

# Experiences with the Open edX platform for online and hybrid learning

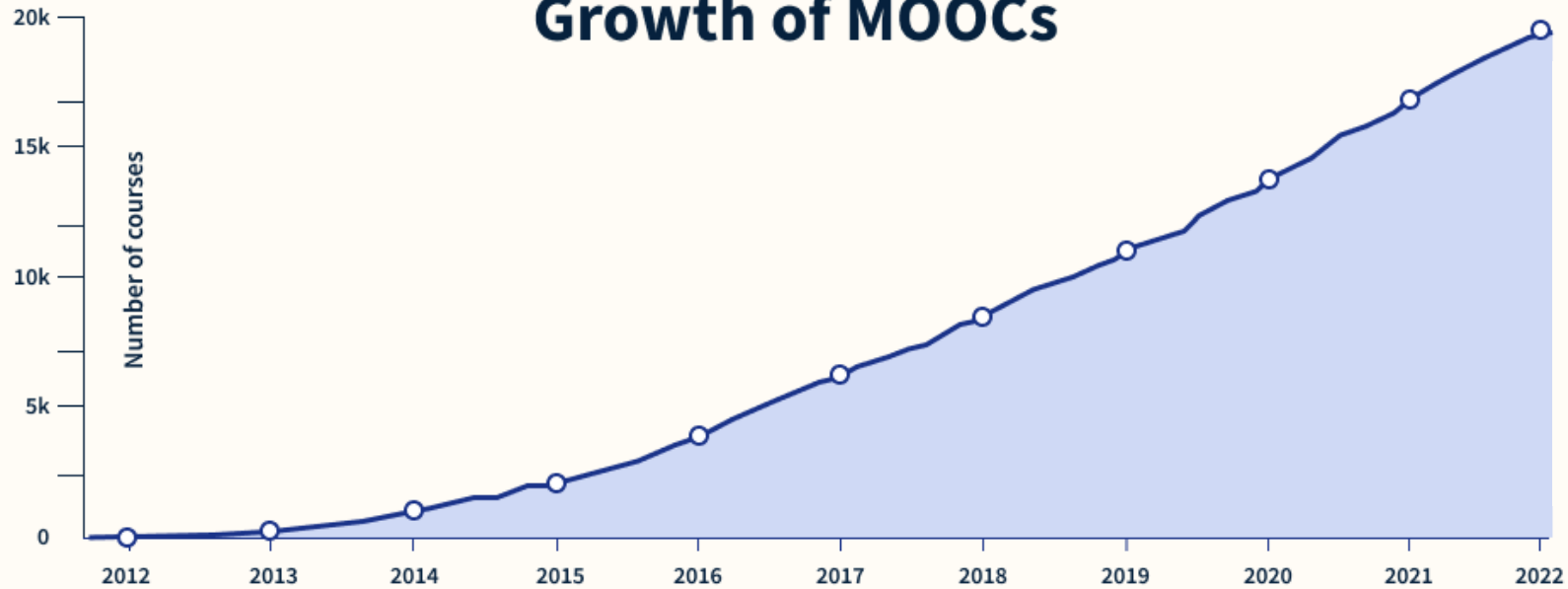
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## Growth of MOOCs



**220M**  
Students

**950**  
Universities

**19.4k**  
Courses

**1670**  
Microcredentials

**70**  
MOOC-based degrees

**class central**

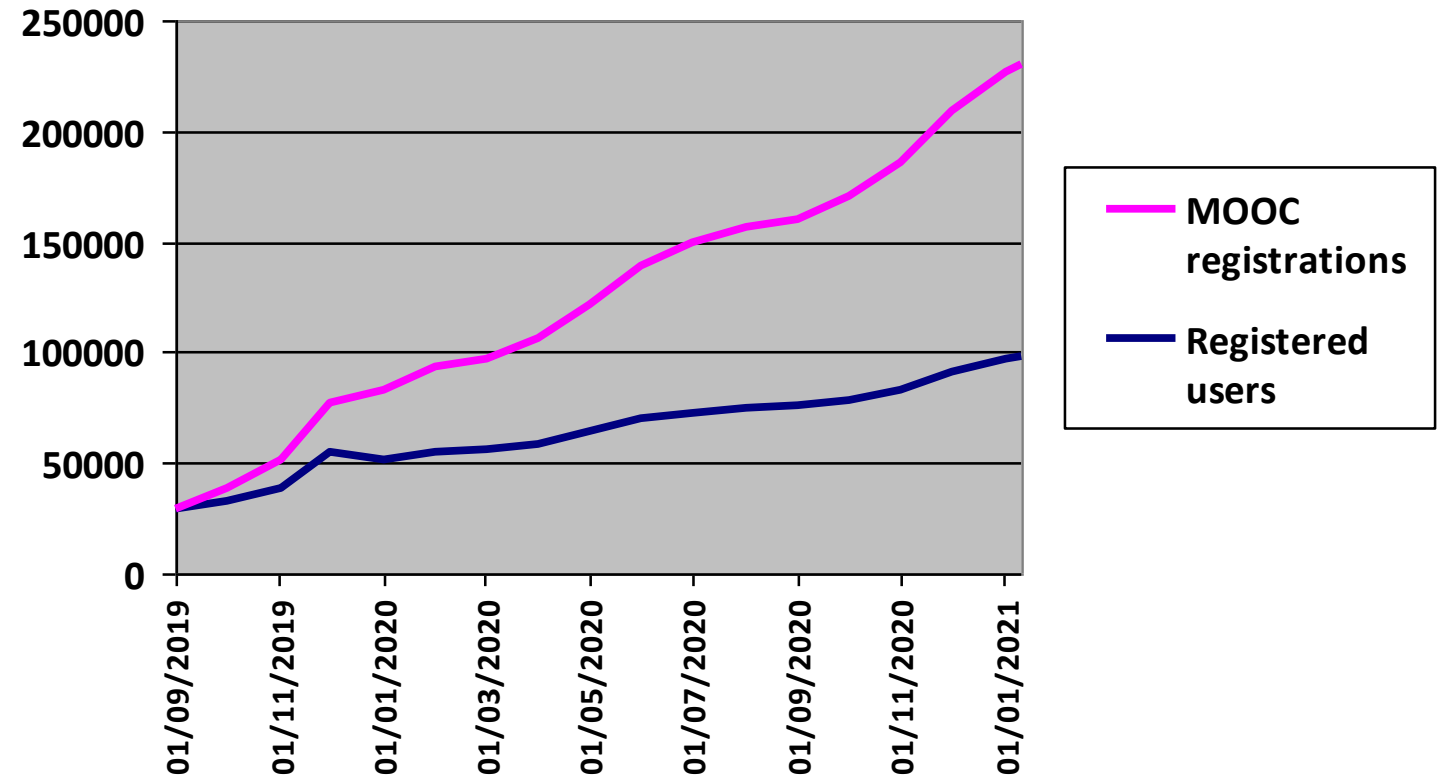
By the Numbers: MOOCs in 2021  
*Statistics do not include China*

