Article

Learning Football for Good: The Development and Evaluation of the Football3 MOOC

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Abstract: Over the last two decades, sport has become a recognised tool to achieve sustainable development outcomes. Known as sport for development (SFD), this approach can broadly be defined as the intentional use of sport to achieve development objectives. Many SFD organisations implement methods that seek to achieve developmental goals by reorienting sport away from its competitive aspects and encouraging participation, fair play and communication. Of these methods, football3 is arguably the most widespread. Despite its popularity, there remain challenges in its implementation. As a result, there have been numerous calls to develop educational materials and opportunities around football3. In response, the football3 for all project led to the development and launch of a freely accessible, Massive Open Online Course (MOOC). However, there is still little knowledge about how online learning approaches are used in SFD, how they accommodate the practical and social nature of SFD, and whether they optimise student learning. Using findings from feedback surveys and focus group discussions, we present results from the development and evaluation of the football3 MOOC. The findings suggest a high level of satisfaction with the course, but also a need for practical tools and exchange to improve delivery on the pitch.

Keywords: sport for development; football; soccer; social inclusion; online learning; mobile course; MOOC; football3

1. Introduction

Over the last two decades, sport has become a widely recognised tool to achieve goals beyond sport-specific outcomes. Known as sport-for-development (SFD), this approach can broadly be defined as the intentional use of sport, physical activity and play to achieve specific sustainable development objectives. Within SFD, the focus goes beyond the competitive and physical aspects of sport but is rather about using sport as a tool to achieve overarching goals that are of economic, social, political or cultural nature [1,2]. Indeed, due to its broad appeal, relatively low cost, and interactive nature, sport has been presented as a vehicle to support sustainable development objectives such as increased employability [3], health promotion [4], peacebuilding [5,6] or education [7].

Worldwide, nearly 1000 organisations deliver SFD activities [8], and countless other sports clubs, schools, NGOs, and municipalities use SFD approaches in their programming. Many of these organisations also implement accompanying methodologies that seek to achieve developmental goals by reorienting sport away from its competitive aspects and encouraging participation, respect, fair play, and communication [9–11]. A number of these methods fall under the broad umbrella of 'street sports', which are more informal, less competitive and more participant focused than traditional, competitive sports [12,13]. No matter the exact terminology, the basic premise is that the skills and attitudes supported by these methods can, in turn, support a number of sustainable development goals, including as they relate to gender equality, inclusion and peace.

Of these various SFD or street sport methodologies, football3 is arguably the most widespread. Initially developed in Colombia in the mid-90s, the method puts control of the game in the hands of the players and structures matches across three distinct 'halves': a pre-match discussion, a football match, and a post-match discussion [14]. There are no referees, but instead, mediators who support discussions and help participants agree on the rules for the match. These mediators do not intervene to enforce the chosen rules; they act as supporters and facilitators. After the match, the two teams come together to discuss and award each other fair play points. Today, this method is promoted by the streetfootballworld network and, as of 2016, was reportedly used by 89 of its 119 members [15].

Despite the popularity of this approach, there remain challenges, including as it relates to communication, conflict resolution and the articulation of fair play values [16–18]. As a result, there have been numerous calls to further develop educational materials and opportunities around football3 [16,18]. Likewise, other authors in SFD or related fields have identified a need for deliberate training on methods and approaches that connect sport to values or skills such as inclusion, fair play or communication [19–21]. Against this background, the football3-for-all project sought to further formalise and expand the reach of football3 educational materials. To do so, two complementary solutions formed the basis of the project: the creation of organisational and individual certification pathways for football3 and the development of a freely accessible, Massive Open Online Course (MOOC).

MOOCs are free online courses aimed at unlimited participation and open online access. More precisely, these can be defined as "online courses designed for large numbers of participants, that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free" [22]. Generally speaking, there are two main types of MOOCs: cMoocs and xMoocs. The 'c' in cMOOC stands for connectivism, which represents the nature of cMOOCs [23]. Rather than being delivered by an individual instructor, as in traditional university courses, cMOOCs involve groups of people learning together. In this environment, participants are all considered teachers and learners, while learners are encouraged to contribute actively, using digital platforms and technologies. In contrast, xMOOCs are based on a more traditional classroom structure, while the 'x' stands for extended MOOCs. These can be defined as a combination of pre-recorded video lectures with quizzes, tests, or other assessments. xMOOCs are centred around an instructor rather than around a group of students [23].

The football3 MOOC follows in a growing but still limited line of online learning offers related to sport for development, including from the Swiss Academy for Development [24], the German Corporation for International Cooperation (GIZ) [25] and others [19,20]. However, sport remains an inherently physical, practical, and interactive area, and these features do not always easily translate to the online setting [26,27]. The social and sustainable development goals typically associated with SFD also add another layer of complexity. Thus, while we see evidence of considerable growth in the use of digital technologies in SFD education, as well as physical education and sport more broadly [20,28], we still have comparatively little evidence about how these technologies are used, how they accommodate the practical and social nature of SFD, and whether they optimise participant learning [28]. As such, the following paper focuses specifically on the development and evaluation of user experiences in the football3 MOOC. To do so, we rely on a mix of survey data and focus group discussions to determine the successful components of the MOOC, as well as present areas for future development. In doing so, we thus hope not only to foster improvement within football3 education but also to suggest avenues relevant to e-learning or MOOCs within the broader SFD field.

