



# How to benchmark quality in MOOCs: The OpenupEd label

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Education and Culture DG

Lifelong Learning Programme

# Why bother with quality?

- One Coursera course:
  - ‘The worse course I’ve taken’ (158 posts)
  - ‘Thanks Dr. Peng for a great course’ (177 posts)
- ‘Angry about first optional programming assignment?’
  - “Angry” implies entitlement to something better which is, for a free course, probably not the way to go.’
- Coursera: Computing for Data Analysis (Oct 2013)
- Coursera: Social Network Analysis (Oct 2013)

# Why bother with quality?

- Students – know what they are committing to
- Employers – recognition of content and skills
- Authors – personal reputation, 'glow' of success
- Institutions – brand reputation
- Funders – philanthropic, venture caps, governments
  
- Quality agencies – on behalf of above

# UK Quality Assurance Agency

“Our job is to safeguard quality and standards in UK universities and colleges, so that students have the best possible learning experience”



“Factors which apply to all learning opportunities regardless of location, mode of delivery, academic subject; MOOCs are no exception to that”



# Quality and learners

“What are MOOCs actually aiming at?

“Can the quality of MOOCs be assessed in the same way as any defined university course with traditional degree awarding processes?

“Or do we have to take into account a different type of objective with MOOC learners? Are the learners mostly interested in only small sequences of learning, tailored to their own individual purpose, and then sign off and move to other MOOCs because their own learning objective was fulfilled?”

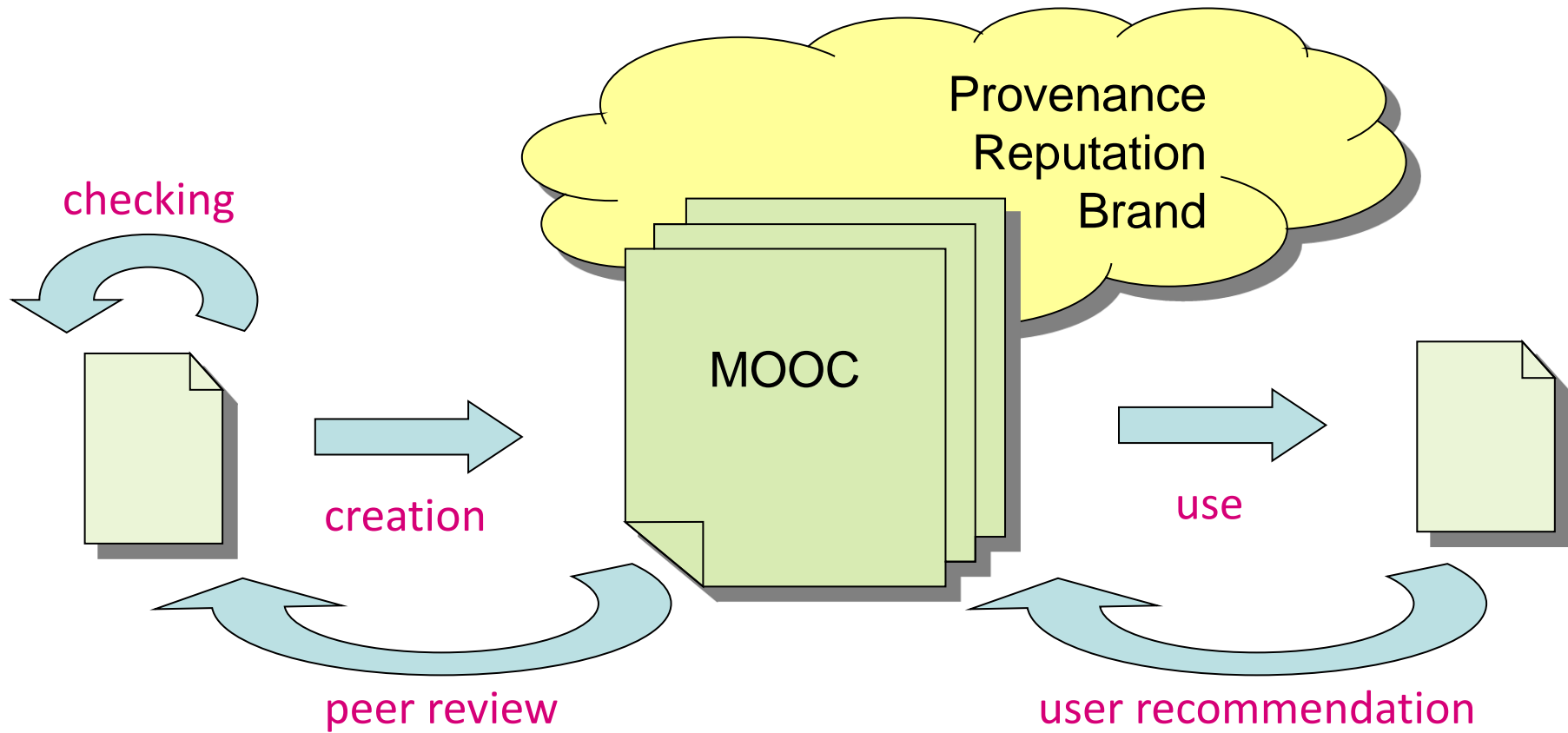
Ulf-Daniel Ehlers, Ebba Ossiannilsson, Alastair Creelman

<http://mooc.efquel.org/>

# Why bother with quality?

- Reported completion may be very low (1-10%)
- Does that matter?
  - With very large starting numbers, there are still many learners completing
  - Maybe learners achieve personal goals even if they don't complete
- Can MOOCs encourage access to HE if >90% have an experience which is a 'failure'?

