Universidad Carlos III de Madrid
www.uc3m.es

OpenCourseWare

Peer reviewed courses in OpenCourseWare at Universidad Carlos III de Madrid: towards a P2P assessment system for OERs

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Open Education Global 2015: Innovation and Entrepreneurship

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2015 #OEGLOBAL

Open Course Ware
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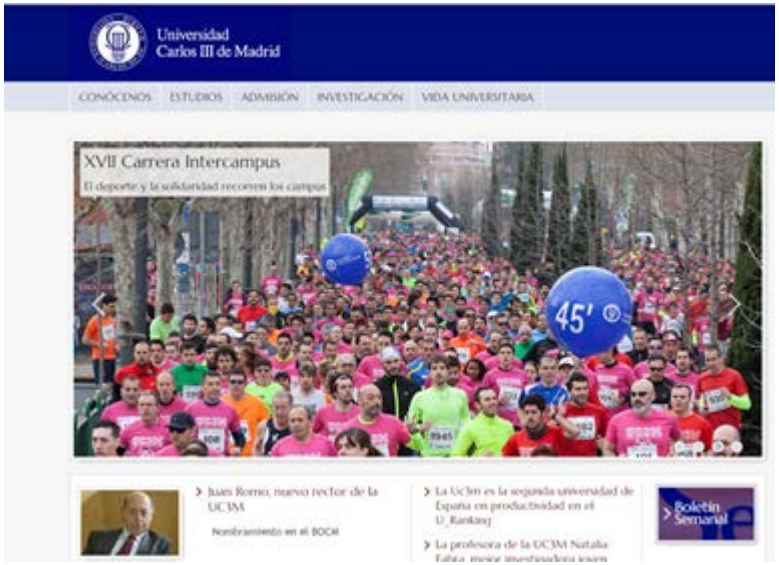
UC3M - Some facts and figures

- Relatively new University: *As old as the* Web (25)
- 3 campus: Getafe, Leganés and Colmenarejo
- 3 academic and research centres:
  - Faculty of Humanities, Communication and Library Science
  - Faculty of Law and Social Sciences
  - School of Engineering
- 1,900 faculty members
- 700 people on administrative staff
- 18,000 students (undergraduate and graduate)



Some thoughts on peer review

UC3M-OCW Project http://ocw.uc3m.es

- Launched in 2006
- Currently 221 courses (Engineering, Humanities, Law and Social Sciences)
- Quality Group formed in 2010
- Peer review system set up in 2013

Quality Group

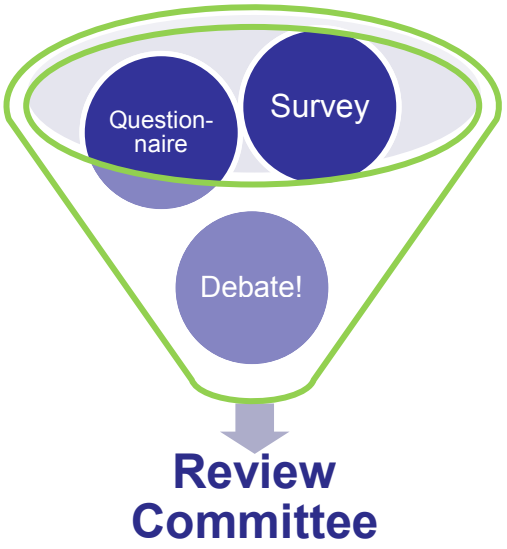
Areas represented

Objectives

- Veil for quality of courses and impact on OCW-UC3M site
- Determine organizational criteria and content structure
- Foster promotion OCW courses and relationship with degree programs