Moving forward, this paper progresses as follows. First, we provide a more thorough background of the football3 method and the context that led to the football3 for all project. Then, we will present the steps behind the development of the football3 MOOC in line with the ADDIE Model [29,30]. Afterwards, we will present the methodology and results of the

course evaluation. To conclude, we will discuss these results against existing literature and propose recommendations for future development.

2. Background of Football3 and Football3 for All

Emerging as a reaction to the increasing violence taking place throughout Colombia in the 1990s, football3 was initially conceived as the methodology behind the *Fútbol por la Paz* initiative [31]. Named after its 'three halves'—a pre-match discussion, football match, and post-match discussion—the football3 methodology aims to encourage communication, exchange, and conflict resolution [14]. In mixed-gender or mixed background teams, players collectively decide on the rules before the match. Mediators replace the referees and help the players set the rules and, during the match, only intervene when players cannot resolve their disagreements. Following the match, players discuss and evaluate their adherence to the rules and award each other fair play points. In many cases, fair play points and match points are equally weighted. For instance, up to three fair play points are awarded to each team, and teams obtain between one and three points based on goals scored (3 points for having more goals, 2 points for a tie, 1 point for having fewer goals). Flexibility is built into the method, as players and organisers have a considerable say over the different aspects of the match. The points awarded for goals and fair play can vary according to different contexts. The rules chosen by players can range from simple technical rules (e.g., there is no offside) to more participatory rules (e.g., each goal scored by a team must alternate between a girl and boy) [14]. The focus on communication, fair play, and inclusion present in football3 allows the method to address numerous areas crucial to sustainable development, including gender equality, social equality, and peaceful co-existence. Indeed, as Chang [16] notes, social inclusion, the development of life skills, and the transfer of positive values are some of the key desired outcomes for football3 implementers. For instance, RheinFlanke in Germany uses football3 to bring diverse local youth together to meet, get to know each other, build relationships and reduce divisions between different groups [17]. Similarly, Fotbal for Rozvoj in the Czech Republic uses a regular football3 league to diffuse tensions between different groups who often view themselves as 'competitive clans' [17]. Today, football3 is likely one of the most used SFD methodologies globally, and streetfootballworld data indicates that 75% of its overall membership, including 80% of its European network members, report using the methodology [15,32].

More broadly, football3 can be understood as part of the broader street sport concept present within SFD. Though many different approaches may fall under the street sport moniker, a few key characteristics unite these varied approaches. In particular, street sports are defined by their more informal nature, the de-emphasis of sporting competition, and a high level of participant engagement and responsibility [12,13,33]. For instance, Machado et al. [13] noted that, in street football, "children take the lead and are responsible for organising and adapting the games according to the constraints present". Ultimately, the nature of street sports is seen as having the potential to promote self-efficacy, communication skills, conflict resolution, creativity and responsibility [12].

As for football3 specifically, some authors have qualitatively researched outcomes related to the methodology in the context of shorter events or festivals [18,34]. Looking at the football3 tournament at the 2010 Football for Hope Festival in South Africa, Gannet et al. (2014) found that football3 generally fostered positive experiences regarding relationship building, values and integration. Similarly, in an ethnographic study of the fotoball3 Festival during the UEFA Euro Cup 2016, Segura Millan Trejo et al. [34] found that the event and the football3 method helped generate an attitude of cooperation. However, challenges were also identified at these events. These included misunderstandings and arguments concerning the football3 rules or tensions among participants caused by the competitive nature of a short-term tournament-style event.

Though some organisations connected to streetfootballworld have obtained formal training or experience on the football3 method, many mediators and implementers are

unable to receive regular support or training or receive only brief introductory training. In the case of the South African tournament, each delegation could nominate one 'youth leader, who would be trained to act as a football3 mediator during the tournament' [18]. Recognising the challenges faced by mediators and the limited training they received, Gannet et al. [18] recommended the creation of a formalised football3 training curriculum that could help address issues such as confusion regarding rules and the role of the mediator. In a similar vein, Chang [16] noted that SFD NGOs face significant amounts of turnover, creating a need for "regularly scheduled trainings and workshops for mediators and coaches" as well as online learning materials.

Over the last few years, streetfootballworld has moved in that direction, creating a football3 handbook [14] and a trainer manual [17]. These documents have helped clarify the overall structure of football3 and highlight the critical competences and knowledge needed by those implementing football3. However, the fact remains that the use of football3 extends far beyond the reaches of the streetfootballworld network, and not all users have access to in-person training or support.

