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# Design and Quality of Online Courses

## The Quality Criteria for Experts

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Developed by MOOQ in close collaboration  
with all interested parties worldwide



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

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# Design and Quality of Online Courses

## The Quality Criteria for Experts

The Quality Criteria for Experts are an adaptation of the Quality Reference Framework (QRF) that can be downloaded for free on: [www.mooc-quality.eu/QRF](http://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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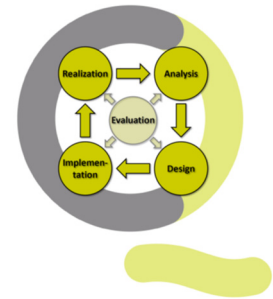
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## Basis of the Quality Criteria for Experts

The Quality Criteria for Experts on the design and quality of online courses are 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](http://www.mooc-quality.eu/QRF)).



The Quality Reference Framework consists of three dimensions:

<b>Dimension 1: Phases</b>	Analysis, Design, Implementation, Realization, Evaluation
<b>Dimension 2: Perspectives</b>	Pedagogical, Technological, and Strategic
<b>Dimension 3: Roles</b>	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 Quality Criteria for Experts








Analysis 				
A-1	Initiation   			R
	<ul style="list-style-type: none"> <li>Assemble an incubation team (relevant personnel and expertise) to kick start the planning and development of the MOOC (P) (T) (S)</li> </ul>			R
	<ul style="list-style-type: none"> <li>Ensure diversity of the incubation team that each of the core stakeholders is represented (P) (T) (S)</li> </ul>			R
	<ul style="list-style-type: none"> <li>Re-use existing products and build on existing MOOC(s) (if applicable) (P) (T) (S)</li> </ul>			R
A-2	Stakeholder identification  	X		R
	<ul style="list-style-type: none"> <li>Identify the internal and external stakeholders (P) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Ensure each of the core stakeholders (e.g., content provider, designer, pedagogical and technical facilitator) is represented in the MOOC design and development team (P) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Identify target learners and groups in relation to content, IT competency, prior experience in online and e-learning (P) (S)</li> </ul>	X		R
A-3	Definition of objectives   	R	X	R
	<ul style="list-style-type: none"> <li>Define objectives of learning content based on entry level of target learners (content knowledge) (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define objectives of selected pedagogical model and instructional design based on learning content, learning objectives and target learners or target group (P) (T) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define objectives of learning activities based on entry level of target learners (prior experience in that specific pedagogical approach to be used for that said MOOC; cultural background; institutional culture, if applicable) (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define objectives of learning activities based on entry level of target learners (ICT competency) (P) (T) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define institutional objectives in offering the MOOC (e.g., profit, integration of the MOOC into main curriculum, etc.) (S)</li> </ul>	X	X	R








<b>A-4</b>	Needs and demand analysis  	R		X
	<ul style="list-style-type: none"> <li>Profile target learners and their entry levels (content knowledge) (P) (S)</li> </ul>	R		X
	<ul style="list-style-type: none"> <li>Profile target learners and their entry levels (pedagogical experience and institutional culture, if applicable) (P) (S)</li> </ul>	R		X
	<ul style="list-style-type: none"> <li>Profile target learners and their entry levels (ICT competency) (P) (T) (S)</li> </ul>	R		X
<b>A-5</b>	Analysis of the external context  			R
	<ul style="list-style-type: none"> <li>Identify and source similar MOOCs (P) (S)</li> </ul>			R
	<ul style="list-style-type: none"> <li>Identify potential partners for consultation and partnership (P) (S)</li> </ul>			R
	<ul style="list-style-type: none"> <li>Assess the relevance and possibility of accreditation and (paid or free) certification (P) (S)</li> </ul>			R
<b>A-6</b>	Analysis of the organizational context   	X		R
	<ul style="list-style-type: none"> <li>Analyse proficiency in curriculum, pedagogical and instructional design required for the MOOC (P) (T)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Analyse proficiency in content knowledge required for the MOOC (P) (T)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Analyse proficiency in digital knowledge and skills required for the MOOC (P) (T)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Analyse sufficiency of the existing (institutional) IT infrastructure and the IT requirements to support the MOOC (S)</li> </ul>	X		R
<b>A-7</b>	Time, resources and budget planning  	X		R
	<ul style="list-style-type: none"> <li>Estimate the duration and cost of staff and working hours in expert team to design and develop the MOOC (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Estimate the cost of production of learning materials, (IT) resources and staff to design and develop the MOOC (T) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Estimate the cost of (IT) resources, staff, and hidden costs to run the MOOC (T) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Develop a financial plan including a return on investment calculation and cost-benefit analysis (S)</li> </ul>	X		R

