YOUR GUIDE TO

MOOW CODE

MOOW CODE

Co-funded by the European Union

GUIDELINES

FOR THE ORGANIZERS

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01

MOOW CONCEPT

1.1. MOOW idea in a nutshell

MOOW is a multifaceted, synergistic format of digital learning and co-creation in higher education. MOOW builds on the strengths of traditional MOOCs, the university Entrepreneurial Weeks and online idea-stage accelerators and bootcamps. However, unlike these formats, MOOWs offer a fully digital and highly interactive learning environment that is set within a rigid timeframe (one week) and is designed to facilitate the development of new ideas, products and solutions through collaboration and co-creation.

The main differences between MOOC and MOOW are as following:

1. MOOC learners are primarily studying alone, with written exchanges between learners usually being the only interaction format. In comparison, MOOW learners will be collaborating in highly interactive and product-oriented MOOW Bootcamps, resulting in enhanced learning and co-creation experiences.
2. MOOC learners study on their own time and at their own pace. Compared to this, MOOW participants will engage in a set timeframe (the "week"), and the pace is given through a guided bootcamp-like approach, resulting in higher participant engagement and ultimately a lower dropout rate.
3. MOOC participants often feel detached from the tangible outcomes of their learnings. By contrast, MOOW participants work collaboratively on implementable ideas and see them being forged into actionable solutions and products.

A MOOW includes a Bootcamp-style collaboration where participants develop ideas and prototypes as solutions to real-world challenges, as well as publicly accessible events (lectures, panel discussions) for the general audience. Due to the universal format of the MOOW, universities can choose different topics for their MOOWs that address a variety of pressing social issues. A strategic aspect of the MOOW Bootcamp experience is its entrepreneurial and problem-solving orientation.

MOOW Bootcamp will enable students, educators, developers, and entrepreneurs to work jointly on innovative solutions (idea concepts, prototypes and or minimum viable products MVPs) in a digital form.

1.2. Expected benefits, results, impacts and limitations

MOOWs will produce tangible results - new ideas, prototypes and/or MVPs to be implemented by the participants in a fully digital environment that address a variety of pressing social issues. Thus, generating, prototyping, implementing (and possibly commercialising) novel ideas and products arising from MOOW collaborations.

The key results of the participation in MOOW is an idea generation, prototyping and implementation in a digital collaborative environment. Novel ideas and products arising from MOOW collaborations. We expect each MOOW to produce at least 4-6 ideas or products. The MOOW's outcomes are not limited to specific academic areas: they can be applied to address a wide range of pressing issues in higher education and in society.

The results such as materials elaborated for organizing MOOW and platform will be available for non-commercial use.

The direct and indirect impacts are expected on multiple levels: impacts on students and educators generated by project activities; impacts stemming from cooperation between participating organisations and their administration staff; impacts achieved through dissemination of MOOW's results beyond organizers. Furthermore, the MOOW's will generate impacts at the local/regional, national and European levels.

Participation in MOOW will empower university staff in new competencies. As MOOW activities engage students and teachers and facilitate the development of unique, ready-made solutions, educators who often lack the necessary understanding and technical skills to implement digital enhancements in the courses they teach, will have the opportunity to upgrade their competences. Thus, MOOW experience will have a lasting impact on digital learning and teaching practices in higher education institutions. It will also upskill teachers in the design innovative solutions.

Students will gain practice-oriented, transferable skills towards creativity. They will benefit from joint collaboration with entrepreneurs and teachers and gain skills in idea creation and development. They will have the opportunity to produce concept ideas, prototypes or MVPs. MOOW will also allow them to diversify and expand their professional networks.

Specific benefits for these and other groups are presented in the table below:

	Student participants	Educators participants	University administrative and support staff	HEIs	Stakeholders
Foster digital transformation and innovation in higher education	• greater access to innovative digital learning formats in higher education	• increased opportunities to co-create with students and explore for new digital teaching approaches	• empowerment to apply, manage and support large-scale, multifaceted, innovative digital education formats	• increased institutional capacity for digital transformation • increased institutional capacity for innovative digital learning and collaboration formats	
Promote entrepreneurship, product creation and project management learnings and practices among students, educators and university staff	• increased entrepreneurship, problem-solving, product development and project management competencies • greater opportunities to learn from real-life practitioners, entrepreneurs, experts • expanded professional networks	• increased understanding of innovative methods and approaches to entrepreneurship-centred training • opportunities to engage with students through digital learning and co-creation • empowerment of participants to generate and work out novel ideas, and	• enhanced knowledge and developed hands-on understanding of innovative digital learning and co-working formats in higher education	• improved provision of transversal skills: entrepreneurship, problem solving, product development and others	• access to innovative solutions (ideas, prototypes, MVPs) that are ready for business to exploit and implement; new start-up ventures opened by Bootcamp participants

	and improve career prospects • gained experience in producing ideas, prototypes or MVPs to be exploited in universities and beyond • empowerment of participants to generate and work out novel ideas, and turn them into tangible solutions and products	turn them into tangible solutions and products			
Foster university-society links in a digital era					• increased opportunities and enhanced prospects for university-business collaboration and combined learning and training

Develop and strengthen institutional capacity to organize digital learning events that are multi-faceted, innovative, and result-oriented			• enhanced transversal competencies (entrepreneurial thinking, project management, communication, and teamwork) • new competencies and capacities in planning and implementation of university digital events	• ncreased institutional capacity to organise large-scale digital events	
Foster interdepartmental and institutional cooperation, partnership and sharing of knowledge in digital education	• new contacts and opportunities for cooperation with students from other HEI • fostering and enriching student-teacher relationships	• new contacts and opportunities for cooperation with colleagues from other HEI • fostering and enriching student teacher relationships	• new contacts and opportunities for cooperation with colleagues from other HEI	• reinforced cooperation and partnerships between departments, academic units and institutions in digital education	
Advance digital collaborative learning in higher education	• development of applied digital learning and co-creation skills, ICT skills	• development of applied digital learning and co-creation skills, ICT skills	• development of applied digital learning and co-creation skills, ICT skills		

ORGANIZATIONAL LEVEL

Organizations cooperating in MOOWs:

- will enhance their capacity to drive digital transformation and innovation in their institutions
- will raise public image as participants of the MOOW Movement
- will gain project management competencies
- will extend stakeholder relations
- will foster international cooperation

LOCAL/REGIONAL LEVEL

MOOWs are expected to create a spill-over effect in the region. Other local and regional universities will take action to foster digital change and advance new digital solutions in teaching, learning, and cooperation by gaining knowledge and from a MOOW hosting university. Through a reinforced Third Mission and improved involvement between universities and local stakeholders, MOOWs will also have an effect on the local economy. In addition, MOOWs will benefit the local economy because they will bring forth digital innovation in education and training and will encourage technological entrepreneurship. Participants in MOOW Bootcamps may opt to pursue careers as technology entrepreneurs or innovators or in innovation-driven sectors. This could offer the local economy a boost in terms of diversification and innovation.