Against this background, the football3 for all project seeks to both further formalise and expand the reach of football3 educational materials. Network members have recognised that football3 must be scaled up to a wider array of individuals and organisations and further embedded within organisational structures in order to be recognised by, and meet the needs of, organisations working in the field. To do so, two complementary solutions have been identified and form the basis of football3 for all: the creation of organisational and individual certification pathways and the development of a freely accessible MOOC. Launched in January 2019, the project lasted three years and concluded in January 2022. Overall, the football3 MOOC aimed to develop a range of technical, social, and behavioural skills seen as essential to successfully implementing the football3 method. On the one hand, this included developing an adequate technical understanding of the history, rules, and structure underpinning football3. On the other hand, several social-behavioural skills or attitudes were targeted, including communication skills, conflict resolution skills, and tolerance. In the following sections, we will detail the development and evaluation of this MOOC.

3. Development of the MOOC

The football3 MOOC was developed following the general principles of the ADDIE Model (Analysis, Design, Development, Implementation and Evaluation) [29,30]. The key elements of the ADDIE model are presented in Table 1, and, below, we provide an overview of the key steps associated with each component as it relates to the football3 MOOC.

Table 1. Overview of steps in ADDIE Model [29].

Step	Description
Analysis	Needs and target group analysis to identify the suitability of e-learning as a mode of delivery and the key characteristics of the target group.
Design	This includes formulating the learning objectives, determining the order in which objectives should be achieved and selecting instructional/delivery strategies. In the end, this step leads to a blueprint that will be used as a reference to develop the course.
Development	In this stage, e-learning content is produced (e.g., videos, quizzes, graphics, etc.).
Implementation	The course is installed and delivered to learners.
Evaluation	Evaluation is a continuous process that touches all steps. This can include evaluating learner reactions, learner skill development or the impact on organisations.

3.1. Analysis

Target group, topic and needs analyses took place before and during the project. First, extensive research and consultation were undertaken during previous football3 initia-

tives [14,17], including as it relates to challenges and future needs for football3. During the project proposal stage and the first two project meetings, project partners were surveyed on their needs and the needs of their target groups, which include social workers, teachers, trainers, staff members, and volunteers. In the end, the need for a comprehensive introductory football3 course that can adequately address the realities of these various target groups was identified.

3.2. Design

Partners began mapping the desired learning objectives and organising those objectives into distinct units and chapters based on the analysis above. A design thinking workshop was held during the second and third project meetings to facilitate this. This allowed partners to chart out a five-unit course that moves progressively from introducing the basics of football3 to allowing learners to gain knowledge and skills to organise football3 activities in their communities. In turn, each unit was divided into between seven and 11 smaller chapters. These chapters provide a mix of content, activities and videos on a specific sub-topic related to the unit.

To chart each unit's specific content and instructional strategies, partners were split into smaller working groups, and each assigned a specific unit. Once the first drafts of the unit outlines were completed, all partners provided feedback and contributed to finalising the units. Table 2 below presents an overview of these five units.

Table 2. Overview of units in football3 MOOC [35].

	Unit	Learning Contents
1.	Introduction to football3	• the history of football • its purpose • the people involved • the three halves • rules and points
2.	Becoming a Mediator	• knowledge and skills required to mediate a football3 match • role of the mediator throughout the three halves • how to organise mediation • have a better understanding of the target group
3.	Training Players	• role of the football3 trainer • difference between conventional football coaches and football3 trainers • how to prepare and implement a football3 session while incorporating life skills and social topics
4.	Training Mediators	• the target group of football3 mediator training • how to design training sessions for mediators • tools and activities you can use to train mediators • key aspects to be covered during mediator training.
5.	Organising Activities	• important steps to take to plan and implement a football3 tournament and programme • evaluation basics and evaluation tools for tournaments and programmes.

3.3. Development

Partners undertook content development through collaborative remote work on shared documents and the production of learning videos on-site with one of the project partners. Other content produced includes texts, graphics, quizzes, self-reflection activities and match forms.

As for the courseware, it was developed by a subcontractor between March 2021 and June 2021 for the English version, and from August 2021 to January 2022 for Spanish and French versions. The courseware was optimised for both desktop and mobile use. Prior to the full launch in June 2021, a test version of the course was provided to the partner organisations, who asked people from the target group to test the different units and give

feedback. In total, 124 people piloted the course. We discuss the feedback and evaluation strategy later in Section 3.5.

3.4. Implementation

The subcontractor undertook the installation and distribution of the course, leading to the release of the English course in June 2021. The courseware also provides numerous tools for project partners to monitor learner activities. Partners can access information on the learners such as first name, last name, progress in the different course units (% of completion), last time they logged in, which badges they have received, and their quiz scores. In combination, these data thus help to monitor learners' progress. The full course is currently accessible online at https://football3.nimbl.uk/fb3/login/ (accessed on 2 February 2022) and can also be downloaded as a mobile application on Android and Apple devices.