Design				
<b>D-1</b>	Learning objectives	R	X	X
	<ul style="list-style-type: none"> <li>Define learning objectives based on the desired learning outcomes (e.g., acquisition of specific knowledge and skills) (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define learning objectives based on MOOC (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define target-group driven learning objectives (e.g., entry level in relation to content, IT competency, prior experience in online and e-learning environment) (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define learning objective(s) by the week, topic, lesson, sub-module, skill, competences, activity, task etc. (if applicable) (P)</li> </ul>	R	X	X
<b>D-2</b>	Organizational concept and roles	X	X	R
	<ul style="list-style-type: none"> <li>Set up a team of content experts (with pedagogical coordinators) and technical experts (P) (T) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Define all roles required for the MOOC (P) (T) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Assign content experts to lead each theme, module, unit (if applicable) (P) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Assign facilitator(s) and define facilitation tasks (P) (S)</li> </ul>	X	X	R
<b>D-3</b>	Didactical concept and methods	R	X	X
	<ul style="list-style-type: none"> <li>Define critical determinants of didactical approaches: Target learners, content, context and methodologies in relation to defined learning objectives (P) (T) Following are some of the didactical approaches used in MOOCs (list is not exhaustive):                             <ul style="list-style-type: none"> <li>Combination of different design principles: 4CID, cognitive apprenticeship and network learning</li> <li>Learner-centered</li> <li>Network-based</li> <li>Competence-based</li> <li>Task-based</li> <li>Active-learning oriented</li> <li>Interactive-based approach</li> <li>Experiential learning</li> <li>Problem-based approach: case study</li> <li>Lectured-based approach: direct instruction using video lectures</li> <li>Specialised content: stimulation, problem solving</li> </ul> </li> </ul>	R	X	X

	<ul style="list-style-type: none"> <li>Define learning pace, personalisation and monitoring progress (P) (T) Provide the following (if applicable):</li> <li>Monitoring of one's learning progress: e.g., progress bar</li> <li>Possibilities to follow own learning path and pace</li> <li>Possibilities to adjust one's learning strategies</li> <li>A good range of optional activities</li> </ul>	R	X	
D-4	Concept for content   	R	X	X
	<ul style="list-style-type: none"> <li>Adopt a needs-driven approach (e.g., specific procedures to assess the market demand for a MOOC and its content) (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Consider target learners and groups, motivation and entry levels (content knowledge and IT competence) (P) (T) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Align learning objectives with course content and course duration (duration of 6 to 8 weeks is recommended) (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Structure content (based on entry levels and prior knowledge – beginners, intermediate or advanced; novices, experts; size – units, modules) (P)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Ensure instructional alignment of course: learning objectives, module objectives, activities and assessments (P) (T)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Identify possible certification for different levels of completion (if applicable) (P) (S)</li> </ul>	R	X	X
D-5	Concept for learning activities 	R	X	
	<ul style="list-style-type: none"> <li>Define and design all learning activities (P) Provide the following (if relevant; based on chosen pedagogical approach and instructional design):</li> <li>Range of varied activities to engage and to motivate learners</li> <li>Authenticity of tasks in real life setting</li> <li>Activities promoting transfer of learning and application</li> <li>Hands-on activities</li> <li>Simulations to facilitate experiments</li> <li>Educational games (e.g., can be linked to case studies)</li> <li>Peer-review activities</li> <li>Interviews and interaction with practitioners and</li> </ul>	R	X	










	field experts <ul style="list-style-type: none"> <li>• Webinars</li> <li>• Interactive activities promoting social learning</li> <li>• Activities promoting participation in the learning environment</li> <li>• Activities promoting interaction between learners</li> <li>• Activities promoting interaction within small group</li> <li>• Activities promoting collaboration</li> <li>• Panel discussion</li> <li>• Additional and external resources for advanced learners</li> <li>• Incremental increase on the difficulty level and workload (easy-start is recommended)</li> </ul>			
D-6	Technical concept   	X	X	R
	<ul style="list-style-type: none"> <li>• Provide curated sources (e.g., blogs, infographics, websites, videos, articles) (P) (T)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>• Embed technological tools (e.g., discussion forum, chat) to foster interaction, communication and experience sharing (P) (T) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>• Integrate technological tools (e.g., online documents, wiki, video conferencing) to enhance social learning, collaboration and community building (P) (T) (S)</li> </ul>	X	X	R
D-7	Media design  	R	X	X
	<ul style="list-style-type: none"> <li>• Define and design all media (P) (T)</li> </ul> Provide the following (if relevant; based on chosen pedagogical approach and instructional design): <ul style="list-style-type: none"> <li>• Video-lectures</li> <li>• Digital text</li> <li>• Text with audio explanation</li> <li>• Text with video explanation</li> <li>• Hypertext</li> <li>• PPT Presentations with narration</li> <li>• Animated PPT</li> </ul>	R	X	X
D-8	Communication concept  	R	X	
	<ul style="list-style-type: none"> <li>• Define communication via emails, broadcast alerts, chat, forum (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>• Define communication with facilitator (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>• Define communication with fellow MOOC</li> </ul>	R	X	















	participants (P) (T)			
	<ul style="list-style-type: none"> <li>Define communication on a small group basis (P) (T)</li> </ul>	R	X	
D-9	Interaction concept  	R	X	
	<ul style="list-style-type: none"> <li>Design interaction with fellow MOOC participants (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design interaction with facilitators (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Create opportunities for synchronous interaction with experts and practitioners (by topic, module, unit, weekly questions) (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design interaction via blogs, forums &amp; social media platforms to foster social learning (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Develop free mobile app to facilitate support network (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Provide regular coaching sessions in small group (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Create a community of learners (P) (T)</li> </ul>	R	X	
D-10	Feedback concept  	R	X	
	<ul style="list-style-type: none"> <li>Design automated feedback (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design feedback by facilitator (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design peer/group feedback moments with guidelines and rubrics (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design weekly feedback from program leaders via video (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Provide prompt feedback for activities and tasks (P)</li> </ul>	R	X	
D-11	Concept for tests and assessment   	R	X	X
	<ul style="list-style-type: none"> <li>Design tests (topic/ unit/ thematic) with automated feedback (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design weekly quizzes (to check for understanding of e.g., short sections of a topic/ unit) (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design case study analysis and application (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design assessment instruments to be aligned with content, weekly learning objectives and learner-profile (multiple choice does not do justice to advanced learners) (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design assessment instruments that are able to test and evaluate specific desired learning outcomes (e.g., draw, design and formulate) (P) (T)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Embed gamification elements (e.g., badges in</li> </ul>	R	X	

	assessment instruments) (P) (T)			
	<ul style="list-style-type: none"> <li>Provide practical self-assessment strategies and techniques (e.g., digital video, online forms, rubrics, chats and reflection tools) (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design peer assessment with guidelines and scoring rubrics (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design rubrics for peer-review (prior knowledge match to reduce gaps between pairs) (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design rubrics for evaluation of final product (P) (T)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define mind mapping and concept mapping for deep learning (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design open assignment using scenario tools (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design collaborative assignments and provide scaffolds to support the collaboration process (e.g., by intelligent teaching agents/tutors or cognitive tools) (P) (T)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define formative assessment (e.g., provide open answers to distinguish excellent from average learners) (P) (T)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Define final product and artefact (P)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Define written exams and grades (P) (T) (S)</li> </ul>	R	X	
	<ul style="list-style-type: none"> <li>Design provision of feedback and answers for optional activities (P) (T)</li> </ul>	R	X	

<b>Implementation</b>				
<b>I-1</b>	Content implementation	R	X	X
	<ul style="list-style-type: none"> <li>Set up a content team with pedagogical coordinators (P) (T)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Provide a set of specific guidelines and instructions on learning objectives, content and its presentation, activities and assessment plan and procedure (P) (T)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Ensure content maintenance (P) (T)</li> </ul>	R		X
	<ul style="list-style-type: none"> <li>Re-use and adapt existing learning resources in terms of content and learning objectives (P) (T)</li> </ul>	R		X
	<ul style="list-style-type: none"> <li>Ensure new materials created for MOOCs are copyrighted by contributing authors and licensed under Creative Commons (P) (T)</li> </ul>	R		X
<b>I-2</b>	Design implementation	R		X
	<ul style="list-style-type: none"> <li>Ensure effective use of graphical design to support learning (P) (T)</li> </ul>	R		X
<b>I-3</b>	Media implementation	R		X
	<ul style="list-style-type: none"> <li>Consider the provision and the production of the required media (P) (T)</li> </ul>	R		X
<b>I-4</b>	Technical implementation	X		R
	<ul style="list-style-type: none"> <li>Use open software platforms and open licenses (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Use external service (e.g., You Tube) (T) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Use existing hardware infrastructure to host platforms (T) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Use technical platform (e.g., Open edX or moodle) that can integrate all tools useful for learners (T) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Integrate third-party tools for formative assessment (T) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Ensure technical maintenance (T)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Set-up and sustain infrastructure, data security, documentation, and support (T) (S)</li> </ul>	X		R
<b>I-5</b>	Organization of use	X	X	R
	<ul style="list-style-type: none"> <li>Provide detailed guidelines and instructions for facilitators and learners (P) (T)</li> </ul>	X	X	R
<b>I-6</b>	Testing and activation	R		X
	<ul style="list-style-type: none"> <li>Ensure pilot testing of the MOOC and all the learning resources (P) (T)</li> </ul>	R		X

 <b>Realization</b>				
<b>R-1</b>	Administration  	X	X	R
	<ul style="list-style-type: none"> <li>Ensure sustained interaction amongst MOOC platform administrators, designers and facilitators to report bugs and propose operational improvements (P) (T)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Set-up expert teams for MOOC platform, facilitation process and to control and to test learning outcomes (P) (T)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Coordinate the facilitation process and actions of different facilitators (P) (T)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Enforce profile setting with bio and picture to facilitate interaction and collaboration during the learning process (P) (T)</li> </ul>	X	X	R
<b>R-2</b>	Learning activities and related support   	X	R	X
	<ul style="list-style-type: none"> <li>Provide a Bootcamp module to orientate learners (P) (S)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Provide comprehensive guidelines for tasks and activities (P) (S)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Build an informal community of practice among facilitators to discuss issues and challenges (P)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Categorize learners based on their proficiency level for rendering peer feedback (P)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Provide exercises to train learners to give peer feedback (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide guidelines and scoring rubrics for peer-review (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Monitor peer-reviewed assignments and tasks by means of grading (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Create a learning experience that provides group support through small group interaction (3 to 7 learners) (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Create sub communities of interest based on themes and professional areas (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Foster community building of life-long learners of similar interest group (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide ample time for learners to engage with other learners (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide learning support using personas (P) (T)</li> </ul>	X	R	

	<ul style="list-style-type: none"> <li>Provide learning support for independent and reflective learning (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Ensure regular feedback by facilitator (P) (T)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Embed peer feedback as part of the collaborative and participatory culture (P) (T)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide office-hours for students with questions and challenges (P) (T)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Engage and support students in collaborative activities (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Facilitate the formation of groups for collaborative learning</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Facilitate the collaboration process</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Assign two to three facilitators to manage forum and forward questions to experts (P) (T)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Organise interviews with content experts and practitioners (P)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Foster small group interaction on forums to reduce reading of posts (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Leverage learners' questions as new discussion topics (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide community teaching assistants to render feedback and support to learners (P) (S)</li> </ul>	X	R	X
	<ul style="list-style-type: none"> <li>Enable learners to post their experiences with tasks and activities, as well as results (where applicable) for comments and feedback (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Engage learners in higher-order thinking by means of questioning (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide timely and consistent feedback (P)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide weekly updates of videos, comments on forum posts (P) (T)</li> </ul>	X	R	
	<ul style="list-style-type: none"> <li>Provide weekly highlights of students' good work and examples (P) (T)</li> </ul>	X	R	
<b>R-3</b>	Review of competence levels   	R	X	X
	<ul style="list-style-type: none"> <li>Provide differentiated and optional assessments to distinguish competence levels (P) (T) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Provide certification and accreditation if relevant (P) (T) (S)</li> </ul>	R	X	X

 <b>Evaluation</b>				
<b>E-1</b>	Evaluation planning  	X	X	R
	<ul style="list-style-type: none"> <li>Identify evaluation objectives (e.g., reduce drop-outs, increase engagement and motivation, effective use of technological affordances to support learning, etc.) (P) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Specify the evaluation process and its frequency (e.g., regular intervals, periodic, theme-, module-, unit-based evaluation, etc.) (P) (S)</li> </ul>	X		R
	<ul style="list-style-type: none"> <li>Provide an evaluation focus (e.g., on learners: engagement, motivation, interaction, collaboration, technological affordances that support learning, learning outcomes) (P) (S)</li> </ul>	X		R
<b>E-2</b>	Evaluation realization   	X	X	R
	<ul style="list-style-type: none"> <li>Use surveys, questionnaires, interviews, etc. (P) (T) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Embed learning analytics tools to provide feedback on all learner activities (P) (T) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Use forum contributions and discussions as possible evaluation of learners' and groups' learning progress (P) (T)</li> </ul>	X	X	R
<b>E-3</b>	Evaluation review  	R	X	X
	<ul style="list-style-type: none"> <li>Adopt an after-action-review protocol involving all core stakeholders who are represented in the MOOC design team (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Provide documentation of findings, reviews and analysis from learning analytics, other forms of data obtained in the course of the MOOC (P) (S)</li> </ul>	R	X	X
	<ul style="list-style-type: none"> <li>Identify specific area and provide recommendations for improvement (e.g., curriculum design and delivery requires differentiated course content and learning activities for two levels of learners) (P) (S)</li> </ul>	R	X	X
<b>E-4</b>	Improvements and optimization   	X	X	R
	<ul style="list-style-type: none"> <li>Set-up an evaluation consultation team to oversee the implementation of recommendations (resulting from the evaluation review process) (P) (T) (S)</li> </ul>	X	X	R
	<ul style="list-style-type: none"> <li>Provide regular interaction and collaboration with platform administrators and designers to report bugs and propose operational improvements (P) (T) (S)</li> </ul>	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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