NATIONAL LEVEL

Similar impacts may occur on the national level. Universities across the country will be able to learn from the MOOW hosting institutions, and MOOW participants may contribute to the national economy with their new skills, perspectives, ideas, and products. Other impacts expected on the national level include (1) increased awareness by policymakers of the relevance of MOOWs and innovative digital education; (2) the development of secondary education, vocational education, and adult education concepts, methodologies, forms, and practices inspired by MOOW (3) improving competitiveness and image of national higher education systems. In addition, the ideas, prototypes and MVPs developed during pilot Bootcamps will be available for exploitation by other institutions in the country and beyond. The impact on the national level is particularly noticeable since many of the Bootcamp outputs will be delivered in a local language and will be customised to the local conditions.

EUROPEAN LEVEL

MOOW CODE will have an impact in the following areas: (1) enhanced cooperation between institutions across Europe in digital education; (2) strengthened horizontal professional networks among university staff involved in the organisation and implementation of MOOWs; (3) rethinking the roles of students and teachers as shifting from traditional roles to becoming co-creators in the learning process. The project will also contribute to addressing policy priorities and goals outlined in EU documents and initiatives, including the EU Digital Education Action Plan (promoting the development of digital companies and facilitating the deployment of digital technologies in education), renewed EU Agenda for Higher Educating (tackling skills mismatches in digital readiness of university staff and students, supported by state-of-the-art technologies and open education projects), HEI Initiative (promoting digital teaching and learning with a focus on innovation and entrepreneurship

1.3. MOOW limitations

The main limitation of MOOW results from its one week length. This is a relatively short time to (1) teach students about idea creation and some aspects of mental health or sustainability in digital education and (2) fully develop the idea concept/ product in such a short period. On the other hand, students are not willing to participate in longer courses.

The second limitation is related to the self-study module. Students will be expected to acquire knowledge from presented sources to work effectively as a team and cooperate with teachers and entrepreneurs. This requires self discipline from the students.

The next limitation stems from online forms of contact. Although online teaching and cooperation may be very beneficial, it influences group dynamics. Engagement and connection between team members is more reduced than when working and collaborating in person. Collaborative work management tools cannot exactly follow the energy of real-life activities.

User friendly and reliable technology is critical to a successful MOOW. However, any technology is not 100% reliable. Some breakdowns can occur at any point along the system. It may be the problem of server, problems with Student's PCs or the Internet connection could fail.

02

OVERVIEW OF THE CAPACITIES AND RESOURCES REQUIRED FOR SUCCESSFUL MOOW IMPLEMENTATION

Success of MOOW depends on the level of below capacities and resources:

2.1 Capacities - skills

Aspects to consider	Guidelines
Organizing team	• the skills should involve: program development , activity planning, student/teacher/speaker/expert/guest engagement, partner and stakeholder relations, marketing, communication and outreach to be able prepare, organise, and implement of MOOWs
Facilitators	• They need to be trained in terms of MOOW aims, platform and tools and activities from MOOW Playbook for Bootcamp learning and co-creation. Their positive attitude towards technology exerts impact on learning outcomes of the students. They also should be able to exhibit interactive teaching styles, encouraging interaction between the students and with the instructor.

2.2.Technological requirements

Aspects to consider	Guidelines
What features should the server have?	• virtual • physical
What should the internet connection be like?	• high-speed broadband internet • good quality routers and access points
What features should a web browser have?	• Microsoft Edge v.105.0.1343.33 and later • Google Chrome • Mozilla Firefox • Safari
What features should have personal computers used by MOOW participants?	• 2 Mb internet camera • M.2 PCIe SSD 512 GB • Processor - i.e. Intel i5 8th or higher • RAM 16Gb DDR4 • Wi-Fi connection • Built-in stereo speakers • Built-in two microphones • Screen diagonal 15,6”

2.3.Communication features

Aspects to consider	Guidelines
What are the internet network needs?	• the network set up should allow for both synchronous and asynchronous exchange; • students should have convenient access (e.g. through a remote access); • the network should require minimal time for document exchange
What does good interface quality depend on?	• easy to use - a quality user interface is made up of necessary elements that are logical and concise • simplicity - limit your interface to the items that are essential for the user. Don't add items just to feed your ego, but rather, focus on the quality of the user experience • consistency - maintain language, layout and design throughout your interface. By doing so you make it easier on your users to understand how things will work, increase their efficiency and improve the user experience. • clear navigation - create clear and concise labels for buttons and actions. The easier your labels, navigation and content is to read, the easier it is for users to understand what to do. • visual hierarchy - the contrast between the different sizes, colors and placements of elements should work together to give a clear understanding of your interface and what a user should do. A well designed visual hierarchy reduces the appearance of complexity and helps users accomplish their tasks. • responsiveness - let your users know what is happening and that their effort to engage with the interface has been understood. For instance, create a response to let them know they have pushed a button successfully or create a progress bar to let users know the next screen is loading so they don't assume it is stuck. • overall functionality - consider the activities and tasks users are most likely to perform and then streamline the process to make each as quick and easy as possible for users. Consider carefully what functions it needs and what goals users are trying to achieve. Rather than just creating a list of where users can navigate, consider what your users are going to

	want to do and help facilitate those activities through your design.
What is the richness of technology?	• a rich medium - both synchronous and asynchronous communication • supports a variety of didactical elements - text, graphics, audio and video messages. • interactivity - capability to engage by providing rapid, compelling interaction and feedback to students • problem-based presentation of educational material
What are the features of good communication tools?	• supporting the interaction between teachers and students (e.g.,e-mail, chatroom i.e. Slack) • the community tools (social media i.e. Facebook) • tools in the online learning (platforms enabling co-creation and cooperation i.e. Mural, Microsoft Whiteboard, Google Jamboard) • Help Desk - the best way to assist students,
What should be the useful technological facilities in communication with students?	• offline and online resources - be just a paper manual to help learning, an option to help the students who request for direct assistance, such as terminology and glossary • human resources - e.g., expert users, trainers, to give technical assistances and advice

03

GUIDELINES AND RECOMMENDATIONS ("DOS" AND "DON'TS") FOR PLANNING AND IMPLEMENTING A MOOW

Practical guidelines and recommendations (the 'dos' and 'don'ts') are provided for HEIs to consider when planning and implementing a MOOW. These recommendations cover topics such as:

a. MOOW theme selection,
b. stakeholder engagement,
c. internal and external communication,
d. quality control
e. risk assessment in MOOW implementation as well as security and privacy issues

Three main phases of MOOWs can be distinguished:

I. Pre-MOOW phase
II. MOOW event
III. Post-MOOW phase

I. Pre-MOOW phase

This step is crucial to make sure that the key elements of MOOW are in place at the time of the event. In particular, pre-MOOW phase relates to the eight main elements:

1. Students that will co-work on the project
2. Staff, i.e. university teachers and administrative staff and their knowledge and skills, the importance they give to the project
3. External stakeholders, i.e. business practitioners and their needs
4. Topics that will be worked on during the week which should result in idea/ PRV
5. Joint collaboration between students and facilitators
6. Technical aspects, i.e. technologies available for their users
7. Communication
8. Quality issues.