3.5. Evaluation

The evaluation for the football3 for all MOOC was both process-oriented and formative. Feedback surveys and focus group discussions were used at the process-level to ascertain users experience and satisfaction with the course and its different elements. As these data form the basis of the following manuscript, how it was collected is described in more detail in the methodology section.

At the formative-level, numerous tools were integrated to evaluate learner skill development. These included quizzes and self-evaluation surveys within the MOOC itself. The self-evaluation surveys appear at the end of every chapter and ask participants to rate their confidence with and understanding of the content. In addition, a longitudinal, pre-post survey was implemented to assess the communication skills, conflict resolution skills, and level of tolerance of course participants. These particular areas were chosen as they are seen as core skills and values within the delivery of football3.

4. Methodology

4.1. Research Framework and Design

As noted above, the evaluation of the football3 MOOC took place at both a process-oriented and formative level. For our purposes here, however, we will focus exclusively on the process-oriented results. The goal of the process-oriented evaluation was to evaluate the successes, opportunities, and challenges associated with the football3 MOOC. Numerous studies already point to potential success factors within MOOCs and online learning more broadly.

Overall, this literature suggests that elements such as course design, interaction, support, and the use of various pedagogical approaches are crucial [36–38]. In particular, the extensive literature-based work done by Azevedo and Marques [39] provides a valuable framework to understand the success factors behind MOOCs. In their work, they highlighted five core success areas: the interest of subjects in the topic, the quality of the resources provided, interactivity and peer-to-peer engagement, the organisation of the content, and the timing of the course.

To evaluate these different elements, we opted for a mixed-method approach featuring a combination of surveys and focus group discussions. This approach allowed us to collect easily comparable quantitative data from a larger sample of participants while also generating additional depth and context through open-ended survey responses and focus group discussions. Furthermore, a mixed-method approach is also common in the piloting and evaluation of online learning tools in sport [19,40–43] and thus allowed us to use these previous experiences and reports as a basis for our investigation.

4.2. Data Collection

4.2.1. Feedback Survey

A standardised feedback survey was provided to each participant upon completion of one of the five units of the MOOC, and a final survey was provided to each participant upon completion of their assigned units. For testing purposes, not all participants completed all five units. Thus, participants in the piloting of the football3 MOOC were purposively sampled for this survey. Data were collected anonymously, and all participants were informed that their responses may be used for published reports or articles. All surveys asked individuals to rate specific units or course elements while also providing opportunities for open-ended responses. Other studies and projects have also used similar approaches, including fellow Erasmus+ projects such as EDU:PACT and SENTA [40,43].

Each Unit Feedback Survey featured the same five questions, namely asking participants what they liked, didn't like, would keep, would remove, and would change in a given Unit. In addition, participants were asked to rate each Unit on a five-point scale (1 = Not good at all, 5 = Very good).

In the final survey, participants were asked to respond, on a five-point Likert scale, to statements concerning the design, content, and usefulness of the course, as well as their understanding and interest in the overall certification scheme. Space was also provided for open feedback on the design and content of the course. In addition, participants were invited to share their contact information if they wanted to participate in a follow-up focus group discussion. Between 58 and 20 individuals answered the individual Unit surveys, whereby 45 individuals completed the final survey. No demographic data were collected in these surveys. This was done to provide users with a short, simple survey that allowed for the collection of experiences and suggestions while still being relatively quick to answer.

4.2.2. Focus Group Discussions

Online focus group discussions were held with individuals who tested the course to obtain further feedback on users' experiences and impressions of the football3 MOOC. These participants were obtained from individuals who expressed their interest in a follow-up focus group discussion during the final feedback survey. In total, 30 respondents indicated their willingness to participate in a follow-up discussion. These respondents were all invited to participate and were provided with a Doodle Calendar form to determine optimal scheduling. In the end, two focus group discussions were held with a total of nine people. These individuals represent a mix of countries and predominantly come from sport-based NGOs that employ various methods, including football3, to support sustainable development objectives in their communities. A description of the individuals participating in these discussions is provided in Table 3 below.

Table 3. Overview of Focus Group Discussion Participants.

Code	Country	Gender	Background
FGD1	Brazil	F	Local, sport-based NGO
FGD2	Canada	F	Local, sport-based NGO
FGD3	Canada	F	Local, sport-based NGO
FGD4	Kenya	M	Local, sport-based NGO
FGD5	Kenya	M	Local, sport-based NGO
FGD6	Spain	M	Local, sport-based NGO
FGD7	Ukraine	M	Local, sport-based NGO
FGD8	Germany	M	International development organisation
FGD9	Kenya	F	Local, sport-based NGO

Focus groups were conducted online and co-moderated by the first author and the project manager from streetfootballworld. The discussion was semi-structured and organised around a limited set of predetermined open-ended questions. Further questions or probes then emerged naturally from the discussion. In particular, the main topics of the

discussion concentrated on user experience with football3, their experience with the course, and their confidence in delivering football3 activities.

