



With the support of the European Commission

Design and Quality of Online Courses

The Checklist for Beginners

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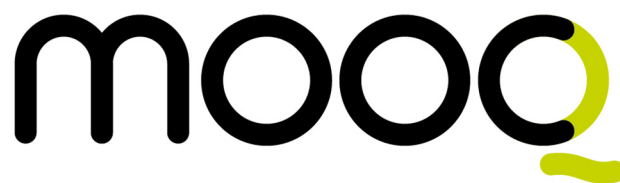


MOOQ | Massive Online Open Education Quality

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Developed by MOOQ in close collaboration
with all interested parties worldwide



<http://www.mooc-quality.eu>

Coordinator:

Open University of the Netherlands (OUNL)






Project Partners:




Hellenic Open University (HOU)
National Quality Infrastructure System (NQIS)
Universidade Aberta (UAb)
Ecole Normale Supérieure de Lyon (ENS)




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The Checklist for Beginners is an adaptation of the Quality Reference Framework (QRF) that can be downloaded for free on: www.mooc-quality.eu/QRF

Legend: For the phases:  = Analysis -  = Design -  = Implementation
 = Realization -  = Evaluation
 "A-1" is a process

For the perspectives:  = Pedagogical -  = Technological -  = Strategic
 (P) = Pedagogical - (T) = Technological - (S) = Strategic

For the roles:  = Designer -  = Facilitator -  = Provider
 R = Responsible - X = Involved

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Contributors:

Hundreds of MOOC experts, learners, designers, facilitators and providers have contributed to the QRF development through their participation in the:

- Global MOOC Quality Surveys realized by MOOQ
- Semi-structured interviews conducted by MOOQ and
- MOOQ Workshops at international conferences.

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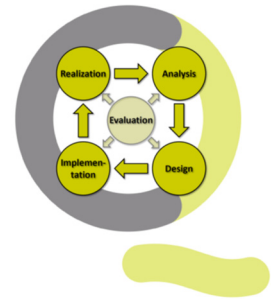
< Stracke, C. M., Tan, E., Teixeira, A., Pinto, M., Vassiliadis, B., Kameas, A., Sgouropoulou, C., & Vidal, G. (2018). *Design and Quality of Online Courses. The Checklist for Beginners*. Online available at www.mooc-quality.eu/online-courses-checklist-beginners >



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Basis of the Checklist for Beginners

The Checklist for Beginners on the design and quality of online courses is an adaptation of the **Quality Reference Framework (QRF)** developed by the European Alliance for the Quality of Massive Open Online Courses, called MOOQ (online at: www.mooc-quality.eu/QRF).



The Quality Reference Framework consists of three dimensions:

Dimension 1: Phases	Analysis, Design, Implementation, Realization, Evaluation
Dimension 2: Perspectives	Pedagogical, Technological, and Strategic
Dimension 3: Roles	Designer, Facilitator, and Provider

It is most important to note that designers, facilitators and providers of online courses have to select the appropriate and relevant phases and processes according to their situation, the learning objectives, target groups, context and conditions. Some processes are already decided and (partly or completely) defined by pre-conditions and requirements (e.g., the available resources, budget and staff).

In addition, the Quality Reference Framework provides the **Quality Criteria for Experts** and the **Quality Checklist for Beginners** for designing, developing and evaluating online courses. Main target groups of the Quality Reference Framework are the designers, facilitators and providers of online courses as well as the online learners.

The Quality Reference Framework can be used to analyse the needs and demands for online courses, to design, develop and implement new online courses and to evaluate and improve existing online courses. The main benefits of the Quality Reference Framework are:















- It provides a generic framework that can be adapted to each specific context.
- It identifies key quality criteria for better orientation on the design of online courses.
- It presents a checklist for the quality development and evaluation of online courses.
- It enables a continuous improvement cycle for design and provision of online courses.