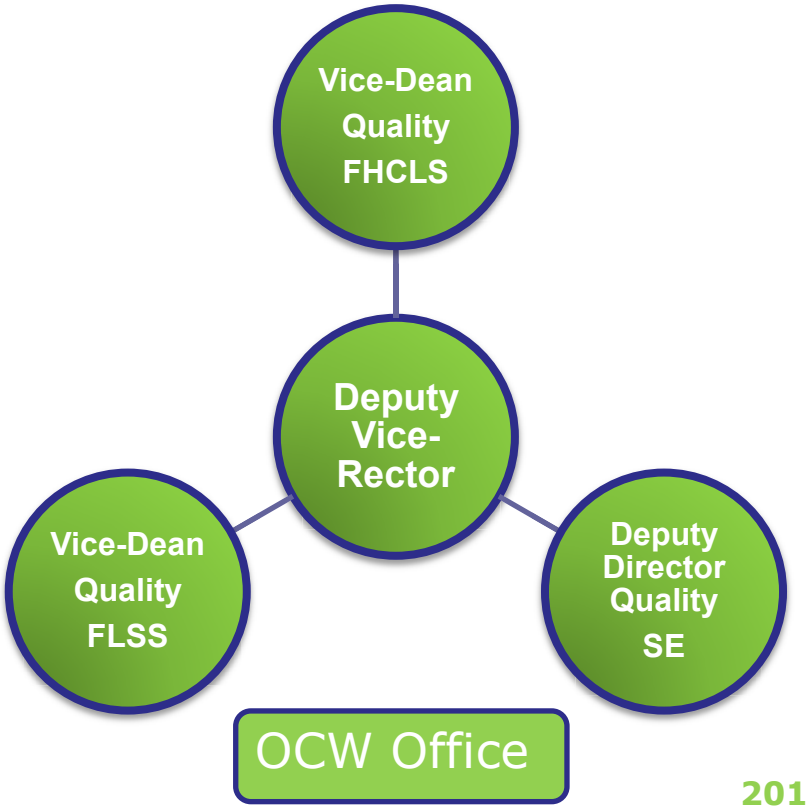
Quality Control

- **Questionnaire**
  - **Technical aspects (OCW Office)**
  - **Pedagogical aspects (Quality Group)**
- **Survey** ← **response from 10 universities**
  - ✓ **Technical review general practice (10)**
  - ✓ **Pedagogical review less common (4)**



Review Committee

Members

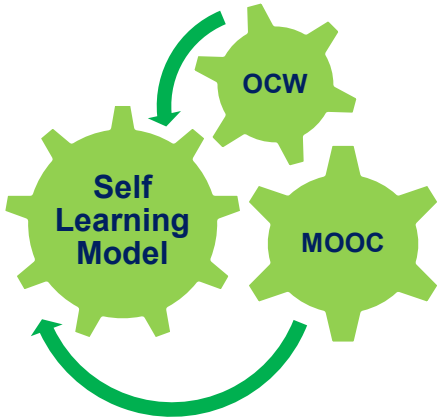


Objective

Implement validation process of new OCW courses to determine whether they meet sufficient quality criteria to be published on OCW site

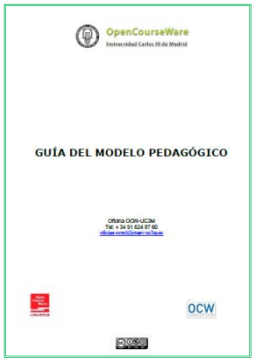
Assessment process

- Design rubric (10 items, scale 0-2/3)
- Trial run (2 courses per member)
- Conclusions:

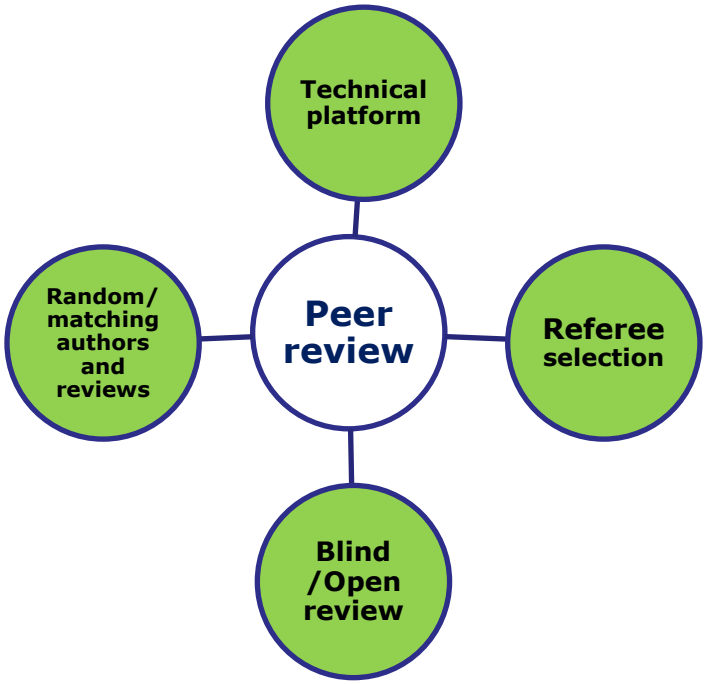


  - ✓ Set up peer review system
  - ✓ Compensate for lack of teacher's presence
  - ✓ Foster self-learning model
  - ✓ Draw up OCW pedagogical model guidelines

http://ocw.uc3m.es/recursos/Guia-modelo_pedagogico



A peer review system



Tasks:

- Decide on technical platform (Moodle)
- Enlist faculty as reviewers (OCW awardees)
- Set up review process (blind)
- Allocate reviewers to courses (random)

Our peer review process (round 1)

- 30 courses from 2013 CFP
- 15 reviewers
- 4 courses per reviewer
- 2 stages (November 2013 & February 2014)
- 2 meetings Review Committee to study results
- 3 new reviews (3rd time round)
- 70% minimum rubric grade for publication

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Results of peer review process (2013 CFP)

Nº Courses	Resulting Grades
2	40% - 49%
6	50% - 59%
4	60% - 69%
11	70% - 79%
4	80% - 89%
3	90% - 100%
Total courses reviewed	30
Nº courses published	18

- ✓ Review Committee drew up recommendations for rejected courses
- ✓ Approved by Quality Group and VR
- ✓ Further work carried out by teachers
- ✓ 3 more courses published
- ✓ Total of 21 published courses (2013 CFP)

Improvements to the peer review process

- More refined version of rubric required:
  - ✓ Criteria: redefine each criteria (10)
  - ✓ Scale: change to 1-3/5
  - ✓ Rubric: design new version

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The 10 rubric criteria

	Criteria	Definition
1.	**Balance in the general distribution of course materials**	Balance in the distribution of the study and practice materials and they have to complement each other.
2.	**Number and variety of study materials**	Each module of the course must have study materials in different formats (videos, guides, lessons, summaries, PPT presentations,)
3.	**Number and variety of practice materials**	Each module of the course must have practice materials in different formats with a feedback mechanism
4.	**Self-assessment tests**	Each module of the course must have self- assessment tests with solutions in interactive online format for instant feedback.
5.	**Self-learning format**	Must foster self-learning, study materials should cover the full syllabus, practice materials must provide feedback mechanisms.
6.	**Number and suitability of bibliographic sources and information resources**	The course has to provide bibliographic sources and online information resources that they are relevant and up to date.
7.	**Accessibility of supplementary materials**	Supplementary materials have to be provided in open access format, software programs must be open source.
8.	**Adequacy of the didactic proposal**	The course contents must coincide with the didactic proposal.
9.	**Coherence of the didactic proposal**	The course contents have to be interrelated and should be coherent with the course structure.
10.	**Clarity of the didactic proposal**	The didactic proposal should be clear and the course propose innovative and interesting methodological and didactic practices.

The peer review process (round 2)

- 19 courses from 2014 CFP
- 1 stage (February 2015)
- 13 reviewers
- 2 or 3 courses per reviewer
- 1 meeting Review Committee to study results
- 8 new reviews (third time round)

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Findings peer review process (round 2)

- Course grades:
  - Majority (10) between 60% and 69%
- Test new version rubric:
  - Highlights excellent courses
  - Lowers grade of good courses
- Minimum course grade for publication:
  - Dropped to 60%