# Quality points



# OpenupEd Label

- Partners will be HEIs
  - meet national QA & accreditation
- Internal QA process for MOOC approval
- OpenupEd MOOC quality label gained initially
  - self-assessment & review
  - institutional and course level (first 2 courses)
- Label to be renewed periodically
  - additional MOOCs reviewed at course level only
- HEI evaluates and monitors its MOOCs



# OpenupEd features

- Openness to learners
- Digital openness
- Learner-centred approach
- Independent learning
- Media-supported interaction
- Recognition options
- Quality focus
- Spectrum of diversity

# E-xcellence project 2005–present

Funded by EU Lifelong Learning programme

Managed by EADTU

- ***E-xcellence*** 2005-06
  - Development and trialling of criteria, handbooks and methodology
- ***E-xcellence plus*** 2008-09
  - Dissemination to institutions and to QA agencies in 9 European countries
- ***E-xcellence NEXT*** 2011-12
  - Continuing dissemination and updating of criteria and resources



**E-xcellence**

## **Quality Assessment for E-learning: a Benchmarking Approach**

*Second edition*





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## Manual

The instrument is based on the E-xcellence manual containing the benchmark statements, with the criteria and indicators. In the guide you can find the criteria and indicators. The structure of the instrument is identical to the sections in the guide and are organised into six sections.

2013

- [Preface](#)
- [Chapter 1: Strategic Management](#)
- [Chapter 2: Curriculum Design](#)
- [Chapter 3: Course Design](#)
- [Chapter 4: Course Delivery](#)
- [Chapter 5: Staff Support](#)
- [Chapter 6: Student Support](#)

Annexes:

- [Glossary](#)



**Read, share and apply the newest version of the E-xcellence Manual with the latest benchmarks in quality e-learning performance. Next to an overall update of the full manual you can find new benchmarks on:**

### LATEST NEWS

- [Benchmarking e-learning in higher education NEWS](#)
- [Official launch of E-xcellence Manual NEWS](#)
- [Qualified Courses! NEWS](#)

## Quickscan

### 2. Curriculum Design

An important aspect of the quality of e-learning concerns the design of the curriculum. It is assumed that curriculum design is broadly constrained by expectations or requirements on the knowledge, skills and professional outcomes-based curriculum elements; these may be set at national, European and international levels.

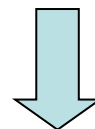
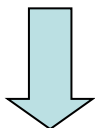
Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

#### **6. Curricula using e-learning components offer personalisation and a flexible path for the learner, while ensuring the achievement of learning outcomes.**

- Excellent in all aspects
- Adequate with some examples of excellent performance
- Adequate
- Not adequate in some aspects
- Not adequate in majority of aspects

# E-xcellence: modes of use

- Informal self-evaluation
  - Use Quicksan
- Local seminar
  - Local use of Quicksan with justification for rating
  - Meeting: institution, project team, national QA agency
  - Improvement roadmap
- Full assessment
  - As above but part of formal accreditation
  - Evidence provided for benchmarks



	Benchmark / indicator	OL	DO	LC	IL	MI	RO	QF	SD		NA	PA	LA	FA
	<b>Course level</b>													
10	<b>A clear statement of learning outcomes for both knowledge and skills is provided.</b>				X									
11	<b>There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods.</b>				X			X						
13	<b>The course content is relevant, accurate, and current.</b>				X			X						
12	<b>Staff who write and deliver the course have the skills and experience to do so successfully.</b>							X						
	<b>Course components have an open licence and are correctly attributed. Reuse of material is supported by the appropriate choice of formats and standards.</b>		X											
16	<b>Courses conform to institutional guidelines for layout and presentation and are as consistent as possible across a programme.</b>		X											
14, 15	<b>The course contains sufficient interactivity (student-to-content or student-to-student) to encourage active engagement. The course provides learners with regular feedback through self-assessment activities, tests or peer feedback.</b>			X	X	X								
7	<b>Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification.</b>	X			X									
17	<b>Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism.</b>	X					X							
18	<b>Course materials are reviewed, up-dated and improved using feedback from stakeholders.</b>							X						



# Issues

- How tightly are MOOCs linked to HEI core offering?
  - extracts from existing courses
  - skunk works projects
- Terminology
  - Are they ‘students’ or ‘participants’?
    - not registered
    - different legal / pastoral relationships
      - duty of disclosure?
      - responsibility?



# Draft benchmarks – activity

- Think of a MOOC you teach or study
- Which benchmarks are appropriate?
- Are there benchmarks missing?
- In practice:
  - Which would be useable?
  - Which would be discriminating?
- Is the mapping to OpenupEd features correct?
- All comments welcomed!

# Comments and feedback?

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Thank you for your attention