The Quality Reference Framework is based on the International ISO standard ISO/IEC 40180 (former ISO/IEC 19796-1) and the results from the mixed methods research by MOOQ.

MOOQ has achieved huge impact at the local, regional, European and international levels: MOOQ could reach out to more than 100,000 online learners, designers, facilitators and providers through the MOOQ dissemination and exploitation activities.





In addition, in close cooperation with European and international institutions and associations, MOOQ could involve in the QRF finalization more than 10,000 online learners, designers, facilitators and providers through the Global MOOC Quality Survey, the MOOQ presentations and workshops at regional, European and international conferences as well as communication and collaboration in traditional channels and social media.








The Checklist for Beginners








 Analysis   				
A-1	Initiation    <ul style="list-style-type: none"> Who has to be involved to kick start the project planning and development? (P) (T) (S) Which MOOC examples from past exist, if any? (P) (T) (S) What is the envisaged timeframe? (P) (T) (S) 			R
A-2	Stakeholder identification   <ul style="list-style-type: none"> Which different types of stakeholders are involved? (S) (e.g., learning designers, authors, experts, media designers, developers, technology providers, technical support, facilitators, evaluators, managers, board members, HR, marketing, public authorities, learners, customers, partners, others) Who are the target groups in relation to content, IT competency, prior experience in online and e-learning? (P) (S) (e.g., primary, secondary, indirect) Who are the involved internal stakeholders? (S) (e.g., primary, secondary) Who are the involved external stakeholders? (S) (e.g., primary, secondary) 	X		R
A-3	Definition of objectives    <ul style="list-style-type: none"> What are the general pedagogical objectives? (P) (e.g., high quality, large scale, learner-orientation, thematic focus, collaboration) What are our general technological objectives? (T) (e.g., new functions, inhouse, outsourcing) What are our general economic objectives? (S) (e.g., profit, cost-covering, charitable) What are our general strategic objectives? (S) (e.g., learner support, future learners, marketing) 	R	X	R
A-4	Needs and demand analysis   <ul style="list-style-type: none"> What are the needs and demands by the targeted learners? (P) (S) (e.g., small learning units, online collaboration and exchange, certification) 	R		X

















	<ul style="list-style-type: none"> • What are the demands by the own organization? (S) • What are the needs and demands by the market? (S) • What are the demands by other stakeholders? (S) 			
A-5	<p>Analysis of the external context  </p> <ul style="list-style-type: none"> • Which other similar MOOCs exist, if any? (P) (S) • Which potential partners exist? (P) (S) • Which legal conditions or laws exist that affect the design, implementation and realization of the MOOC, if any? (S) • Which evaluation, approval, certification or accreditation is required? (S) 			R
A-6	<p>Analysis of the organizational context   </p> <ul style="list-style-type: none"> • Which internal departments and units are involved? (S) • Which pedagogical principles exist? (P) (S) • Which spatial requirements exist? (P) (S) • Which technology requirements exist? (P) (T) (S) • Which economic specifications exist? (S) • Which strategic requirements exist? (S) 	X		R
A-7	<p>Time, resources and budget planning  </p> <ul style="list-style-type: none"> • What is the timeframe? (S) • Which staff categories are required? (S) • Which internal staff can be deployed? (S) • Which external staff has to be recruited or commissioned? (S) • What are the costs of production of learning materials, (IT) resources, and hidden costs to design, develop and run the MOOC? (T) (S) • Which budget is available? (S) • How is the budget allocated? (T) (S) (e.g., staff, external contracts, technology, marketing) • Is a detailed financial plan including a return on investment calculation and cost-benefit analysis developed? (S) 	X		R










