

Quality criteria for MOOCs

With the help of the quality criteria for MOOCs, you can check how they are realized for the MOOC you have built.

Pedagogical choices

True

The course has clear learning outcomes that are aligned with the extent of the course in credits.

The course enables students to monitor the progress and accomplishment of their studies.

Different types of learning methods are utilized appropriately in the course. The learning environment supports student motivation and completion of the course.

Learning assignments and activities are clearly linked to the learning outcomes of the course and are in correspondence with the extent of the course.

Learning assignments in the course are suitable for online learning and allow individualized progression (e.g. faster or slower).

The workload and study time allocation for students is clearly defined and expressed in the course.

The feedback for the students during the study has been appropriately built into the course (e.g., automatic feedback).

The course enables synchronous or asynchronous interaction, taking into account the characteristics of the course (e.g. xMOOC, cMOOC, gMOOC). The teacher's possible guidance resources are also considered.

The student has the opportunity to provide feedback on the course, and received feedback is utilized in the development of the course.



Instructions & guidance

True

The progression and the completion requirements of the course are clearly described, and the essential information for completion can be found conveniently in the virtual learning environment.

The basic information about the course (e.g., contact details, schedules, availability of guidance and support services) can be easily found in the virtual learning environment and the implementation plan of the course.

Instructions for using the virtual learning environment and tools, downloading applications, and creating user accounts are readily available in the virtual learning environment.

When redirecting students outside the virtual learning environment (e.g., to use an application or website), the instructions are clear and easy to find.

The description of the online implementation of the course includes clear and sufficiently detailed working instructions. The learning outcomes and content of each module, as well as the learning assignments and activities included in the module, are described at the module level.

Each activity and learning assignment include a description of its objective, scope, completion method, assessment criteria, as well as recommended tools. The instructions are understandable and guide the student's work.

The student knows how the course is assessed, and the assessment criteria are easily accessible to the student.

The student is clearly informed about which learning materials are mandatory and which are optional for completing tasks and activities.

Assessment

True

Assessment is continuous and takes place throughout the learning process and is implemented using appropriate methods, considering the characteristics of the course (e.g., xMOOC, cMOOC, gMOOC).

The basis for assessing a student's learning is clear and related to the learning outcomes of the course. The formation of the overall grade for the course is pedagogically justified.

Tools for monitoring progress have been utilized in the course to support the student's progress.



Content

True

The contents of the course appear coherent to the student.

The contents (e.g., folders, pages, files) are named clearly and their functionality has been verified.

The organization and structure of the content supports readability and comprehension.

The reference materials used in the course are available electronically and are accessible openly without any organization-specific usage rights.

The content of the course is logically divided into modules. Each module contains an introduction to the topic and a summary at the end of the module.

The content and supporting materials are up-to-date and have been gathered from reliable sources.

Copyrights & licenses

True

The copyrights of the materials utilized in creating the course have been checked. References and copyright information is marked appropriately.

The copyrights for materials created by the teacher are clearly stated.

Information about the practices related to storing and utilizing materials produced by the student is available in the virtual learning environment.

The copyrights of the course workspace in the virtual learning environment have been defined and are appropriate for its subsequent use.

The copyrights of learning materials have been considered in relation to the chosen copyright license.



Coherent visual appearance

True

The course's workspace in the virtual learning environment follows Laurea's guidelines for visual appearance and structure.

Visual elements (such as images, graphics, animations, and videos) are used to support learning and enliven the content.

Usability & accessibility

True

The links work, materials open, images, graphics, sounds, animations, and videos load well. Links are named descriptively and direct users to where they lead. All non-textual materials have either a marked text equivalent, alternative text (alt-text), or the material is defined as an illustrative element and videos are captioned.

Learning is enabled regardless of the device used.

The virtual learning environment and its content, as well as other applications used in the course, meet the information security requirements. Information is processed in such a way that the privacy of any person or internal information of the organization is not compromised.

If achieving the learning outcomes requires downloading applications or creating a new user account for using the application, it is justified in the virtual learning environment. Downloadable applications are free and secure.