experts indicated that students significantly improved their projects as involving the peer assessment activities. The scores determined by the learning peers were highly correlated with those marked by the experts, indicating that peer assessment in high school could be perceived as a valid assessment method (Sheng-Chau Tseng, 2007). Three peer assessments per student is prudent to ask course students in order to make a serious and reliable activity, and not as a required and mandatory exercise that has to be carried out by students simply to pass the course; in this last case, the activity could become extremely trivial and banal. In addition, on the other hand, more than thirty-peer assessments do not provide learning nor serious activities (Penya J.M., Garcia H.M., Castro S.G., Caro J.G., 2014).

- **Collaborative project**

The SLMeetingRoom is an example of a virtual reality online environment to support group meetings of geographically dispersed participants. Additional components had to be added to Second Life environment to support group work essential activities such as participants' communication, tasks' and participants' coordination, participants' collaboration and work evolution's perception. The SLMeetingRoom is a promising group-meeting environment. It maintains required low cognitive effort from users, allowing them to deal with the technology while presenting a higher sense of presence of the team members than the standard SL meeting environment. Second Life is a good tool for holding remote synchronous meetings and can be used alongside videoconferencing, EMS, audio-conferencing and screen sharing (Da Silva C., Garcia A.C., 2013).

- **Projects in different sized groups**

The use of Wikis as an online didactic tool to apply project-based learning in higher education is usefull. Online activities can develop teachers' abilities to design projects in

interdisciplinary contexts and an online environment can make the collaborative work effective in learning. Future implications and suggestions for teacher education programmes are discussed. Wikis are useful online tools as students were satisfied with the use of Wikis in their projects, providing evidence of the utilisation of Wikis in interdisciplinary project planning work (Biasutti M., El-Deghaidy H., 2015)

■ Workplace mentoring

Mentoring is a one-to-one, confidential and relationship-based arrangement where a mentee meets regularly with a mentor. Six reasons for the rise in popularity were identified. These were centered largely on how older, more experienced employees passed on tacit knowledge, acted as positive role models and kept people engaged in an environment where attraction and retention were key issues (Wallace et al., 2011). Studies showed that these leadership actions were effective when dealing with generation employees, who preferred informal learning, in non-hierarchical settings and on subjects that most assisted their career aspirations and work-life balance (Kapoor and Solomon, 2011). Mentoring can offer a win-win situation for organizations and individuals, especially in a new workforce development paradigm where sustainable human resource management and the need for ethical work practices are attracting attention (Ardichvili, 2012). Mentoring can contribute to a sustainable workforce development strategy with the following characteristics: learning is located in a given context, time and place, macro-knowledge can be assimilated into learning at a local level, technology to improve efficiency and effectiveness (e-mentoring), accommodates the needs of multi-generational workforces and diverse cultures, responds to episodic, individualised and self-directed learning, helps people to cope with the pressures of employment, accommodates innovative ideas and new thinking, draws knowledge and insight from multiple disciplines and theories, enables mindful and spiritual experiences to aid employee well-being (William Short T., 2014).

■ Community activities

Factors contributing to development of active communities are identified and combined into the Community Activity framework, which is useful in setting up new, or revitalizing inactive, communities. Found factors include: notifying members of new messages by e-mail, having a news section, and ability to add pictures to member profiles. During application of the framework to an inactive community, changes have been made to privacy options, polls, activity notifications, and other areas. Significant positive effects have been found in the number of visits, volume of posted messages, and number of topics. Interest of community members in both user profiles and the message board increased significantly. We conclude that the Community Activity framework is able to contribute in developing active online communities (Van Varik F.J.M., Van Oostendorp H., 2013).

Overview:

| Model | students | juniors | seniors | example |
|---|----------|---------|---------|--|
| The Traditional Proctor Model | x | x | x | Webinar, lessons, feedback |
| Innovative learning cells | x | | | Social media: facebook |
| Discussion Seminars | x | | | Forum |
| Private study groups | x | x | | Project |
| Parrainage | - | - | - | |
| Counselling | - | - | - | |
| Peer-assessment schemes | x | x | x | Reflection |
| Collaborative project | x | x | | Project |
| Projects in different sized groups | x | x | x | Cases |
| Workplace mentoring | x | x | x | Forum, stage |
| Community activities | x | x | x | Social media, forum, discussion, platform, twitter,... |

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Feedback from IMPECD partners before 20 January 2016

- 1) Which of the discussed peer learning methods could be specifically used for IMPECD (answer YES/NO)?
- 2) If YES, please specify the method and for what specific purpose (specify also target group to be addressed to)?