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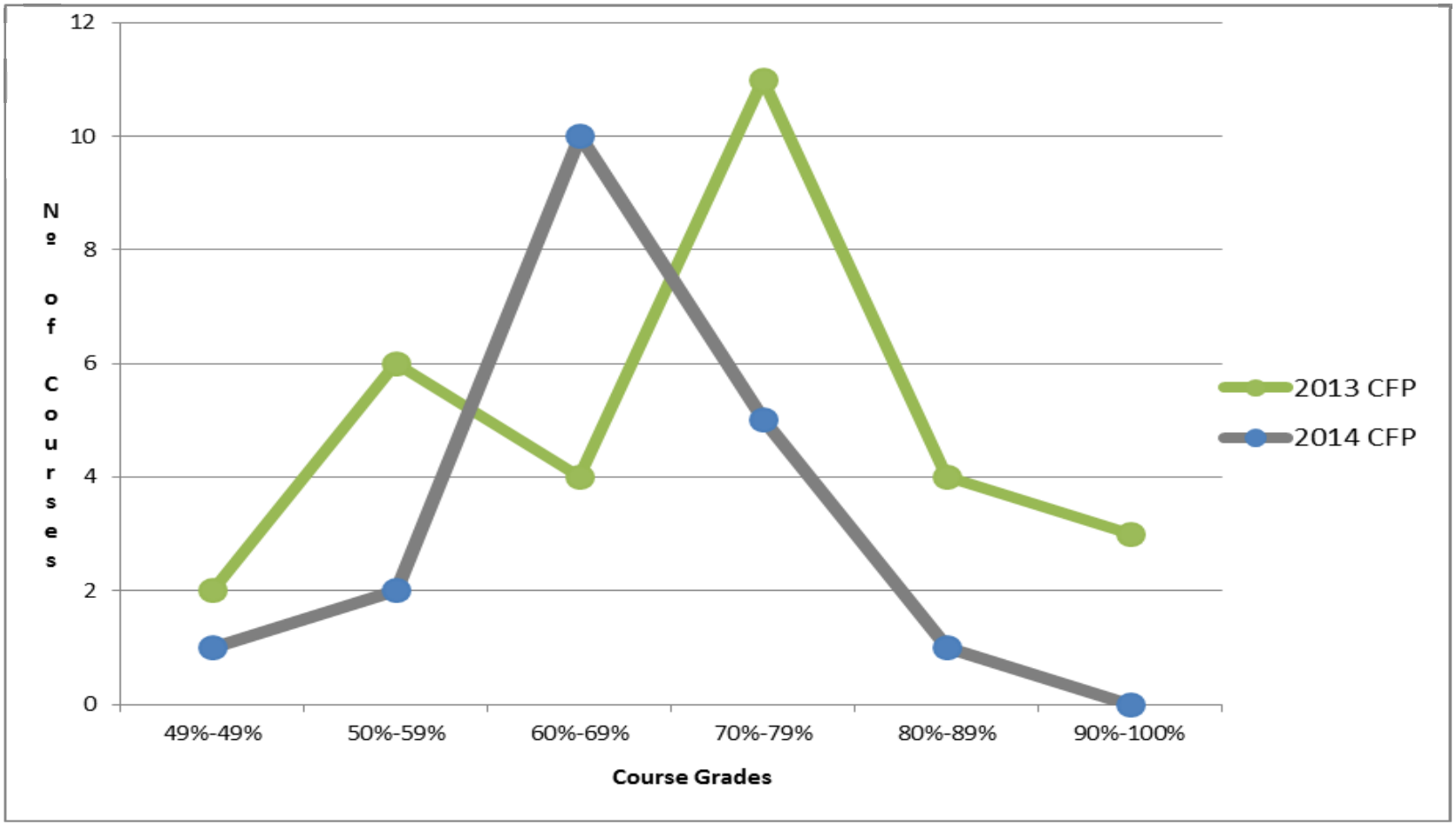
Comparison course grades 2013 and 2014 CFPs



Results of peer review process (2014 CFP)

Nº Courses	Resulting Grades
1	40% - 49%
2	50% - 59%
10	60% - 69%
5	70% - 79%
1	80% - 89%
0	90% - 100%
Total courses reviewed	19
Nº courses published	14

- ✓ 16 courses qualified
- ✓ 14 published
- ✓ 2 in standby
- ✓ 3 pending improvements
- ✓ Deadline 31 december 2015

Conclusions (I)

- **Positive results** first experience
- **Technical support system** (Moodle) is suitable for peer review: anonymity and grading by rubric.
- Response from potential **reviewers** was satisfactory.
- Optimum **number** of **courses** per reviewer is two.
- **Teachers** have been receptive to new **quality** assessment system.

Conclusions (II)

- OCW courses should adhere to a coherent **pedagogical design** that will foster **self-learning**.

- This **model** requires a greater **workload** on behalf of our **professors**.

- **New materials** prepared ad hoc can be used in **on-campus** teaching or **e-learning courses**.

- The '**Guide for the OCW Pedagogical Model**' is considered a useful resource by faculty.

Conclusions (III)

- **Rubrics** are an important tool for peer evaluation.
- **Criteria** and **scales** must be clearly defined and several **iterations** of the model may be necessary.
- Publication of the rubric prior to submitting a course puts teachers in a '**quality mode**'.
- **Peer review** is a valid model for evaluating **OERs**.
- More so for **OCWs** which compares to submitting a paper for a journal or conference.

THANK YOU !

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