



LUNDS
UNIVERSITET

2014-10-20

CED

Marita Ljungqvist

Quality Assurance self-reflection checklist for Lund University MOOCs (building upon OpenUpEd benchmark/indicators and values for Course Level)

Introduction

The content of this document, aimed primarily at instructors and teams producing Massive Open Online Courses at Lund University, has been discussed and formed in collaboration with the project group and the reference group of the Lund University MOOC project during spring and fall 2014. It was approved by the steering group of the project in October 2014.

This text should be viewed as guidelines for reflection upon a set of qualitative features and associated benchmarks (inspired by the quality assurance process for OpenUpEd's quality label¹) for these courses. It should not at this point be treated as a static checklist with "scores" for items ticked off but rather as a work in progress, parts of which can and should be evaluated and revised over time so that it can be used for reflection and discussion before each new course session in order to improve the quality of current and future MOOCs. Several of the questions are therefore not expressed as simple yes/no-questions but rather as items for discussion, within and between teams and between teams and stakeholders. Further, the nature of the answers to these questions do not necessarily imply that the quality of the course is either "good" or "bad", as long as the decisions are well-grounded and can be motivated from a qualitative standpoint. Some of the items on this list are relevant for all university courses or for all online university courses, others concern only Massive Open Online Courses.

Quality assurance self-reflection checklist

1. Openness (for learner and of content²)

- Is the course open for everyone? If there are prerequisites, are they clearly stated?
- Is the degree of freedom clearly described regarding expected
 - time
 - space
 - pace

of choice? Is there a balance between ambitions (for example difficulty of the course) and target group (for example expected previous knowledge)? Is there a balance between learning objectives/ambitions and length and pace of the course?

- Are there different pathways through the course, i.e. is it possible for the learner to make choices along the way that will affect the his/her course of study? What kind of choices? In what way do these options facilitate and improve student learning?

¹http://www.openuped.eu/images/docs/OpenupEd_quality_label_-_Version1_0.pdf

²This is a merge of two features in the OpenUpEd list: Openness to learners and Digital openness.

- Are there any costs associated with taking this course or with receiving a certificate upon completion of the course?
- Does the course apply some degree of open licensing so that material and data can be reused, remixed, reworked and distributed (for example using the [Creative Commons license](#) CC: BY on these works)?

2. *Learner-centered approach/Independent learning*

- Does the course provide learners with regular feedback? What kind of feedback and how often? Who gives the feedback and why? Is the feedback of a general nature (f ex email directed to all participants) or individual?
- Are the intended learning outcomes (knowledge and skills) and assessment methods stated clearly to the MOOC learners from the beginning of the course?
- Do the course activities aim to aid learners in constructing their own learning and communicate it to others? What activities? In what way are they designed to achieve this objective?

3. *Media-supported interaction*

- Does the course contain adequate interactivity to encourage active engagement and collaboration with peers (for example through forums, quizzes, tests)?

4. *Recognition options*

- Is there a balance between formative (for example non-graded quizzes, polls etc) and summative (for example graded tests, peer-assessed tasks etc) assessment?
- Is assessment explicit, fair, valid and reliable? What measures are taken to ensure that? (For example when constructing multiple choice questions and answer options)
- Are there measures (appropriate to the level of certification) in place to counter impersonation and plagiarism? (Examples: provide clear explanations of what constitutes plagiarism including examples of acceptable and unacceptable behavior, introduce a “works cited” section in the assignment and grading rubric, provide a workflow for students to follow if they believe that one of the assignments they are assigned to grade has been plagiarized. For more tips, see [Coursera’s guidelines](#).)

5. *Course design*³

- Is there clear coherence (constructive alignment) between learning outcomes, learning activities and assessment in the course? (F ex through clear relation between content in video lectures and appropriate discussion topics in the forums, relating questions in quizzes to learning objectives etc)
- Is the course content relevant, accurate and current? Is it relevant for the target group? Is it appropriate for the knowledge and skill level aimed at in the learning objectives of the course?
- Does the staff who write and deliver the course content have the appropriate skills and experience to do so?
- Are the course materials reviewed, updated and improved using feedback from stakeholders? For example ask in-house students to review the course material before publishing it.

6. *Spectrum of diversity*

³ Instead of OpenUpEds feature Quality focus

- Does the course content conform to guidelines for accessibility? (Coursera is responsible for making sure content is accessible through a screen reader and all functionality can be used through a keyboard). For example:
 - Can all slides used in the lectures be downloadable from the platform?
 - In the lecture videos, does the lecturer speak about/read out what the slides say?

(Check the [Coursera guidelines](#) for further tips on how f ex how to make images in quizzes and slides accessible)

- Does the course take into account aspects concerning diversity in both content and activities (f ex examples in video lectures, quiz questions and peer assessed assignments)? Are staff prepared to handle issues that may arise in discussion forums concerning f ex gender and discrimination?