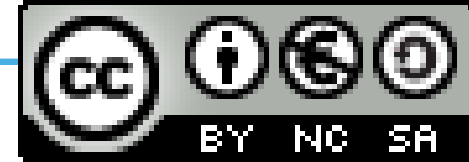# MOOC Quality and Success factors

Results and Reflections from Europe: The EFQUEL Study

Prof. Dr. Jan M. Pawlowski, Prof. Dr. Ulf Ehlers

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Collaborative Development!

Thanks to my colleague Prof. Dr. Ulf Ehlers who has developed the initial materials and lead the study by EFQUEL

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Ruhr West University of Applied Sciences

Hochschule Ruhr West
Ruhr West University of Applied Sciences

History

- Founded in 2009
- Public institution, regional development
- 2600 students, 60 professors and growing ☺
- Western Ruhr area (Bottrop, Mülheim)

Focus Areas

- Civil Engineering
- Business Administration - International Trade Management & Logistics
- Mechatronics
- Human-Machine-Interaction
- Business Information Systems
- Master Programme Business Administration

Business Information Systems@HRW

Focus areas

- Business Information Systems
- Process Management
- Supporting globally distributed workgroups
- Open Educational Resources
- Reference Modeling

E-Learning

- Supporting international education settings
- Cultural adaptation
- Standardization & Quality Management
- Mobile & Ambient Learning
- Innovative tools and solutions

Some of my previous projects

- Open Educational Ideas and Innovations (OEI2)
- Nordic Open Education Alliance
- OpenDiscoverySpace: OER for Schools
- OpenScout: OER for Management
- TELMAP: Technology Forecasting
- COSMOS: Open Science Resources: Exchange of Scientific Content
- ASPECT: Open Content and standards for schools
- iCOPER: New standards for educational technologies

European Foundation for Quality in E-Learning (EFQUEL)

EFQUEL is a **European membership organisation**.

- EFQUEL consists of **more than 120 member institutions** from all over Europe and beyond

- Members are associations, universities, companies, vocational training institutions and local networks

- All members share **the same interest: quality and innovation in Technology Enhanced Learning**

- Since 2012 EFQUEL launched the **Network of Quality Professionals** for Individuals te be involved in EFQUEL

EFQUEL Collaboration Opportunities: European Credibility and Reputation

- **UNIQUe**: high quality institutional **certification** for outstanding use of ICT in learning and teaching

- **EFQUEL Quality Labels**: Course / Programme Certification by European Standards (e.g. ECBCheck)

Digital (R)Evolution in HE

MOOCs are as seen the third digital revolution

1. E-Learning hype around new millennium
   → **Changed learning environments**

2. OER peak from 2007
   → **Giving away knowledge for free**

3. MOOC peak from 2010
   → **Access to education for free**

The Quality Challenge

All lead to a **quality challenge**

- Start from digital and technological innovation,

- move on to educational (r)evolution and change, and

- Lead to a quest for **quality and innovation strategies**

MOOCs and Quality...?!

- Should we care about the MOOC drop outs?

- Do MOOCs challenge the current HE model?

- How will it be looking when learning and certification will be disaggregated?

- What is it that makes a model with high drop out, little success rates and heterogeneous target groups popular?

The MOOC Quality Project

## 12 weeks, 12 experts, 12 posts, 12.000 Readers, >150 comments

mooc.efquel.org

0. Understanding MOOCs

- How Massive are they? How are they supported?
  - Peer support
  - Personalized support
  - No support
  - …

- How Open are they?
  - Free?
  - Re-Usable?
  - Modifiable?

- How adaptive / adaptable are they?
  - Reacting towards cultural / organizational / personal preferences

- Which purpose do they have?
  - Altruism
  - Cooperation
  - Marketing
  - Recruiting
  - Business

1. Target Audience?

- Change from „no target audience"-thinking to having one in mind, even if it is wide. Take into account new participation profiles.