	Design			
D-1	Learning objectives <ul style="list-style-type: none"> • What are the short-term, medium-term and long-term learning objectives? (P) (S) • How are the learning objectives defined? (P) (e.g., knowledge, skills, competences, topic-driven, content-driven, target-group-driven, task-driven) • Which entry-levels are the learning objectives addressing? (P) (e.g., beginners, intermediate, advance, novice, experts) • How are the learning objectives assessed? (P) (S) (e.g., formative assessment, weekly quizzes, multiple choice tests, delivery of a product, essay, final exam) 	R	X	X
D-2	Organizational concept and roles <ul style="list-style-type: none"> • How does the MOOC timeline look like? (P) (T) (S) • Which roles are defined in the MOOC for each activity? (P) (e.g., learners, moderators, tutors, facilitators, experts, examiners, evaluators, content expert, pedagogy coordinator, technical expert, facilitator, examiner, moderator) • Are synchronous sessions planned? If yes, with which kind of support? (P) (T) • Which types of asynchronous sessions are planned with what kind of support? (P) (T) • How are all roles and staff coordinated? (P) (T) (S) (e.g., the instructional alignment of the course: learning objectives, activities and assessment, duration) • How are openness and free access guaranteed? (P) 	X	X	R
D-3	Didactical concept and methods <ul style="list-style-type: none"> • What are the critical determinants that affect the decisions on didactical concept and methods? (P) (e.g., content, learning objectives, target group) • Which didactical principle is focused? (P) (e.g., self-regulated learning, direct instruction, reflective learning, collaborative learning, emotional learning) • Are personalization and selection of own learning pace and pathway realized? If, yes, how? (P) (T) • Which curriculum is followed? (P) • Which methodologies are used? (P) 	R	X	X




	<p>(e.g., active-learning oriented, learner-centered, network-oriented, task-based, interactive-based, problem-based)</p> <ul style="list-style-type: none"> How are the didactical principle and methods communicated to the learners? (P) (e.g., orientation module, introductory unit, task guidelines) How are the didactical principle and methods realized in the MOOC platform? (P) (T) How are inclusion and equity guaranteed? (P) (T) (e.g., Web Content Accessibility Guidelines (WCAG) standards, special educational needs) 			
D-4	<p>Concept for content   </p> <ul style="list-style-type: none"> What are the critical determinants that affect the decisions on type and volume of content? (P) (S) (e.g., market demand, needs-driven, learning objectives/ outcomes, target-group, entry level) Which topics are addressed? (P) How will the content be structured? (P) (e.g., entry level – beginners, intermediate, advance, novices, experts, units, modules, themes) Which amount of content is planned? (P) Which different media and presentation types of content are used? (P) (T) What are the sources for the content? (P) (T) (e.g., re-use, self development, contributions, external contracts, mixed approaches) How will the content be integrated? (P) (T) Which open licenses will be used for contents? (P) (T) (S) 	R	X	X
D-5	<p>Concept for learning activities </p> <ul style="list-style-type: none"> What are the critical determinants that affect the decisions on activity types? (P) (e.g., content, learning objectives, target learners, learning effectiveness, engagement, motivational factors, didactical principle, methodology) What are the mandatory activities? (P) What are the optional and extended activities? (P) How are the activities structured? (P) (e.g., well-structured, ill-structured) What are the ranges of activities? (P) (e.g., knowledge generative, performative, applicational) What are the individual, peer and group activities? (P) 	R	X	















	(e.g., self-test quizzes, peer-reviewed activities, small group case study) <ul style="list-style-type: none"> How can learners monitor their learning progress? (P) (e.g., progress bar, weekly generated feedback or checklist) How is the teaching presence (experts, facilitators, teaching assistants) built into the activity types? (P) (e.g., interviews with experts, interaction with practitioners, webinars by experts, weekly, bi-monthly Q & A with experts, live panel discussion) 			
D-6	Technical concept    <ul style="list-style-type: none"> How will the MOOC platform be provided? (P) (T) (S) How is the scalability guaranteed? (T) (S) How will required modules and functions be defined, selected and added? (P) (T) How will data be collected, used and analysed for learning analytics and support according to privacy? (P) (T) (S) How will data be collected and used for additional purposes other than the MOOC running, if any? (P) (T) (S) (e.g., research data) How will external tools that cannot be added to the MOOC platform be integrated into the MOOC? (P) (T) How will the MOOC sessions be implemented? (P) (T) What kind of technical support will be offered for the staff and for the learners? (P) (T) (S) Which concept for maintenance will be followed? (P) (T) (S) 	X	X	R
D-7	Media design   <ul style="list-style-type: none"> Which types of media will be used? (P) (T) (e.g., video lectures, digital text, animations, simulations) Which media concept will be followed? (P) (T) (e.g., interactive media) How will the media be designed? (P) 	R	X	X
D-8	Communication concept   <ul style="list-style-type: none"> Which communication concept will be followed? (P) (T) Which support is required for the different types of communication? (P) (T) 	R	X	

D-9	<p>Interaction concept  </p> <ul style="list-style-type: none"> • Which types of interaction will be used? (P) (T) • How will the interaction be designed? (P) • Which support is required for the different types of interaction? (P) (T) 	R	X	
D-10	<p>Feedback concept  </p> <ul style="list-style-type: none"> • Which types of feedbacks will be given? (P) (T) • How will data and learning analytics used for feedback? (P) (T) • How and when will the feedbacks be provided? (P) • Which rubrics will be provided for the feedbacks? (P) • Which support is required for the different types of feedback? (P) (T) 	R	X	
D-11	<p>Concept for tests and assessment   </p> <ul style="list-style-type: none"> • What are the critical determinants that affect the decisions on concept and instruments for tests and assessments? (P) (e.g., content, learning outcomes, target-group, entry-level) • Which concept for tests and assessments will be followed? (P) (T) (S) (e.g., formative assessment, summative assessment, authentic or work-integrated assessment, diagnostic assessment, criterion referenced assessment) • How are the tests and assessments rated? (P) (T) (e.g., grade system, scoring rubric system, point-system, reviews or comments) • What is the range of assessment tools used? (P) (T) (e.g., self-test, quizzes, peer-reviewed assessments, small group collaboration) • How do the learners get the results from the tests and assessments? (P) (T) 	R	X	X

 Implementation				
I-1	Content realization   • How will the content be produced and delivered? (P) (T)	R	X	X
I-2	Design realization   • How will the graphical design be realized? (P) (T)	R		X
I-3	Media realization   • How will the media be produced and provided? (P) (T)	R		X
I-4	Technical realization   • How will the technical concept be realized? (T) (S) • How will the technical requirements on scalability, accessibility, usability, infrastructure, security, privacy, services, support and documentation be realized? (T) (S) • How will the maintenance be realized? (T)	X		R
I-5	Organization of use   • How will the organizational concept of the MOOC (pedagogical and technical aspects) be realized? (P) (T)	X	X	R
I-6	Testing and activation   • How will the MOOC and its learning resources be tested? (P) (T) • How will the MOOC and its learning resources be adapted? (P) (T) • How will the MOOC and its learning resources be activated? (P) (T)	R		X

 Realization				
R-1	<p>Administration  </p> <ul style="list-style-type: none"> • How is the registration organized? (P) (T) • How is topic-related feedback for the learners during the MOOC ensured? (P) (T) • How is pedagogical feedback for the learners during the MOOC ensured? (P) (T) • How is technical support for the learners, moderators and facilitators during the MOOC ensured? (P) (T) 	X	X	R
R-2	<p>Learning activities and related support   </p> <ul style="list-style-type: none"> • How are the learners inducted into the course and the pedagogical approach including the learning objectives, the course content, activity and assessment types, communication, interaction and feedback channels? (P) (S) (e.g., introductory unit, orientation week, instructional guide) • Which pedagogical approach is realized? (P) (S) • How is autonomous and self-regulated learning realized? (P) (T) (e.g., learning support for individual and reflective learning, learning support using personas, provide office-hours for students with questions/ challenges) • How is network learning realized, if any? (P) (T) (e.g., provide tools and related tasks and assignments) • How is group work realized, if any? (P) (T) (e.g., facilitate formation of small groups, provide small group support and related tasks and assignments) • How is the communication process facilitated? (P) (T) • How are forum and discussion platforms organized? (P) (T) • How are the interaction activities realised? (P) (T) • How is feedback provided? (P) (T) (e.g., automated, by peers, by facilitators, by community teaching assistants) • How are reviews by educators and experts realized? (P) (T) • How are peer reviews realized? (P) (T) (e.g., provide scoring-rubrics, provide exercises to 	X	R	X

