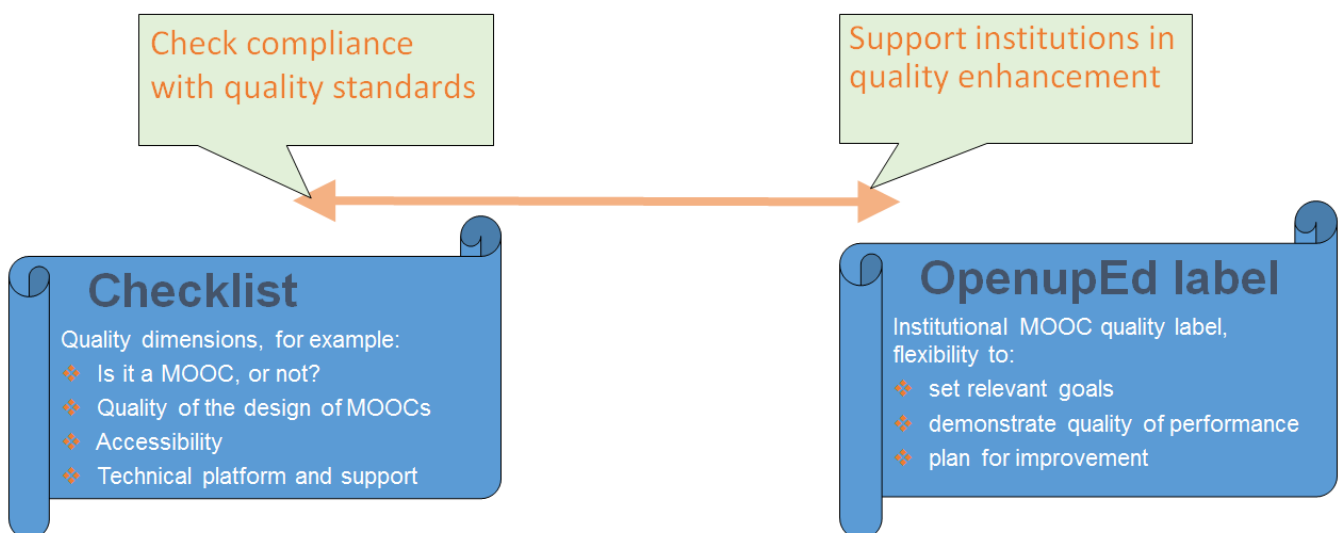


Quality Assurance processes during the design, development and implementation of MOOCs can be complex. Quality Assurance (QA) on MOOCs cannot be easily standardised as they have several different aims. Even within one MOOC there are no uniform aims between actors involved (institution, the teaching staff involved and the participants). Moreover, MOOCs are designed for various target groups, and even within 'one target group' the motivation and intention of MOOC participants vary a lot.

Note that QA is a systematic process designed to identify, analyse and eliminate variation (defects) in processes and outcomes. The overall aim is to guarantee a high quality of MOOCs.

The quality assurance spectrum in general is characterised by:

Quality Assurance spectrum



QA assumes a metric set of standards and best practices. OpenupEd states that quality principles developed for Higher Education (HE) could be used to improve the quality of MOOCs. This ranges from systems which check compliance to norms and often focus on product, to systems that aim at quality enhancement by focusing on process. Most present QA systems for MOOCs are characterised by externally set norms, whereas with the OpenupEd Label, institutions have embedded processes aimed at quality enhancement towards their own objectives.

In this spectrum new OpenupEd partners are expected to achieve the OpenupEd Label within three years after entry. Upon entry the MOOC offering of the institutions is checked with some basic checklists based on several standards and best practices.

On the next page these checklists are presented for the following dimensions:

1. Is it a MOOC or not?
2. Quality of the design of MOOCs
3. Accessibility
4. Technical platform and support for staff and participants

New partners are expected to self-assess their MOOC offering accordingly and submit the completed checklist (with an [official letter](#) for becoming OpenupEd partner).

Checklist 1: Is it a MOOC or not?

OpenupEd adopted the following definition of a MOOC, as developed by many European MOOC initiatives:

“An online course 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.”

Table 1. Review “Is it a MOOC or not?”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Is it a MOOC or not?			
		NA	PA	LA	FA
Massive	The (pedagogical model of the) course is such that the efforts of all services (including of academic staff on tutoring, tests, etc.) does not increase significantly as the number of participants increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open	Course accessible to (almost) all people without limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	At least the course content is always accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Course can be accessed anywhere as long as someone has an internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No qualifications / diplomas needed to participate in the online course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Full course experience without any costs for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	All aspects of the course are delivered online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course – study unit	The total study time of a MOOC is minimal 1 ECTS ((25-30 hours of study)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full course	The course offers a full course experience including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	educational content may include Video – Audio - Text – Games (incl. simulation) – Social Media – Animation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	offers possibilities for interaction, such as social media channels, forums, blogs or RSS readers to build a learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	participants are provided with some feedback mechanism. Can be automatically generated (e.g., quizzes), only by peers (peer feedback) and/or general feedback from academic staff, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	always includes some kind of recognition like badges or a certificate of completion. A formal certificate is optional and most likely has to be paid for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	study guide / syllabus includes instructions as to how you may learn from the presented materials and interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checklist 2: Quality of the design of MOOC

Table 2. Review “Quality of the design of MOOC?”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
Target group	MOOCs are accessible to all people and as such various target groups are identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	For each target group the needs, challenges and prior knowledge are described	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The description of each target group is supported by references different studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall goal	The overall objective of the course is described in a few sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning objectives	The course describes a limited number of learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A clear statement of learning outcomes for both knowledge and skills is provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The prior knowledge of each learning objective is described and related to characteristics of target groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities	Activities aid participants to construct their own learning and to communicate it to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The "pathways" (activities, tasks and routes) are designed in such a way that they can be performed at different levels of difficulty or complexity, to account for the broad spectrum of participants' knowledge and skills that is expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Various activities are proposed with different formats. For example: quizzes, peer-to peer evaluation, video conferences (Google+/Hangouts), activities in the forums and platform social networks or external social network (Facebook, Twitter, Goole +)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC contains differing levels of difficulty, with different learning pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The course contains sufficient interactivity (learner-to-content, learner-to-learner or learner-to-teacher) to encourage active engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback mechanism	Feedback by an academic tutor is limited and scalable (characteristic of MOOC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimension	Criteria	Design of MOOC			
	The course provides learners with regular feedback through self-assessment activities, tests or peer feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The frequency of monitoring been planned (forum, group, post)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A weekly announcements or massive mailing with orientations for the following week is planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In each weekly session, the pedagogical team makes a synthesis of artefacts from the previous week's session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Some live-events (Hangout, Tweetchat) are scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study-time	The total study time of all learning activities (including quizzes, tests and exam) is minimal 1 ECTS (25-30 hours of study)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload	The schedule of the course is such that the workload per week is feasible for typical learners from the specified target group (typical 6-8 hours for those with full-time jobs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC is realistic in its pacing for the participant, accommodating to the individuals personal rhythm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participants can earn badges for completion of learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC has possibilities to follow the score and progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checklist 3: Accessibility

Table 3. Review “Accessibility of MOOC”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
<u>Web-accessibility</u>	Compliant to <u>W3C accessibility</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Compliant to <u>WCAG 2.0 according to EC</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible Information	Implemented the <u>Guidelines for Accessible Information</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The introduction videos are subtitled / transcribed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participants are able to download, store, and use resources without an internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible learning	Implement the Guidelines from <u>Universal Design for Learning</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checklist 4: Technical platform and support for staff and participants

Table 4. Review “Technical platform and support for staff and participants”

Levels: NA (Not achieved) ; PA (Partially achieved) ; LA (Largely achieved) ; FA (Fully achieved)

Dimension	Criteria	Design of MOOC			
		NA	PA	LA	FA
Platform	The MOOC platform is reliable, secure and assures appropriate levels of privacy. Provision is made for system maintenance, monitoring and review of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The MOOC platform provides a range of online tools which are appropriate for the educational models adopted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff support	The institution provides appropriate training for academic and support staff to develop the skills required to develop and deliver MOOCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The institution provides adequate support and resources to MOOC staff and manages workloads appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MOOC participants are provided with clear and up-to-date information about courses including aims/objectives, learning and assessment methods, workload and prerequisite knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for MOOC participants	Participants have access to their personal learning environment, follow progression, tasks, completion, badges, and publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The institution uses social networking media to foster academic communities among MOOC participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MOOC participants have clear routes to academic, technical and administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The participant assisted by a technical guide for good navigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In addition a FAQ is in place to support participants navigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The participant is assisted by pedagogical guidelines for good learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A list of criteria for the learning activities, specifically for peer to peer evaluations, is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>