- Be aware that inviting the world means to bring in the worlds opinion (existing groups might be disturbed)

- Mixing campus and MOOC Students might be challenging: drive in/by learners vs. highly motivated learners who want a masters degree

- Size matters: Massive vs. individualized learning experiences

http://mfeldstein.com/the-four-student-archetypes-emerging-in-moocs/
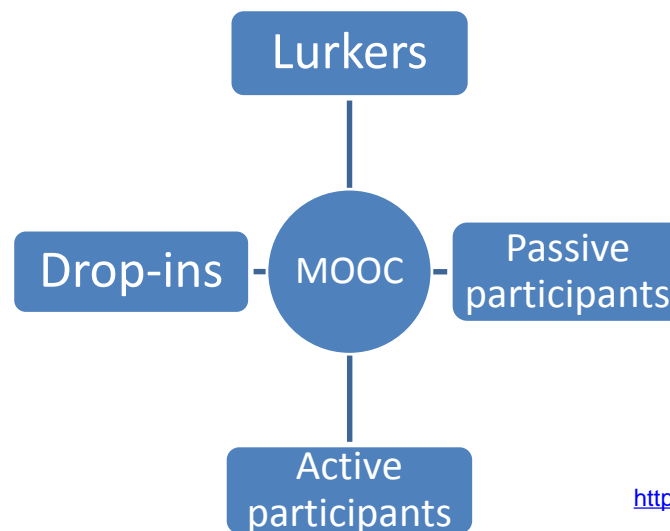
2. Learning Across Contexts and Cultures

- Be aware that the quality paradigm "fitness for purpose" is not working for MOOCs because MOOCs mean learning across contexts and purposes
  - Participants have different needs, goals, competences and working styles

- Culture plays a major role – we cannot copy learning styles and methods
  - Need to adapt MOOCs to cultural factors

- Quality measures become individualized, quality methods like self- & peer-assessment and –reflection are suitable.

3. Declare What's in it!

- Be precise about the content and purpose of the MOOC (self-declaration) and keep promises!
- Use a MOOC description model

1. the degree of openness,
2. the scale of participation (massification),
3. the amount of use of multimedia,
4. the amount of communication,
5. the extent to which collaboration is included,
6. the type of learner pathway (from learner centred to teacher-centred and highly structured),

1. the level of quality assurance,
2. the extent to which reflection is encouraged,
3. the level of assessment,
4. how informal or formal it is,
5. autonomy,
6. and diversity.

(Conole 2013)

4. Pedagogy

- Use peer-to-peer pedagogy: peer-learning, peer-review, peer-assessment, collaborative learning, multiple learning pathways and exploratory learning

- Understand that teaching is not a prerequisite of learning

- Self organization
  - Be open about your requirements of self-organization
  - Provide scaffolding for those who lack that self-organization

- Understand that collaboration and self-organization needs resources if done properly

5. MOOCs Support Choice Based Learning

- Get away from
  - the notion that „ending a MOOC early" means *dropping out*
  - looking at MOOCs like (structured, paced, time-bound) courses
- Be aware that MOOC learning is an opt-in/out learning model
- **MOOCs follow voluntary sequencing and are based on choices. The choices they offer make their attractiveness.**

Implications and Follow-Up

- For global collaboration, MOOCs need to…
  - …be open, re-usable and modifiable
  - …take cultural factors into account
  - …be adaptable

- Individual Quality as the main concept
  - Is a MOOC well described and transparent
  - Can a MOOC fulfill personal preferences and goals
  - Does a MOOC aim at learning / collaboration / revenue

- Need for a global initiative
  - MOOC description format
  - MOOC transparency
  - MOOC certification (EFQUEL)

- Focus on European – Asian collaboration
  - Diverse cultural needs
  - Diverse competences
  - Ability to collaborate (e-ASEM)
  - Focus on people, learning and innovation!

Thank you for listening!

Questions? Comments?

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