--> In blue we gave an example of how you could fill in this table.

| Model | example | YES /NO | WHAT IS SUITABLE FOR IMPECD (please be specific)? | SPECIFIC PURPOSE | TARGET GROUP |
|--------------------------------------|-------------------|-------------|--|---|---|
| The Traditional Proctor Model | Webinar, feedback | y y y | Online videos and webinars Inverted classroom webinars, inverted classrooms | Supports traditional classroom short/specific introduction to diseases or steps of the DCP, methods | Students, teachers, dietitians all |
| Innovative learning cells | Social media | y y n | buddy system • within HEI or international partners? | Learn from and assist each other during working on cases to improve sharing ideas and professional discussions | Students from the same year |
| Discussion Seminars | Forum | y y y | Online discussion about approach of the case also about specific challenges/questions on cases discussion forum, question-answer-forum, news-forum | Brainstorm about the course and cases to improve conversation activity on MOOC platform (e.g. discussion about limitations of assessment method) feedback inbetween of peers and teacher, discussion, questions to methods, | Students, teachers all |
| Private study groups | Project | y y y | Tutor groups within students of one HEI students within HEI | To share knowledge and ideas and to provide informative feedback - maybe more efficient during development of MOOC and cases or for updates of cases - material? Not sure if possible during MOOC? communication between the students e.g. by | Students from the ISP, teachers students |

| | | | | | |
|---|--|-------------|--|--|--|
| | | | | work on a clinical case | |
| Parrainage – buddy system | ? | y n | buddy system what is the difference here with innovative learning cells? | Learn from and assist each other | Students from the same year |
| Peer-assessment schemes | Reflection | Y y n | Peer-assessment scoring tool (PASI) – in a digital form important also for exchange between HEI before / after ISP for developing cases | Scoring of students collaboration skills during the ISP (where MOOC material will be developed/evaluated and DCP model discussed) giving feedback on clinical cases to increase further development of case and learning material | Only for students from the ISP. Other stakeholders don't have to be scored. students |
| Collaborative project | Project | y y y | Padlet --> online live screen skype, Adobe Connect Adobe Connect | Simultaneously working on case on live screen students exchange for developing cases etc. - possible during MOOC as well? Not sure... virtual project management, team meetings | Students (ISP) and teachers, dietitians all |
| Projects in different sized groups | Cases | n y n | Not relevant for now, maybe in the future since it has interdisciplinary purposes useful for wiki's for case development, not within the MOOC | case development, case update (after project end...) | teachers, students |
| Workplace mentoring | Forum, stage | y n n | one-one mentoring (between student-teacher or student-student) not possible within the MOOC | informal learning, relationship-based arrangement | Students at ISP and teachers, dietitians |
| Community activities | Social media, forum, discussion, platform, twitter,... | y y n | same as discussion seminars and innovative learning cells we need to assess very carefully which and how many communities we want to actively offer for social media. | platform to easily get in touch with MOOC members to engage more in tasks and discussions. | students, teachers, dietitians |

Groningen = red

St. Pölten = green

Fulda = violet: comment: We strictly prefer a closed system in MOOC for the participants. So we don't want to work in social media.

Question about target group

- They are three levels of practice: competent practitioner (starter), proficient practitioner (3 or more years into the profession) and expert practitioner (highest degree of skills/knowledge). EFAD has standards for Dietetic Competences and Dietetic Advanced competences.
- The target population for IMPECD are both students and dietitians. Students and recently graduated dietitians can clearly benefit from the MOOC to build and increase their knowledge and competences. Expert dietitians could mainly benefit from the specialized (complex) cases and could be involved in the evaluation of the dietetic cases/content.

Question:

How do you think we need to take the differences in expertise of the MOOC users into account?
E.g. should we develop different reflection templates for different groups? And for what groups (students vs. dietitians,... or distinguish more)?

Replies from IMPECD partners:

St-Pölten: we think that a focus on our main target group (students) is important. We think that starters (competent practitioner) have the same or at least similar needs as students have, both groups we would think use the final MOOC mainly. Furthermore, only students of the participating UAS will develop the MOOC during the development phase (2015-2018). This situation will be different when the MOOC is finished (after the project). Therefore we can use the same templates. Besides, if we want to compare/evaluate the reflection template they should be comparable! We think it is not necessary to start with several templates.

don't really think that we can meet the need of expert dietitians in the MOOC, the complexity of cases is

Kommentiert [Ga2]: Alexandra:
we need to agree on the target group - in our opinion dietetic students and competent practitioner (starter).
We don't consider proficient and expert practitioner as target groups.

increasing, but should be still within the capability to manage learning for students. The life-long-learning aspect we have written in our application is given due to the open online course - open and free for any dietitian/student.

- 3) Neubrandenburg:
- 4) Fulda: Our target group are students and perhaps Dietetic practioners within a further training. We don't think that we need differences in expertise. The different levels should be done by all participants.
- 5) Groningen: It would be nice to indicate in the homescreen of the MOOC which role (student/teacher/dietitian) you have to open the specific program/course.
- 6) Antwerp: