A silver laptop is open on a wooden desk. To the right of the laptop is a wooden pencil holder containing several pens and pencils. In the foreground, a blue folder or notebook is partially visible. The background is a wooden desk surface.

Professional Education online courses

Guidelines for the design & development of
tailor-made courses for busy professionals

Vision

Offer the best learning experience to working professionals, empowering them with new insights, skills and knowledge to apply in their daily job and advance in their career.

Professional Education learners

- Working professionals
- Already completed a Bachelor or Master
- Age 30+
- > 50% have some knowledge/experience in the field
- 90% have taking 1 or more online courses
- Has a more than fulltime job (average 50h)
- Can spend in average 7 hours per week on the course (SD=3)
- Apply what they learn in their job
- More interested in the knowledge, less in the certificate

Professional Education vs. MOOC

- Learners in a ProfEd have other motivations and expectations compared to a free MOOC
- They pay, thus they expect more (e.g. a weekly hangout with the instructor(s), specific feedback, more presence on the forum)
- They can bring in valuable cases from their professional experience – use, appreciate that!
- If the group is not too big, consider personal feedback
- Expectation management: clearly communicate what the student can expect (e.g. forum presence)
- Use examples that are relevant for professionals

Professional Education certification

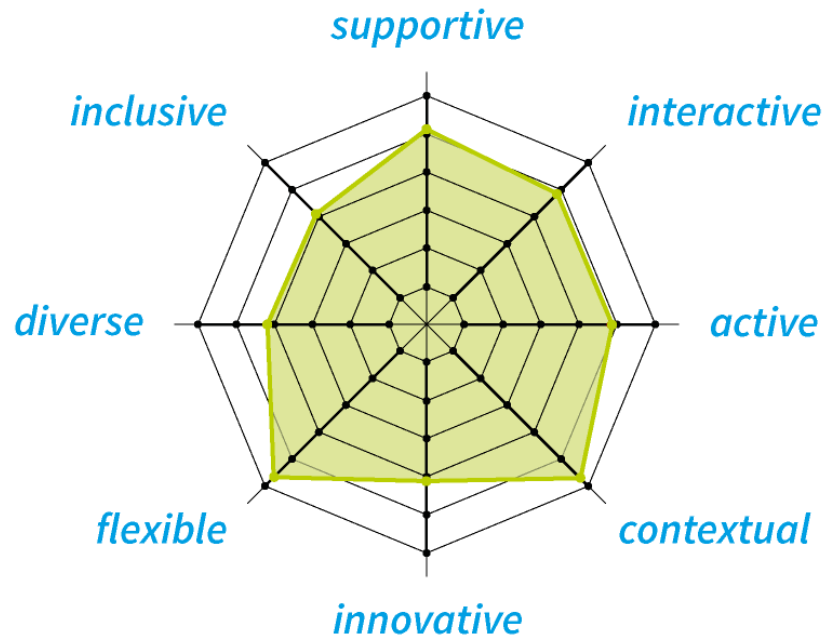
edX platform:

- DelftX certificate + Supplement (CEU) (minimum 60%)
- ID verification by edX

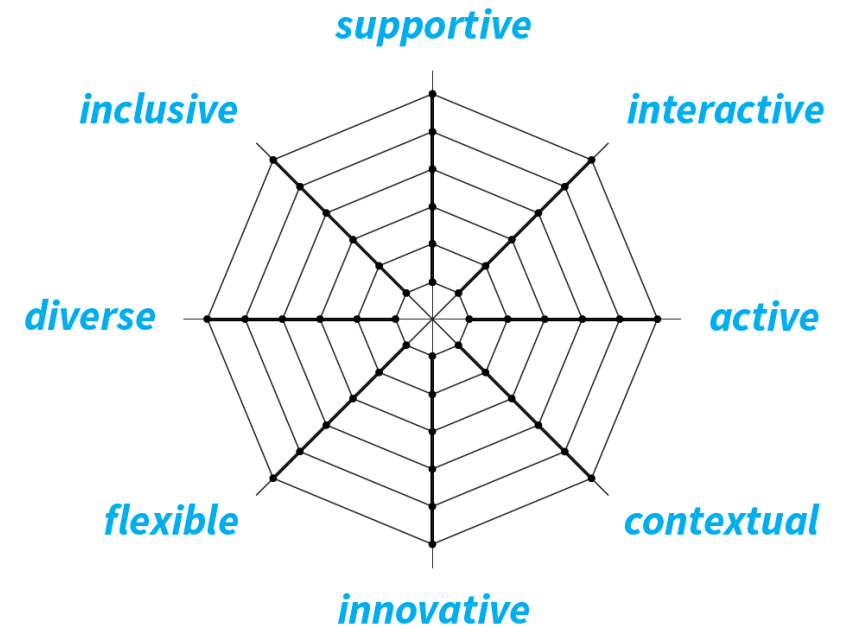
TU Delft platform:

- TU Delft Extension School certificate CEU (achievement, minimum 60%)
- ID verification and assessment by TU Delft

How will your course look like?



n=17



Course design guidelines

Learning objectives

- Tangible, possible to be measured and relevant for the working professionals

Example:

- Employ open source software in analysing text to gain competitive intelligence about science, technology and innovation.

Course design guidelines

Learning activities

- Contextual problems / real world examples – they should be able to apply what they learn in their own context
- More individual assignments than group work (but don't forget the course should be planned according to the learning goals, so group/pair work might be essential to meet them)
- Flexible deadlines (e.g. weekly activities can have one single deadline and the final project/assignment other)

Course design guidelines

Educational resources

- Video as main type of educational resource (it's fast to click on play and listen)
- Possibility to work on their own cases or select one related to their field
- Practical takeaways (e.g. tips, extra resources with applicability)

Course design guidelines

Assessment

- Lab work
- Project-based
- Case studies (sometimes learners can even work on their own cases)
- Short quizzes throughout content
- No exam!

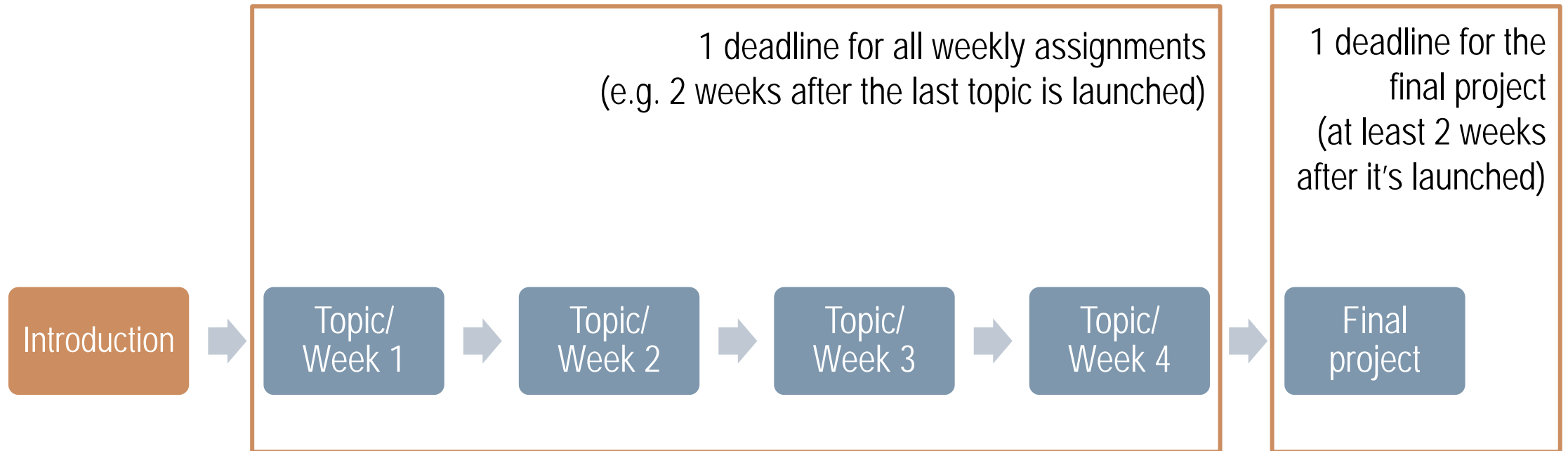
Running the course

e-Moderator

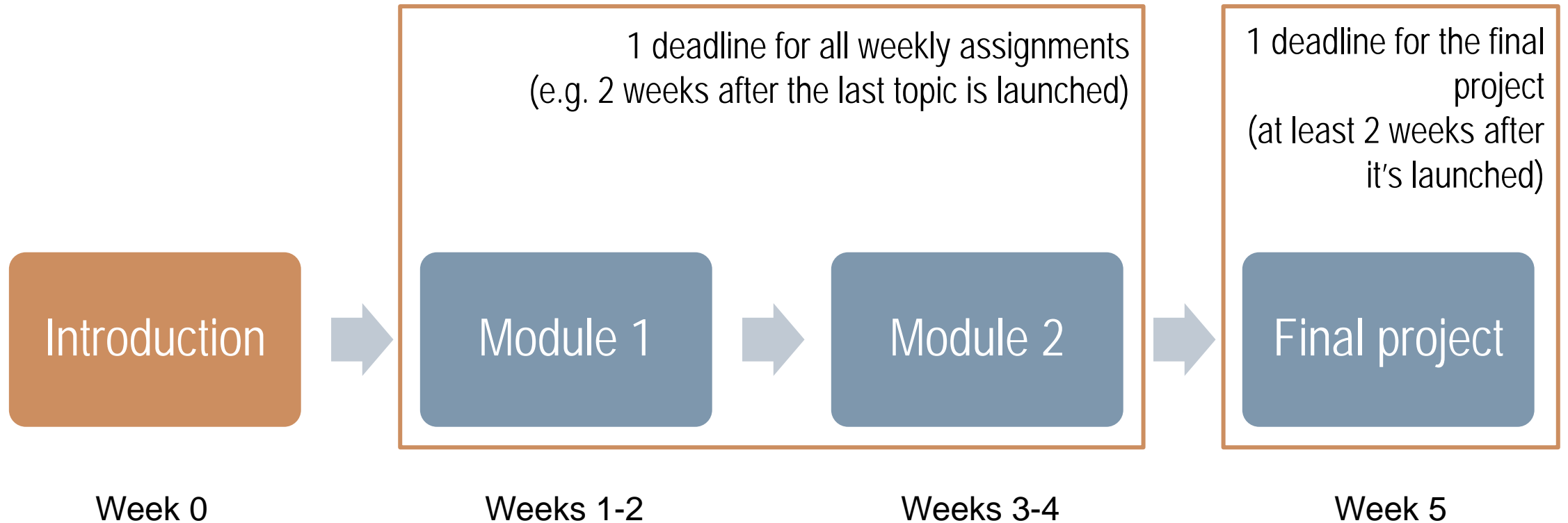
The course must have e-moderator(s) to guide, activate, give feedback and support learners during the course.

A short 3 week online course is available to prepare for this role.

Learning pathway with flexible deadlines



Learning pathway with flexible deadlines



Learning pathway – Week

Introduction + General
learning objectives + Spark



Topics (knowledge clips +
exercises + summary)



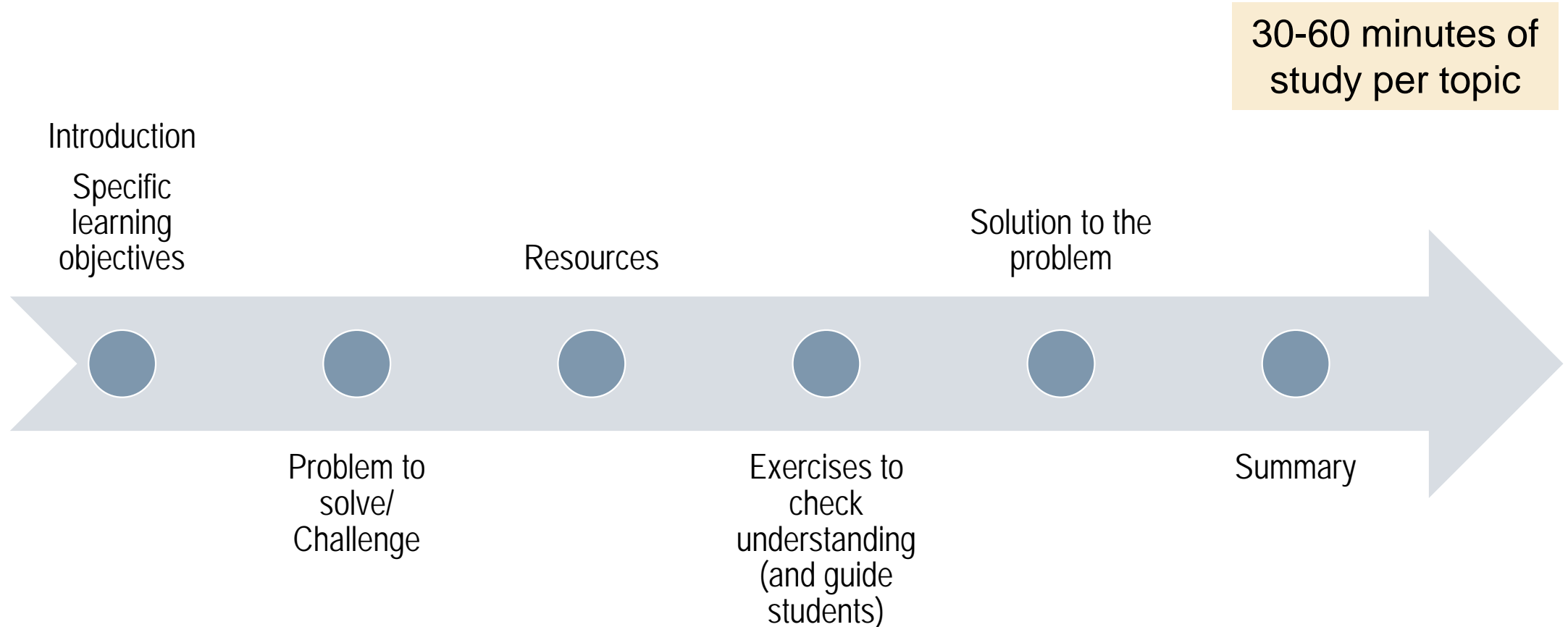
Main activity/assignment



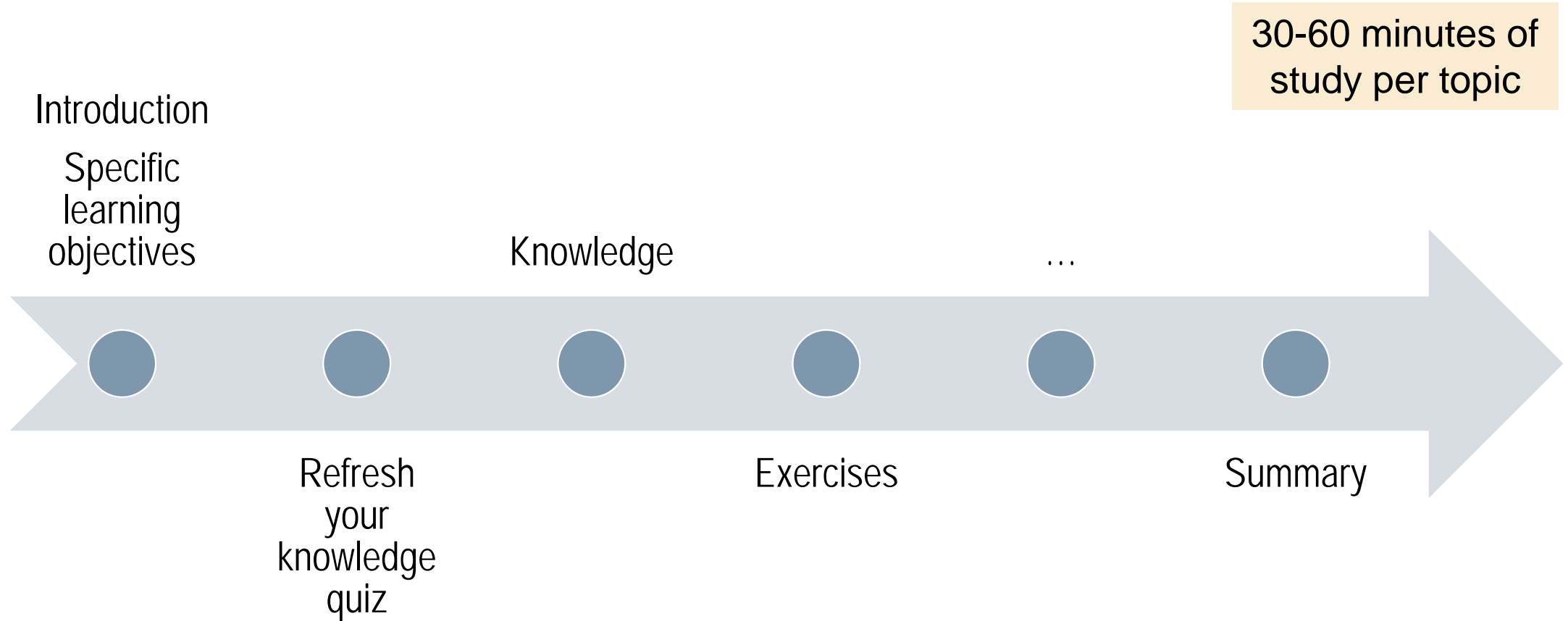
Conclusion/Closure
Takeaways

4-5 hours of
study per week

Learning pathway – Activity based

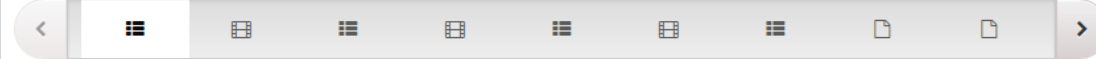


Learning pathway – Topic based



[Home](#) [Course](#) [Discussion](#) [Progress](#)[Bookmarks](#)[Introduction](#)[Week 1: Experiencing Course Content](#)[Lesson 1: edX Content Basics](#)[Homework 1: Your First Grade Homework](#)[Week 2: Being Social](#)[Week 3: Completing a Course](#)[Optional: Example Problem Types](#)[Optional: edX Mobile App](#)

Week 1: Experiencing Course Content > Lesson 1: edX Content Basics > Getting Started

[Bookmark](#)

GETTING STARTED

Welcome to the first "week" of an edX course!

Almost all edX courses are split up into weeks, which represent real time weeks over the course's duration. Don't worry—**this course won't take you three weeks to finish**. It should only take you **about 20-30 minutes**. However, for the remainder of this demo course we will be using weeks to group content so you can get used to what it's like to take an edX course.

Typically as you progress through an edX course, instructors will release new content to you chronologically, and more weeks will appear in the course accordion on the left. As you can see, this demo course has three weeks' worth of content available right away.

NAVIGATING LEARNING SEQUENCES

Right now you are in Week 1, Lesson 1. Lessons contain course content, such as videos, reading, interactive questions, labs, and more.

Portions of the lesson—at edX we call these **units**—are arranged in a learning sequence, visible at the top of your screen. The top of your screen should look like this:



Units

Components
(text, videos,
exercises,
discussions)

Contact

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26 May 2016