Interviews were recorded, and notes were taken concurrently and after the interviews by both interviewers. Verbal consent was obtained to record the interviews, and participants were informed that their comments may be used anonymously in published reports or articles.

4.3. Data Analysis

Quantitative data were imported into Microsoft Excel 2020 and SPSS v. 26. For the feedback surveys, descriptive statistics were generated for the individual units' ratings and the statements in the final survey.

As for qualitative data, a general process of thematic analysis was used to inductively generate key themes from the open-ended responses and focus group data [44,45]. This analysis was chosen for its simplicity and flexibility and was used to help us uncover the experiences of those participating in the MOOC. This process included familiarizing ourselves with the data, generating initial codes, coding the data, searching for themes, and defining/refining our themes.

First, both authors independently read through the responses and interview notes, took extensive notes, and formulated a list of preliminary codes to describe the challenges and successes associated with the football3 MOOC. At this stage, we also began noting potential preliminary themes.

Then, the first author coded the open responses from each survey and interview in MaxQDA2022 using this list of codes. These codes reflected a variety of topics, including positive aspects of the course, suggestions for improvement, and challenges related to the actual implementation of football3. Throughout the coding process, memos and notes were taken [45,46]. In the end, based on the coding and further notes, both authors reviewed the data again and defined a final set of themes. A first version of the data analysis was also sent to all football3 for all project partners, allowing us to collect feedback and refine the analysis further.

5. Results

For the purposes of the following paper, we will present the results in two sections. First, we will provide an overview of the quantitative survey results regarding the levels of satisfaction with individual units, as well as the overall content and design. Second, we will present the qualitative data sourced from open-ended survey responses and the focus group discussions. As these data were collected during the same piloting phase, they will also be presented together.

5.1. Quantitative Results Course Satisfaction

Across the individual unit feedback surveys, participants reported high satisfaction across the different. In these surveys, participants were invited to rank each unit on a scale of 1 to 5, and each unit obtained a score between 4.75 (Unit 4) and 4.95 (Unit 5). Thus, these results show a reasonably consistent level of satisfaction and perceived quality between the different units. Figure 1 presents the results of each unit.