The table below provides a checklist for the pre-MOOW phase.

Pre-MOOW elements	**Aspects to consider**
Participants	• What is the level of interest of students in MOOW? • Whom to recruit? • How many participants should be selected? • How to recruit students? • When to start the recruitment? • How to engage students?
Teachers	• What is the professional knowledge of university teachers that may influence the topic selection? • What is the approach of university teachers to the project? • Whom to recruit?

	• How to engage staff?
Organizing team	• Who should be the member of MOOW organising team? • How to recruit members of MOOW organizing team • What should be responsibilities of the team? • How to prepare the team?
External experts	• Whom to invite for cooperation? • How to invite external experts for participation? • How to engage experts?
Topics	• What are the topics interesting for the students? • What are the topics interesting for the external stakeholders? • What are University capabilities that determine choosing the topic?
Technical aspects	• What should be the technical capabilities of University? • What should be the technical capabilities of students and stakeholders?
Communication	• How the MOOW event could be promoted to students, teachers and stakeholders? • How to communicate with students? • What should include the workshop invitation?
Quality	• How to assess satisfaction from MOOW? • How to assess results MOOW?

Participants

Aspects to consider	Guidelines
What is the level of interest of students in MOOW?	Identify the students potentially interested in MOOW. ● You may e.g. consider the past experiences of your Institution in similar events. ● You may ask teachers whom you want to engage in the realization of the project to recognize the declared interest during the classes. ● The other suggested possibility is a short survey via social media of your University.

	• Try to reach with information about MOOW to other Universities to recruit some part of the participants from outside of the University
Whom to recruit?	• Recruitment should be inclusive without discrimination due to gender, age, ethnicity, religion beliefs etc. Students of both bachelor and master degree may participate in MOOW. • All students who are interested in the event should have equal opportunities to join the course. • The most interested group in the project may be students who plan to start their own business and attend such courses as business entrepreneurship. • The University may also make a decision to include MOOW as a part of a talent development program.
How many participants should be selected?	• At least 15 participants students should accomplish the MOOW. For this reason select 20-25 participants and engage in the MOOW at least 18 persons, having the reserve list.
How to recruit students?	• The dedicated form of the recruitment process is the Impact Day for Students and Educators. A standard Impact Day will be a 2-3 hour physical or online session consisting of presentations and interactive activities. PR4/A5. • An application form should be created which should include info about the field of study but also motivation to join MOOW event.
When to start the recruitment?	• Impact Day will be held in each university 2-4 weeks prior to the MOOW launch. • The other form of recruitment should start at the same time.
How to engage students?	• After finishing the course a joint certificate may be offered. • The other possibility is to gain the Students ECTS points for participation in the MOOW.

Teachers

Aspects to consider	Guidelines
Whom to recruit?	● Teachers at a variety of career stages (PhD, postdocs, professors) will have opportunity to participate in the project ● Recruitment can be based on the research interests of the teachers. In case of high consistency with the area of topics the best results are expected.
How to engage staff?	● Apart from compensation a joint certification of participation in the project should be provided.

Organizing team

Aspects to consider	Guidelines
Who should be the member of MOOW organising team?	● The team will be primarily composed of university staff who have taken part the Workshop (PR3) and will typically be chaired by a senior university executive. ● 5-7 members should be recruited who will work on the preparation and implementation of MOOW. ● The leading academic unit is expected to be the one with expertise in the MOOW's topic (mental health or digital sustainability). ● Additionally, the organising team should involve representatives from: (1) a business and/or entrepreneurship education unit, (2) a digital education or digital innovation team, (3) a university accelerator or a similar business support program. ● The partner universities will make extra effort to enrol participants who demonstrate strong entrepreneurial and forward-looking potential and are committed to advancing innovation in higher education.
How to recruit members of MOOW organizing team	The team should be recruited in months 10-12 of the project. Although each University may develop its own recruitment strategy, the following ideas may be used: ● Announcing an open call among department to advertise the recruitment ● Consulting department deans and program heads, training centre directors and other academic unit leaders and soliciting their advice and support

What should be responsibilities of the team?	It is necessary to decide who should do what in terms of: ● defining the MOOW program, ● chose and prepare activities and tools, ● launch a MOOW platform, ● organise an Impact Day prior to the launch/ recruit students, teachers and external experts ● Managing communication/social media ● Setting up registration ● Getting authorisation for privacy issues

External experts

Aspects to consider	Guidelines
Whom to invite for cooperation?	External experts play a significant roles as they participate in: (1) impact days which aim is to recruit students and staff and are (2) facilitators during the MOOW. They should be developers and entrepreneurs having expertise and achievements in MOOW topics.
How to invite experts for participation?	Identify experts potentially interested in MOOW: ● You may use database of your University partners ● You may contact business associations, NGOs ● The other source is Alumni of your University
How to engage experts?	Experts may benefit from participation in the project by: ● having the solution to their practical problem worked through MOOW ● acknowledging their participation as a part of their social responsibility strategy ● some amount of remuneration paid from the management funds

Topics

Aspects to consider	Guidelines
What are the topics interesting for the students?	• Consider what is the field of study of students, who are expected to participate in MOOW (e.g. business and economics, law, health care etc.) • Consider what the motives of students to participate in MOOW might be. Perhaps they want to gain certain knowledge or skills (e.g. establishment of the company, improvement of mental health etc.). • You may consider what topics will be important for their future professional and personal life (e.g. work-life balance, well-being, mindfulness) • Check what important topics are recently popular and vigorously discussed in social media (e.g. dissemination of remote work, climate changes, energy crisis and its consequences). • You may also simply ask students whom you want to engage in MOOW about topics that would be of interest to them, for example, conducting short surveys via e-mail or social media or directly during the classes.
What are the topics interesting for the external stakeholders?	• Consider the challenges faced by stakeholders involved in the MOOW event (e.g. frequently occurring problems in a company or in a public administration, difficulties of local society). • Clearly define what is the area of expertise of the external experts who will be engaged in conducting the MOOW (e.g. innovations, business or product development, quality management, sustainability, mental health) • Consider what are the problems of local society (e.g. poverty, high rate of unemployment at the local labor market, lack of adequate infrastructure) or all mankind (e.g. pandemics, global warming, terror treat).
What are University capabilities that determine choosing the topic?	• Clearly define the profile of your Institution - what is the main domain of its activity (e.g. science, humanities or social sciences). • Consider what is the area of expertise of university staff who will take part in the MOOW (e.g. economics, agriculture, energetics, mechanical engineering, biotechnology).