	train learners to give peer reviews)			
R-3	Review of competence levels    <ul style="list-style-type: none"> • Which types of optional assessments are offered? (P) • Which types of mandatory examinations are offered? (P) (S) • How is grading realized? (P) (T) • Which certificates are provided and how are they assessed and achieved? (P) (T) (S) • Which credits are provided and how are they assessed and achieved? (P) (T) (S) 	R	X	X

 Evaluation				
E-1	Evaluation planning   <ul style="list-style-type: none"> Which evaluation objectives are defined? (S) (e.g., failure reduction, quality assurance, quality management, continuous improvement cycle) Which phases are covered by the evaluation? (S) How is the evaluation planning organized? (P) (S) (e.g., weekly, periodic, thematic, module-based) How is the evaluation designed? (P) (S) (e.g., evaluation categories, focus such as satisfaction, engagement, motivation, learning outcomes, impact, pedagogy, technology, organization, and constructs) 	X	X	R
E-2	Evaluation realization    <ul style="list-style-type: none"> How is the evaluation realized and assessed? (P) (T) (S) (e.g., surveys, questionnaires, learning analytic tools, log data, observations, forums, interviews) 	X	X	R
E-3	Evaluation review   <ul style="list-style-type: none"> How are the evaluation data reviewed, analysed and discussed? (P) (S) How are recommendations developed from the evaluation results? (P) (S) 	R	X	X
E-4	Improvements and optimization    <ul style="list-style-type: none"> How are the evaluation recommendations used for improvements and optimization of the MOOC and its re-usage? (P) (T) (S) How are the evaluation recommendations used for improvements and optimization of the evaluation design and realization? (P) (T) (S) 	X	X	R

About MOOQ, the European Alliance for the Quality of MOOCs:

MOOQ is the European Alliance for the Quality of Massive Open Online Courses, called MOOCs. The vision of MOOQ is to foster quality in MOOCs leading to a new era of learning experiences.



MOOQ's mission is to develop a quality reference framework for the adoption, the design, the delivery and the evaluation of MOOCs in order to empower MOOC providers for the benefit of the learners.

The main goal of MOOQ is therefore the development and the integration of quality approaches, new pedagogies and organisational mechanisms into MOOCs with a strong focus on the learning processes, methodologies and assessments.

To foster high quality Open Education and Learning in Europe and worldwide, MOOQ facilitates a new Q-generation of MOOCs that are designed, organized and tested as qMOOCs. This is realized in close collaboration with all interested partners and stakeholders in Europe and beyond.

MOOQ has achieved huge impact at the local, regional, European and international levels: **MOOQ could reach out to more than 100,000 MOOC learners, designers, facilitators and providers** through the MOOQ dissemination and exploitation activities.

In addition, in close cooperation with European and international institutions and associations, **MOOQ could involve in the QRF finalization more than 10,000 MOOC learners, designers, facilitators and providers** through the Global MOOC Quality Survey, the MOOQ presentations and workshops at regional, European and international conferences as well as communication and collaboration in traditional channels and social media.

MOOQ promises: We will make MOOCs better!

More information about MOOQ online:

<http://www.mooc-quality.eu>

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