In the final feedback survey completed at the end of the respective units, participants were further asked to provide feedback on the overall design and content of the MOOC. Again, here, participants rated the course highly in all areas, with scores ranging from 4.64 (intuitive) to 4.82 (attractive) for the design and between 4.77 (complete) and 4.89 (personal usefulness) for the content. Figure 2 presents the design ratings, while Figure 3 presents the content ratings. However, though these results are undoubtedly positive, as we will discuss using the qualitative results, that does not mean that participants did not perceive any challenges.
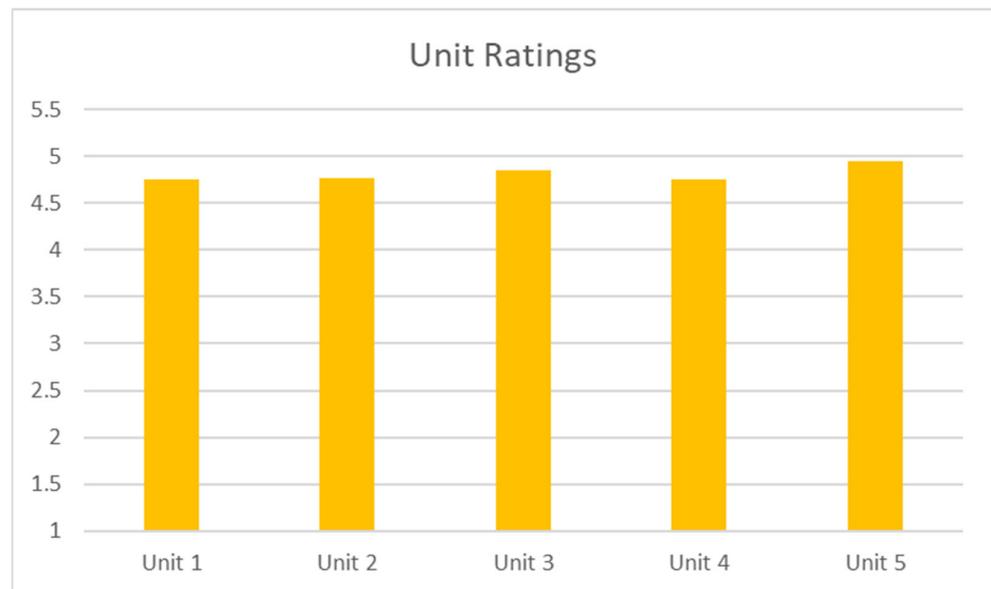
Figure 1. Rating of individual football3 MOOC Units. The horizontal axis indicates each individual unit, while the vertical axis shows the average score, ranging from 1 = Very Poor to 5 = Very Good.
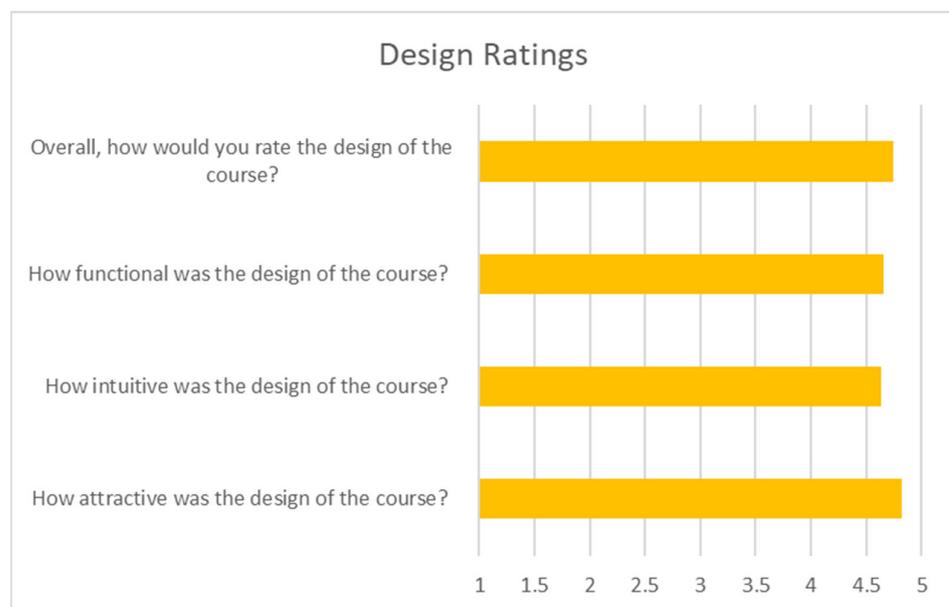
Figure 2. Ratings of football3 MOOC design components. The vertical axis indicates each individual design-related statement, while the vertical axis shows the average score, ranging from 1 = Very Poor to 5 = Very Good.
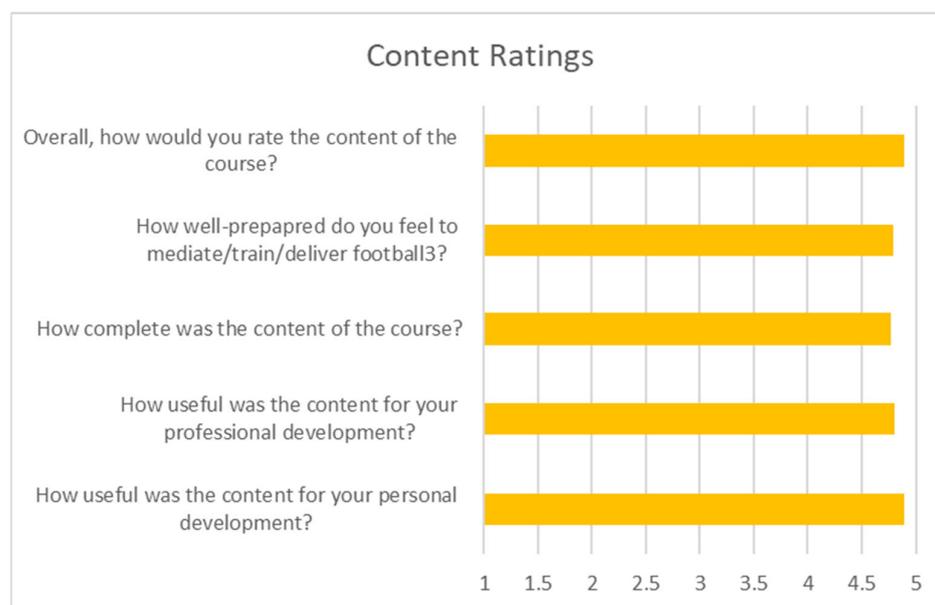
Figure 3. Ratings of football3 MOOC content and usefulness. The vertical axis indicates each individual content-related statement, while the vertical axis shows the average score, ranging from 1 = Very Poor to 5 = Very Good.

5.2. Qualitative Results

Following coding and thematic analysis, two major themes and five sub-themes were identified. First, course satisfaction was identified as a major theme and was divided into two sub-themes related to course content and course design. Second, readiness and transfer to the pitch was identified as a major theme. This theme reflects the many comments from participants regarding the need or desire for additional content or tools to support their readiness and ability to deliver football3 on the pitch. Within this theme, three main sub-themes were identified: the need for practical tools, the desire for more context-specific examples, and an online learning community. We present the main results related to these themes in the paragraphs below.

5.2.1. Course Satisfaction

Analysis of the open-ended feedback and focus group discussions echo the survey results and reveal that two main sub-themes exist regarding course satisfaction: satisfaction with the structure of the content and activities and satisfaction with the design and appearance of the MOOC. Or, put differently, we see in the comments below that elements identified by Azevedo and Marques [39], including the resources, organisation, and timing, were well received.