	● You may also consider the past experiences of your Institution in similar events - what events were and what events were not conducted at your University.

Technical aspects

Aspects to consider	Guidelines
What should be the technical capabilities of University?	● Get familiar with the technical requirements of the MOOW platform a few weeks prior to the main event. ● Check whether your Institution has computer devices that meet the requirements of the platform, for example, adequate technical parameters, operating system and the current version of web browser. ● Check whether your University has adequate network infrastructure that provides uninterrupted access to the internet. ● Check whether your University has enough server space that you will need to launch the platform. ● Read the platform's user guide provided by the platform's administrator. ● Consider who could be responsible (who has the appropriate expertise) for administering the platform in your Institution and designate him or her. ● Test the platform prior to the main event. If it does not work, contact the platform's administrator.
What should be the technical capabilities of students and stakeholders?	● Consider whether students and stakeholders have appropriate skills to operate the system and web browser required by the platform. ● Provide students and stakeholders with the platform's requirements. ● Make sure that stakeholders' computer devices meet the platform's requirements. If not, you can share your devices with them. ● Consider whether the students have access to devices that meet the platform's requirements. If not, you can offer them free access to equipment, for example, in the classrooms. ● Ask students and stakeholders to test the platform prior to the main event. ● Ask students and stakeholders to read the platform's user

	guide provided by the platform's administrator.

Communication

Aspects to consider	Guidelines

How the MOOW event could be promoted to students, teachers and stakeholders?	• Push strategies are needed to reach students with information about MOOW. You may use:
	  • e-newsletter
	  • mailing
	  • Facebook, Twitter etc.
	• You may also use other ways such as an info board or printed newsletter yet their effectiveness is usually lower.

How to communicate with students?	• An engaged additional communication (apart from the recruitment process) from the organizing team and teachers will be needed in the form of:
	  • emails
	  • online meetings with interested groups of students
	  • face-to-face meeting
	• Students need to be informed about the:
	  • benefits of participating in MOOW
	  • structure of the course
	  • needed preparation

What should the communication plan involve?	• Prepare promotional text - include title, date, time topic, speakers , registration information and step-to-step guidance if needed, Information of a contact person in case of questions plus hashtag to share. Think about all the channels/audiences you have and create texts tailored to each one. • Prepare registration page text - include promo text and technical information important for students participating in MOOW • Prepare email confirmation, reminders and follow-up messages • Prepare a short user guide how to use MOOW platorm

Quality

Aspects to consider	Guidelines
How to assess satisfaction from MOOW?	• For both staff and students prepare a satisfaction questionnaire measuring their level of positive experiences from particpating in MOOW
How to assess results MOOW?	• For the University Staff prepare survey measuring improvement in knowledge of digital technologies, solutions and tools; improvement of skills in project management, problem-solving entrepreneurial, and teamwork skills • For participants prepare surveys measuring: improvement in knowledge in the topic of the MOOW; improvement in increasing hands-on knowledge of digital technologies, solutions and tools, improvement in increasing competences in product development and digital teamwork skills, improvement in interest in exploring entrepreneurial opportunities in digital education, such as setting up/joining an EdTech start-up

II. The MOOW event

The goal of a MOOW event is to introduce participants with a particular problem, provide practical examples and then invite active co-creation through group discussions, activities etc. The event should not resemble a lecture but should provide hands-on approaches to the topic and allow time for discussion and interaction.

Here is a proposed workshop outline:

- Check-in of participants
- Starting up - welcome and introduction to challenge
- Teamwork - co-creation idea process development
- Presentation of outputs
- Evaluation and closing

The planned term of MOOW event should take into account the availability of people (from work, private matters and other activities), especially external experts engaged in conducting MOOW. The event should start on a Monday morning and end on a Friday afternoon. The starting time on Monday could be in the second part of morning (e.g. at 10:00), to give people more time to log-in. This also gives you the opportunity to resolve emerging technical problems. The essential work on innovative ideas and solutions should last no longer than 5 hour per day, because mental exhaustion is not conducive to creative thinking and action. We do not recommend to plan any activities for the late

afternoon or evenings on working days as well as during Saturdays or Sundays. This could discourage participants from attending the event.

Phase	Guidelines
Check-in	• Before the start up allow at least 1 hour for log-in and to solve any technical problem. • Make sure to verify the identity of all participants. • Provide them with information material when log-in (e.g. program for the event). • If you will process personal data of participants, ask for GDPR authorisation: participants should accept GDPR terms concerning the use of their personal data.
Starting-up	• The main MOOW event should start up with an official welcome of participants, followed by a detailed presentation of MOOW's program. It is also a good practice to start up with some onlie presentations and facilitations exercises. Such exercises foster the icebreaking and may include various playful activities, in which the participants split up into teams introduce each other within the teams, specifying basic information about them, such as their name, affiliation, past experiences with the subject of MOOW as well as their expectations from participation in MOOW. • The theme of the MOOW should be also presented at the beginning of the event, possibly having detailed online presentations from the expert or "problem owners" (e.g. cooperate company explaining frequent problems, representatives of local government or public administration demonstrating difficulties of local society, or immigrants telling about their experience). • Take into account that the theme of MOOW may be quite familiar for part of the participants, but unknown to others. Therefore, we suggest to set the tone of the presentation "with the beginner in mind". It won't harm those who are familiar with the problem, to have a recap, and perhaps a framing of their thoughts into the expectation of the MOOW. • Be mindful about the tone of voice and mood you set during the event. We recommend to be enthusiastic, and rather friendly than strict. When the mood is friendly, it is easier to get through the inevitable drips of low energy long hours into the afternoon.

During the teamwork	• We recommend to split the teamwork phase into tasks and exercises, with a specific time limit after which there could be a new phase of MOOW, in order to make the teamwork more efficiently and focused. • Single activity during the teamwowk should take no longer than 90 minutes to avoid exhaustion of the participants. • Different phases of MOOW could be introduced by online speeches or presentations, that specify the problem, requirements and expected results. The introductory information could be provided by experts or problem owners. • To make the MOOW event more attractive you can introduce to the schedule additional webinars or workshops: - moderated panel discussion, - presentations with or without slideshows, - discussion using pre-selected questions, - free discussion using chat or "hands-up" feature to involve audience - letting people ask questions through a Q&A tool - break-out sessions in smaller groups, with a facilitator in each group - workshop with the use of tools supporting teamwork, such us Trello or Jambord - workshop with the use of Mentimeter and polls for interaction - workshop with the use of "workbooks" with exercises that attendees receive before the event • Make sure that timing is kept within acceptable boundaries. • Do not forget about breaks between tasks and phases. Occasionally break is important for creative and critical thinking, especially if participants were stuck in their thinking or ongoing discussion, or just simply are mentally exhausted during the work. Planned breaks can break the routine and give participants a new boost. The break can take the form of: ○ *Convening moment* – A convening moment is a form of break, where all the event participants come together, and there is an energizer activity conducted, or a "flashlight" - each individual says something for approximately 30 seconds, doing a round of speeches. Such activity builds bonds in the way that everybody speaks up and people listen to everybody – there is a conversation starter for all. Based on the speeches, people interested in similar things can find each other easier. This is a

	good way to have a snapshot of all the teams. Participants can attend to convening moment in common virtual rooms. ○ *Lightning talks* - This form of a break is a series of "mini-keynotes", where the experts present a short, 15 minutes introduction for their domain of expertise. Such experts could be asked to share some tips and tricks or basic knowledge on how to do an activity that is valuable for most teams (e.g., how to use some tool). The key issue is to have 15 minutes intro into the topic and then teams can try out new tools and techniques, and perhaps reach out to the expert for further guidance. Lightning talks should be scheduled in advance – the experts must be designated earlier. If you don't have many experts, then you might be able to find some participants who are really skilled in one thing or another. Just try to probe your participants and see who are the ones who are really knowledgeable things. Participants can attend to lightning talks in various virtual rooms. • You shouldn't mind if not everybody joins a break. Some people like not to break their good flow of focus. Let them work. • Make sure that the experts or other facilitators are available online to answer the questions made by participants, and provide indications that have not been provided at the beginning of the MOOW. They could belong to a group of problem owners, technical support or organizing team and should be able to intervene in a team's work, if needed. • Also make sure that teams always have users (participants) available as relevant interaction counterparts. • As the MOOW is planned over several days make sure that participants get support during the work they do off-line (they could want to, for example, develop the ideas in the afternoon, beyond the schedule) before coming back to the collective work on the platform. • Make sure that teams always have all tools and templates available in the collaborative environment.

Presentations of outputs	• In this phase particular teams present the results of their work. Each presentation should illustrate the main features of the product or solution, the main considerations and justifications for choices made. • Presentations could be an open event that allows a wider public (those who have not participated in team work) to observe the results of participants' efforts. • Each team should be given a 10-15 minute presentation. Longer presentations would discourage the other teams and online public, that would leave the event. • If the teams had to prepare multimedia presentation it could be useful to limit the number of slides and to define their content (e.g. 1 slide for the idea presentation, 1 slide for the technical specifications, etc.) to better control the length of the presentation. • The outputs' presentation could be broadcasted on social media channels. This gives resonance to the MOOW, possibly attracting the attention of partners that could support the post-hack development.
Evaluation and closing	• The evaluation of ideas and solutions is an integral part of the MOOW, and important moment in the event, because it provides feedback to the teams, possibly suggesting improvements. Therefore, you should designate a team responsible for evaluation of the participants efforts. The evaluation team could includes experts and problem owners. • They should have enough time to evaluate the proposals and to present their motivations for the evaluation. • The event should close up with some summarizing speech and thanks to the participants, experts, collaboratives and other facilitators.

III. Post MOOW Phase

The table below provides a checklist for the post-MOOW phase.

Post-MOOW elements	Aspects to consider
1. Communication	• What is needed for good communication with project stakeholders? • Who is to be the recipient of the information? • How many channels will be necessary for good communication of the project results? • How long will communication with stakeholders last? • What data will be made available after the project?
2. Activities for the final development of the output(s)	• What types of activities will be undertaken after the end of the MOOW project? • What will be the purpose of these activities? • What will be the role of individual partners at the end and after the project? • How are the project results to be implemented (new ideas, prototypes, MVPs)?
3. Testing and evaluation	• Why activities have to be tested and and assessed at the end of the MOOW project? • What results / outputs do individual universities expect? • What will be the added value of these activities for the project partners? • What opportunity results from the completed project?

1. **Communication**

Aspects to consider	Guidelines
What is needed for communication that strengthens the relationship with project stakeholders?	• Map MOOW project stakeholders • Use past experiences of your Institution in similar events. • Use secure and the most popular communication software i.e. ZOOM, TEAMS, MEET, FB Messenger & WhatsUp etc. • Involve your stakeholders in additional activities before the next edition of the MOOW project starts. • Strengthen contact by asking questions, e.g. through surveys via social media of your University. • Prompt discussions that encourage teammates to communicate with each other • Receive and send important messages
Who is to be the recipient of the information?	• Identify and group recipients of the information. • Use automated solutions to send information to higher
How many channels will be necessary for good communication of the project results?	• Use social media and involve students to co-create communication. • Prepare attractive materials to other platforms i.e. LinkedIn to link with professional users. • Use all kind of channels • Use popular communicators to answer your stakeholders questions in real time. • Use virtual discs or websites to share materials like presentation files and important documents quickly. • Use automated solutions to reach a large group of recipients faster and in a properly planned moment, e.g. mailing, newsletter

How long will communication with stakeholders last?	• Communicate even after the end of the project • Make sure project information has up-to-date links and resources
What data will be made available after the project?	• Analyze what kind of impact you want to achieve • Check if the shared data is in line with your privacy policy and the guidelines of the project • Check the quality and timeliness of the data provided

2. Activities for the final development of the output(s)

Aspects to consider	Guidelines
What is the level of interest of students in MOOW?	• Identify the students potentially interested in MOOW. • You may e.g. consider the past experiences of your Institution in similar events. • You may ask teachers whom you want to engage in the realization of the project to recognize the declared interest during the classes. • The other suggested possibility is a short survey via social media of your University. • Try to reach with information about MOOW to other Universities to recruit some part of the participants from outside of the University
What types of activities will be undertaken after the end of the MOOW project?	• Make a list of activities that will be implemented after the end of the MOOW project. • You can use the guidelines from the project goals and verify which ones have already been achieved. • Divide the activities into three categories: strategic (conditioning the launch of subsequent MOOW-based projects by partner Universities), tactical (allowing the use of project results to launch real business and educational activities in the near future), operational (enabling the collection of fresh feedback from the project , maintaining stakeholder interest and planning further steps).
What will be the purpose of these activities?	• Create a list of goals you want to achieve using the effects of the MOOW project. • Choose which activities and tools will be applicable only to university or universal use

	• Think about and choose which activities and tools will be used separately and which ones will be used in packages • Identify which activities or tools will be used to explore and test new forms of digital learning and collaboration
What will be the role of individual partners at the end and after the project?	Consider what your role will be in the distribution of results after the MOOW project ends: • try to find possibilities to include results of the MOOW project into your educational process • integrate some of your activities with the resources of the platforms developed under MOOW • identify how the project results can support your university's activities in the local community
How are the project results to be implemented (new ideas, prototypes, MVPs)?	Try to find a use for the MOOW results you get: • Help students in implementing the developed solutions. • Integrate the obtained results and the potential of developed solutions with your area of research and educational activities.