Participants enjoyed the course structure, which focused on a mix of brief sub-units and various interactive activities. This approach was seen as helping participants sustain interest and allowed them to digest the course in small segments: "I really enjoyed it. You can take 10 min a day, do some exercises. You can do it whenever, wherever, waiting for the bus. I really like the flexibility, and I think that is really important nowadays" (Focus Group Participant 2). The structure of the content, which featured a mix of short text and visual examples, was also seen as a plus: "the course was easy to access. [. . .] the explanations were clear, examples made the explanations clearer" (Focus Group Participant 9). Indeed, given that the course was meant for individuals who may not have had contact with football3 before, the simple, concise presentation and wording of the course were likewise appreciated: "it is also worded in a language that young people can understand" (Survey Participant, Unit 1 Feedback). The mix of videos, text, self-reflection activities, quizzes and external resources was highlighted as a strong point, with numerous respondents noting their appreciation for the mix of content types.

The participants also saw the MOOC as relevant in the context of their broader organisations. Numerous practitioners reported using football3 in their work or being interested in adopting the methodology to support a variety of developmental objectives such as peacebuilding or life skill development. However, many NGOs lack the capacity and resources to train coaches or youth workers on the methodology regularly. Thus, a free, open online course can help bridge some of those gaps: "We lack human resources to guide and mentor our coaches to implement sessions. And here the app could help us to build the capacity of our coaches and volunteers" (Focus Group Participant 2).

In terms of design, most participants enjoyed the simple, user-oriented appearance of the MOOC. The mix of short sections, graphics, and ability to use on both desktops and mobile devices was highly appreciated. Overall, the design was described as "positive and friendly" (Survey Participant, Final Feedback), the "graphics were really attractive" (Survey Participant, Final Feedback), and "the course was very well designed which made a lot of people to access" (Survey Participant, Final Feedback).

5.2.2. Readiness and Transfer to the Pitch

Despite the high survey scores, especially regarding feeling well-prepared (4.8/5.0), open-ended feedback and focus group discussions suggest that many participants remained with questions or insecurities regarding implementation in the field. One participant described the course as "a starting point" (Focus Group Participant 4), while another felt that "this is something you need to practice" (Focus Group Participant 3). Part of these responses may simply reflect the difficulty of transferring an inherently practical, interactive, physical, and social activity like football3 to an online learning environment. Numerous studies from the broader area of online learning in sport science speak of this challenge (e.g., 26). And, indeed, the project itself also recognised this limitation and concurrently developed a curriculum for in-person training [47]. Nonetheless, participants identified a variety of online content and tools that they felt could better support their overall readiness and ability to execute football3 on the pitch. Broadly speaking, these include tools that can be used on the pitch, examples from different contexts, and the creation of an online learning community.

First and foremost, several participants highlighted the need for more practical and usable tools to be integrated within the MOOC. These tools should be easy to use and directly support the delivery of football3 on the pitch. For instance, many participants expressed a need to have more discussion or observation forms and to make sure that these forms are easily editable on a smartphone as "editing a PDF on a smartphone is not really comfortable" (Survey Participant, Unit 3 Feedback). Beyond forms, some participants also had somewhat more technically advanced suggestions that they felt could improve their delivery on the pitch. This included an online match or session form creator, as well as an integrated M&E tool "to gather feedback from the mediators/coaches after every practice" (Focus Group Participant 2).

Second, many respondents noted a need for the course and its content to reflect a broader range of contexts and experiences. As all the partner organisations within this project were based in Europe, many participants were critical of the Euro-centric nature of the content and examples. One participant stated that the course should have "more reference videos and audio from Africa since it feels more of a European course due to the videos shown" (Survey Participant, Final Feedback). This point was echoed across numerous responses. For instance, another respondent suggested to "add more examples of football3 managers operating on different continents (Survey Participant, Unit 5 Feedback). Concretely, this meant that some participants felt that the thematic focus on the content and videos did not reflect their local settings. Many European football3 organisations emphasize social inclusion and fair play [16]. In contrast, one focus group participant observed that there are many potential synergies between football3 and violence prevention in Africa (Focus Group Participant 4).

Beyond more contextually relevant examples, many participants also spoke of a desire for more situational examples. In other words, there was a desire for content and examples that directly addressed a wide range of challenges that occur on or around the pitch. One participant suggested to "add video explaining first-hand challenges coped in planning and implementation phase" (Survey Participant, Unit 5 Feedback), while another wanted more content on "mediator feedback after a match" (Survey Participant, Unit 2 Feedback). Many participants highlighted similar points, including as it relates to fundraising, participant interaction and engaging parents.

Finally, numerous participants highlighted a need for feedback and exchange as a core component of future learning. Adding peer or facilitator feedback within the course was a common suggestion from participants, and the idea of creating some sort of dynamic, interactive learning community was also recurring. Such a community would help address many of the context or situation-specific questions from participants, allow for continuous exchange, and help bring together implementers from disparate geographic locations: "Being in [country], we oftentimes feel isolated and would like to exchange more" (Focus Group Participant 2). In particular, participants provided a range of suggestions to implement greater exchange and feedback. This included a "forum on which users and learners can exchange on their football3 experience" (Focus Group Participant 2), to be able to exchange on in-course quiz or reflection answers with other participants or to "create a database" with activity suggestions (Survey Participant, Unit 3 Feedback).