3. Testing and evaluation

Aspects to consider	Guidelines
Why activities have to be tested and assessed at the end of the MOOW project?	Find to use the testing phase as an opportunity to improve and enrich your activities in the future implications of MOOW initiatives: • learning by the feedback from different actors of the local service ecosystems: end-users, service suppliers, supportive organisations, policy makers. • make improvements of the bootcamp solution as a whole, as well as the single components (learning activity, multiplier events, outputs relating to project sustainability, dissemination and quality/evaluation). • widening of the community activated around the project initiative • improve your processes, services and competences of your employees
What results / outputs do individual universities expect?	Revision and final check for all project results • Check project sustainability after its completion: discussion and action plan

	• Develop evaluation tool consistent with the assessment framework and adapted to the specific characteristics of the context and the service being the object of the MOOW bootcamp • After project promotion and sharing check the recognition of the project and opinions about it. • Use the final project evaluation report to work out better solutions for the subsequent implementation of subsequent MOOW initiatives.
What will be the added value of these activities for the project partners?	Try to estimate what added value the project will bring you. • Find application for project products, e.g. workshop materials, new competences, developed techniques to strengthen problem solving and teamwork. • Incorporate the acquired knowledge and skills into the training of administrative and educational staff, and to modify the university courses (make the change become permanent-change the roles of students and teachers shifting from traditional roles to becoming co-creators in the learning process).
What opportunity results from the completed project?	Focus on opportunities arising from MOOW CODE. • Create new digital solutions in teaching, learning, and cooperation by gaining knowledge from a MOOW experience • Use the results of the research accompanying the bootcamp, in line with the university's third mission statement (bring in novel digital approaches and tools to its initiatives on university-business-society interaction) • Create the conditions for further technological entrepreneurship to encourage students to develop careers as technology entrepreneurs and innovation-driven professionals.

04

RISK ASSESSMENT IN MOOW IMPLEMENTATION

I. Pre MOOW phase

NAME OF THE RISK	GUIDELINES
Commitment to the project	
Lack of interest in workshops on the use of digital tools among university staff	• organize of physical and virtual events (before MOOW i.e. Impact Day) during (MOOW1 and MOOW2) and after (publication of project life news, results, summaries, materials)
Abandonment of digital tools promoted by workshops by trained employees after the end of the project	• implement of events using the created tools in other projects and in the daily work of university employees
Low level of positive perception of the project by university staff involved in the organization and implementation of pilot MOOW	• giving employees greater freedom in making decisions and possibility to create something useful
Lack of interest in organization and participation of pilot MOOWs by the university staff	• provide employees with an appropriate amount of free time from their current duties, • use of a system of incentives in the form of points, badges, etc. gamification elements
No student interest in participating in the pilot MOOWs	• conduct Impact Days 2 to 3 weeks prior to MOOW, • focus on games and animations, • involve other students and student organizations and clubs in promoting the project, • establish prizes and gifts for project participants, • create a separate webpages for the project by each partner and profile on social media: Facebook, Twitter, LinkedIn; and more dynamic: Instagram, YouTube and TikTok and involve students in co-creating content and highlighting the Bootcamp learning experience in the promotional video and actively share the project's updates and results via their social media channels.

Declining participant engagement	• seek to pinpoint the reasons for disengagement and conduct consultations with potential participants. • MOOW hosts may make additional efforts to promote pilot MOOWs to external participants.
Lack of not affiliated students participating in the MOOW Bootcamp organized by the host institutions	• promote the project by employees working at more than one university, • contact promotion offices from other universities to promote the MOOW project
No external experts, entrepreneurs, developers or practitioners interested in participating in the pilot MOOWs	• invite to cooperate with associations of entrepreneurs and the local government, • develop the concept of added value for external partners
Products of the project	
Time delays	• set realistic deadlines with clearly defined deliverables, • break activities into milestones, • assign responsible parties for each activity, • ensure effective communication.
Errors	• use templates • establish and develop common standards and procedures
Data and technology issues	
Differences in managing and securing data by the participating universities	• determine the types of sensitive data and ways of managing them in the project and after its completion, • develop common regulations and rules for collecting and processing this data, • determine the methods of securing and storing this data, • determine which data i.e. intellectual property will be available for free.

Differences in the technological background and resources of different project partners and students	• agree on system, technological and human resources required to achieve project goals (computers and other equipment enabling digital learning and collaboration, servers and their parameters)
Technical problems during the MOOW	• test the Online Platform (also webpages and social media profiles) before the MOOWs and piloting the Platform during the event, • create help-desk, indication of people responsible for quick error removal

II. MOOW Phase

NAME OF THE RISK	GUIDELINES
Commitment to the project	
Lack of interest in workshops on the use of digital tools among MOOW participants	• find the reasons for disengagement and conduct consultations with potential participants – use surveys and interviews, regularly check participants' satisfaction levels, • rethink the roles of students and teachers as shifting from traditional roles to becoming co-creators in the learning process.
Students participating in the MOOW workshops show no interest in exploring entrepreneurial opportunities in digital education, such as setting up/joining an EdTech start-up	• engage people who have achieved success in business and are at different stages of their business development, • develop promotional materials in which similar stories will be described, • organize virtual meetings and recording video interviews
Low percentage of participants of other pilot MOOW events (lectures, presentations, panel discussions) rate them as a positive experience	• develop common standards for creating materials and running panels, • create a knowledge base and materials helpful in preparing interesting training materials,

	• organize training for university employees, selecting people with appropriate qualifications and experience
Low attendance of participants in other pilot MOOW events (lectures, presentations, panel discussions)	• introduce class participation incentives, credits, awards, badges and checklists etc., creating attractive promotional materials
Lack of interest in using tools from the Toolkit during the pilot MOOW Bootcamps	• develop tools useful in achieving project goals and later use in start-ups, • test the created tools and improving them in cooperation with external experts specializing in running companies or creating such solutions
No interest in participating in the Multiplier Events	• create attractive promotional materials, release participants from their current duties
Products of the project	
Differences between partner universities	• discuss with partners and agree common standards and resources important to achieve MOOW goals
Differences in skills of the participants and university staff/external experts in each country	• establish a model competence profile of the workshop participant and the tutor identical for all universities participating in the project, • conduct additional training to close the participants competency gap
Differences in technology used by universities	• discuss with partners and agree common standards and resources important to achieve MOOW goals, • determine the IT specialists necessary to launch and coordinate the work within the MOOW platform and solutions on the part of each of the participating universities
Data and technology issues	
Personal data management of the participants in University Staff Workshops and participants in each pilot MOOW Bootcamp	• determine the types of sensitive data and ways of managing them in the project and after its completion