6. Discussion and Conclusions

Overall, the football3 MOOC achieved very high levels of satisfaction, including in terms of structure, content, and design. However, participants also identified several avenues for improvement and further development. Before discussing these in more depth, though, it is crucial to highlight some of the limitations associated with this study. First, it is worth re-emphasising that this study focused on the process-based outcomes of the course, and thus we can make no statement about the actual achievement of learning objectives. Second, we do not actively control for online learning experience or experience with football3, two factors that may significantly impact the perception and enjoyment of the football3 MOOC. Finally, the small sample size of some of the surveys and the inability to conduct interviews face-to-face may have limited the depth of data collected. Nonetheless, based on the data here, we can present some conclusions and draw some broader implications for the development of online learning in SFD.

The concise nature of sub-units and the mix of contents and activities allowed participants to feel engaged and be able to complete the course in a flexible manner. Participants also felt well-prepared to deliver football3 after completing their respective units, as is evidenced by the high average scores reported in the final feedback survey. Moving forward, however, the participants have also proposed several important avenues for improvement. For one, there seems to be a clear need for participants to obtain examples and tools that allow them to apply the football3 methodology in their unique contexts. This can include new videos or content addressing specific realities from different regions, as well as mobile-friendly tools or forms, including match forms, session plans, observation forms or evaluation forms.

Most importantly, the feedback above shows a need for more contextually relevant examples and exchanges between geographically disparate football3 practitioners. Or, in other words, there may be a need to push the MOOC into the direction of a cMOOC and put greater focus on the connection between participants [23]. The creation of these connections and a sense of community are, after all, highlighted as crucial components in numerous models of e-learning. Thus, the success factor related to interactivity and peer-to-peer learning requires further development. Likewise, Sun and Chen highlighted "the creation of a sense of online learning community" as critical to e-learning success [38]. Similarly, Picciano's Multimodal Model integrated community building and learner-generated content [37]. In a dynamic, context-sensitive field such as SFD, exchange and community

building are probably extra important. The realities of specific programmes and communities are incredibly varied, and it is impossible for a single course to accommodate all of these nuances. Active exchange and learning communities could thus help bridge that gap and allow participants from similar contexts to exchange experiences, knowledge and good practices associated with their implementation of football3 and SFD approaches more generally. More broadly, research has shown how such collaboration and interaction can support the identification of opportunities, generate ideas and help scale creative solutions [48]. Online platforms, such as the football3 MOOC and other SFD learning tools [24,25], can thus provide a good opportunity "for engaging in conversations and collective learning" [48].

Besides the specific football3 context, the implementation of either MOOCs or, as highlighted here, cMOOCs, has great potential in the overall SFD field. While the use of MOOCs for teaching is becoming more widespread in sports and physical education [28,49,50], the SFD area has only seen limited implementation of this way of teaching and learning. Considering that tools such as MOOCs can also reach people from economically or socially disadvantaged areas, these tools provide crucial learning and capacity building opportunities for the SFD participants and programmes, which are themselves often located in lower-income countries or various other disadvantaged areas (cf. [8]). However, the findings and recommendations above are also likely to apply in this broader SFD context. Organisations and implementers in SFD often suffer from restrained financial and human capacity. Thus, it is crucial for such online courses to provide relevant tools and materials that allow for the practical application of learning on the field. In addition, these MOOCs should promote a form of collaboration and mutual learning that can lead to equal exchange between organisations located in both the Global North and Global South.

It should be noted, however, that the implementation of such new concepts takes time and will bring changes to the traditional role of instructors, learners, or colleagues. The role of the instructor changes as he or she is not just transferring contents but purposefully develops them by designing new resources and learning materials. At the same time, this form of education—especially cMOOCs—can require significant investment in time and resources from instructors and learners alike. This learning format requires instructors to manage interactions and learner requests, while learners must study in a more self-directed fashion when compared to traditional teaching methods [49]. The dimension of motivation thus also comes into play, as the individualised nature of such a learning intervention can stimulate learners to make continuous progress [51].

There will be no one-size-fits-all solution for either the teaching of SFD or its daily work. As we have seen here, transferring the social and practical nature of SFD to the online learning context is a challenging proposition. Though the football3 MOOC can be considered highly successful and well-rated, numerous avenues for development and improvement have been noted. We believe that pursuing the further development and improvement of such online learning tools is a worthwhile goal. SFD faces numerous challenges, including lack of human capacity, lack of training opportunities and lack of partnerships [16,21,52]. Innovative, digital opportunities of education and exchange, such as those potentially offered by MOOCs, can help tackle some of these challenges.

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