Securing personal data in digital and traditional form	• establish security standards and persons responsible for control and contacts with participants in order to modify and delete personal data according to General Data Protection Regulation (GDPR), e.g. Data Controller (responsible for data protection) and Data Protection Officer (contact person for participants)
Protection of the platform and resources against hacking	• set a limited number of administrator accounts, • set anti-virus and anti-trojan security measures, • set access levels, resign from signing up participants instead of exporting their data to the system with assigned logins and passwords, • set up easy and quick notification of dangerous situations and strange errors on the platform.
Errors on the MOOW platform and other technical problems	• create a help-desk (IT tool for quick communication of errors and people responsible for correcting them) for participants and parties involved in project management

III. Post MOOW Phase

NAME OF THE RISK	GUIDELINES
Commitment to the project	
Low percentage of the Multiplier Event evaluate the MOOW initiative positively	• develop and clearly present the goals of the project, check compliance with participants' expectations, • prepare attractive materials and involve professionals who can "sell" ideas, check the reasons for dissatisfaction with the help of anonymous surveys, • talk to each party to identify the causes of the problem
Lack of recommendation from the university representatives participating in the Multiplier Event to organize a MOOW events in the future	• try to maintain relationships with people involved in the project implementation, • implement the project as something open to further development and independent life in each of the participating universities, • initiate new joint projects between universities
no interest in launching subsequent MOOW editions 5 years after the end of the project	• make the developed materials stand the test of time, develop attractive and useful resources, • take care of the operation of the developed system / platforms and the universality of the solution, so that it can be used after the end of the project implementation period, • ensure the consolidation of the project results in participating universities and employees, • try further partnerships between universities even 5 years after the end of the project
Products of the project	

too low number of idea concepts, prototypes or MVPs developed during each pilot MOOW Bootcamp	• set higher indicators to be achieved by the groups of participants and pass it on to the people who will run the workshops, • set additional rewards and incentives for those participants who develop specific solutions, • take care of external business and non-profit partners to involve them in the co-creation process
not enough tools developed as part of the Toolkit for the pilot MOOWs	• determine and require the right amount of tools from contractors, give the right amount of time for development
no possibility to integrate the created tools with the Online MOOW platform for the pilot MOOWs	• verify the usefulness of tools and correct their list, and ask for the creation of new ones in place of the removed ones
lack of interest in downloading and using MOOW online Guidelines, Playbooks and Training Pakcs	• create a friendly websites with materials, share information about free access and use of project resources, i.e. with other students and external specialists, ask for feedback on tools and materials and make it easy to use and useful.
no start-ups created by project participants 5 years after its completion	• invite people related to external funds, business angels, private equity funds, business incubators to cooperate
no new tools added to the ACEEU Toolkit	• set a deadline for the development of tools during the current project, • encourage partners to develop them, e.g. with engaged external specialists as part of focus groups or workshops
Changes in knowledge and behavior of the participants	
no difference in the level of knowledge of digital technologies, solutions and tools among employees participating in the University Staff Workshop (USW)	• check the quality of materials and workshops, • check the level of knowledge before and after the workshop and announce it before the

lack of improvement project management, problem-solving entrepreneurial, and teamwork skills among employees participating in the University Staff Workshop	next pilot MOOW, properly verify the current knowledge and experience of the participants, • take participants who have no experience in creating such solutions, • introduce ambitious tasks and compete between groups and participants, change trainers
low percentage of participants reporting an improvement in hands-on knowledge of digital technologies, solutions and tools after completing the MOOW bootcamp	
low percentage of participants reporting competence improvement in knowledge in the topic of the MOOW after completing the bootcamp	
low percentage of participants reporting an competence improvement in product development and digital teamwork skills after completing the bootcamp	
Data and technology issues	
managing data in each partner University after the MOOW project	• determine the types of sensitive data and ways of managing them in the project and after its completion in each university, • determine after what time the data must be deleted
managing data in the cloud (online platform)	• make sure that the data is stored on servers in the EU, secure the platform against hacking and phishing attempts, • update the software on which the e-learning platform is developed, • use external solutions that guarantee an appropriate level of security and are not suspected of saving communication from meetings, • establish a common standard and accepted IT solutions and versions on which individual universities are to work

securing after pilot MOOW the intellectual property covered by copyright and developed during the project (e.g. business ideas) – *depends on institutional policies and rules of the MOOW partners*	• all MOOW CODE results will be freely available under the Creative Commons Attribution-NonCommercial CC BY-NC licence i.e. sharing (copying and distributing) and adapting (remixing, transforming and enhancing) the material under the conditions of proper attribution and non-commercial use. The free availability of the outputs developed by MOOW pilot Bootcamp's participants (product ideas, prototypes, MVPs) depends on institutional policies and rules. Typically students participants retain rights to their prototypes and products, while faculty and university staff may need to assign rights to their institution. • in the POST phase (after pilot MOOW) could be necessary to develop appropriate statements for participants and experts obliging them to maintain confidentiality and not to disclose details of business ideas without the consent of the creators, ensure the security of creating and sharing business ideas

05

SECURITY AND PRIVACY ISSUES

General guidelines and variables for data privacy and security

SECURITY AND PRIVACY ISSUES	GUIDELINES
Authentication and authorisation	Privacy issues • ask for acceptance of the privacy rules when logging in to the platform's resources • inform about the effects and method of using/analyzing personal data Security issues • provide password protected access to registered students and authorised instructors • provide access to IT tools with authentication mechanism • manage access to IT tools with the authorization mechanisms offered by the MOOW Platform Access Management tools • use data encryption and trusted security certificates • use anti-spam and anti-phishing tools inside MOOW platform • use password protected LMSs on secure servers
Organisation registration	Privacy issues • inform about collecting personal information about the organization's contact persons, legal representatives and other individuals linked with organizations; • establish rules to register organizational partners in the MOOW platform Security issues • assign and authorize participant organizations • create database of the authorized users of organizations registered in the System to keep in contact i.e. send emails to contacts

Management of project and participants activity	Privacy issues • inform what data will be analyzed by IT systems, • do not analyze sensitive data and profile users • set the list of sensitive data to avoid publishing personal data • disseminate the project results together with personal data of contact persons through the appropriate and secure MOOW IT tools; • develop privacy statement of the MOOW (project and Platform) and make sure all processing activities have to be conducted in line with this privacy statement • remember to ask person's (MOOW participants) to consent for monitoring their activities during the MOOW Pilots and Platform and what kind of data will be processed Security issues • use passwords and encryption when creating and storing documentation with sensitive data i.e. human resources data, financial data, data containing statements and image of participants etc. • use double verification when changing passwords or accessing personal data

Management of MOOW participants' data and content	Privacy issues • provide anonymous reporting and accountability via statistics collected from the project and the answers provided by the beneficiary or participants • provide anonymized participant surveys and statistics • provide support to future participants in the MOOW (based on consent, i.e., on a voluntary 'opt-in' basis) • provide testimonials on participation in the MOOW to the general public (based on consent, i.e., on a voluntary 'opt-in' basis), prepare privacy statement of the MOOW project and the MOOW Platform Security issues • be sure to obtain consent for participation in online courses and workshops and for data assessments and transfer based on the participant's consent during: registration for the course/workshop, tracking progress, awarding and other processing activities • avoid creating accounts by users themselves and send lists of ready logins and passwords to coordinators from partners' universities • set the levels of access to sensitive data for particular types of users, e.g. students, teachers, external experts, administrative staff • contract agreements between an educational institution and the cloud service provider are meant to ensure security and back-ups

Communication with stakeholders and environment	Privacy issues • communicate using established official channels and templates, including emails, instant communication, calls and webinars for the implementation, management, monitoring and evaluation of the MOOW project • facilitate participation in pilot MOOW and further programmes (based on consent, i.e., on a voluntary 'opt-in' basis) • ask participants to consent for sharing their identity (publish the name and email address together with the final participant report for the general public - based on consent, i.e., on a voluntary 'opt-in' basis) • do not use personal data for automated decision-making, including profiling Security issues • use safe and reliable communicators during exchange of audio-visual recording of the meetings, recording of the training or presentation meetings within the scope of programme management and implementation and distribution. • secure communication and set the level of risk during exchange of contact details of the teaching and administrative staff of the partner Universities for communication, consultation, guidance, participation in ad-hoc working groups, cooperation and exchange of practices between • use personal data directly by you or your organisation (e.g., the sending institution) in an IT tool to which access is given to different processors.
Responsibility for data protection and management	Privacy and Security issues: • establish Data Controller responsible for data protection • provide participants with a contact to the Data Protection Officer

MOOW Platforms / Websites – example of privacy guidelines

1. **Introduction**

MOOW partner Universities and managing board is committed to protect personal data and to respecting privacy of the MOOW Platform users regard to Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data (repealing Regulation (EC) No 45/2001).
The information in relation to protecting data is presented below.

2. The way of use personal data

MOOW project collects and uses personal information to ensure the functioning, management and promotion of the information and education platform called MOOW Platform. In particular, data is collected and processed for the following specific purposes:

- to identify users (MOOW Login)
- to ensure a satisfactory user experience on the platform;
- to ensure a satisfactory individual and social learning experience for users of the platform;
- to collect information related to use of the platform, for the purpose of delivering personalised recommendations;
- to ensure that the user history of activity on the platform (content started, finished, certificates etc) is easily accessible to users.
- to generate certificates and reports;
- to communicate with users regarding content they are enrolled;
- to monitor the number of users enrolled on learning resources;
- to monitor the number of users registered on the MOOW;
- to organize trainings activities and events, including management of participant lists;
- to provide online subscription to, dissemination and management of the MOOW newsletter and mailing list.

The MOOW is a modern digital and online learning platform, containing learning materials and resources (courses, events, communities, media channel, assessments and microlearnings), designed for students, professionals, private, public and third sector organisations, working on or interested in the implementation of MOOW results and tools. The platform brings together in user experience a number of state of the art tools for delivery of learning solutions, including online courses, interactive online and live classroom experiences and learning community management services.

MOOW platform will not use personal data for automated decision-making including profiling or shaping views, or manipulating in order to induce specific political views or violate the privacy of participants.

3. **Legal ground(s) do we process personal data?**

We process your personal data, because, according to Article 5(1)(d) of Regulation (EU)2018/1725, that has to be given consent to the processing of participant personal data for the purposes outlined in this privacy notice.

MOOW Platform does not process **special categories of personal data**, therefore Article 10 of Regulation (EU) 2018/1725 does not apply.

4. Personal data do we collect and further process

In order to carry out this processing operation JRC.A.5 collects the following categories of personal data:

- Identification data:
  Mandatory data: first name, last name, email address, University, country, IP address
  Non mandatory: alias
- HR related data:

Non mandatory data: topics of interest, occupation, experience level, level of education attained, organization name, agreement to receive newsletter and e-mails.

- Other types of data specific to the processing operation:
  Non mandatory data: content related activity on the platform (for individuals and groups: content followed, started, finished, certificates, etc.
  Non mandatory data: Newsletter Signup (Y/N)
  Educational or instructive videos and capture of image and/or voice

The provision of personal data is not mandatory and collection or processing of this data will be based on prior consent.

5. **Duration of personal data storage**

MOOW only keeps personal data for the time necessary to fulfill the purpose of collection or further processing, namely:

Personal Data/HR data/Other data: While the user profile is active and the user has not decided to delete it. Inactive user accounts will be deleted from the MOOW Platform after a period of three years of inactivity and lack of user answer on an email sent to verify if the user wishes to continue or not the registration on the platform.

Newsletter personal data related: This data will be deleted from the MOOW Platform after a period of three years of inactivity of the user or at the request of the user.

Educational or instructive videos and capture of image and/or voice: This data will be deleted from the MOOW platform three years after the last interaction of the user on the platform, unless the data protection requirements of EU programmes and initiatives to which the user is signed up indicate otherwise.

6. **Personal data protection and safeguard**

All personal data in electronic format (e-mails, documents, databases, uploaded batches of data i.e. project results, ideas, prototypes etc.) are stored either on the servers of the European Union in each participant Universities and shared MOOW Platform.

In order to protect personal data, the MOOW Platform has put in place a number of technical and organisational measures. Technical measures include: online security, risk of data loss, alteration of data or unauthorised access, taking into consideration the risk presented by the processing and the nature of the personal data being processed. Organisational measures include: restricting access to personal data by authorised persons.

7. **Access and disclosing personal data**

Access to personal data is provided to the MOOW and participant University staff responsible for carrying out this processing operation and to authorised staff.

Access to personal data is also provided to MOOW and University staff acting as content owners and teachers within the MOOW project and participant Universities who need this data to generate analytics reports related to learners, learning taking place within their content, and other measures important to present degree of achievement of the assumed MOOW project objectives.

Access to personal data may be provided to external course owners, teachers, learning managers, mentors and programme managers for the purposes of generating analytics reports related to learners, learning and learner support related to the content the data subject is enrolled in.
Comments about the learning resources posted by registered users are treated anonymously. The administrators of the MOOW Platform will delete any comment which is not in line with the Code of Conduct or if personal data is revealed.
Learning resources such as videos and documents containing personal data (name and username of speakers/moderators/teachers) are accessible to registered users.
In some cases, registered users can share/disseminate the learning resources.

MOOW CODE

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FOLLOW OUR JOURNEY

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