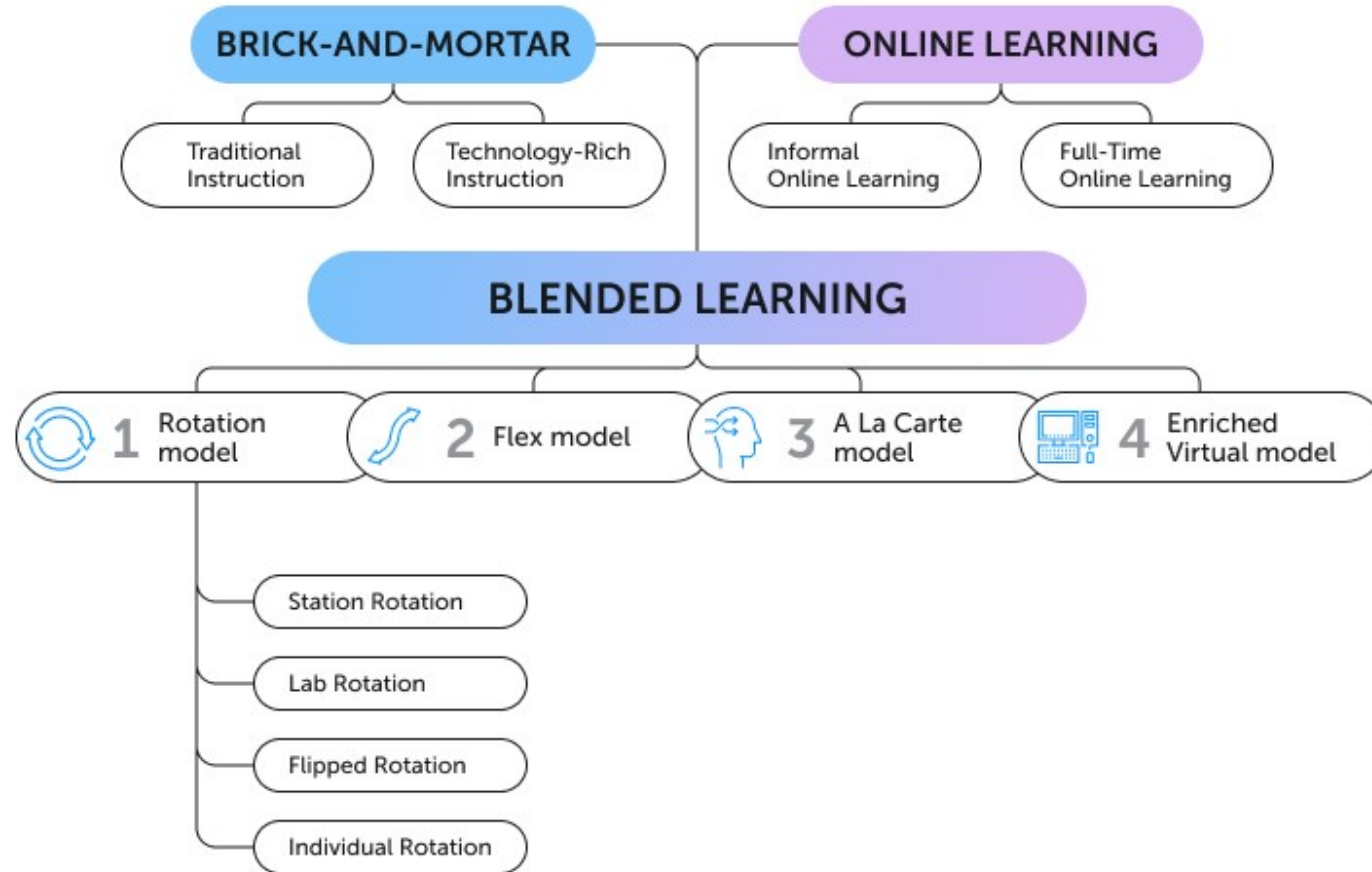
**class central**

By the Numbers: MOOCs in 2021  
*Statistics do not include China*

## Evolution of the number of registered users in the NAU.pt Open edX based MOOC platform

(Set 2019 – Jan 2021)





<https://www.valamis.com/hub/blended-learning>



With the support of the European Commission

MOOQ | Massive Online Open Education Quality



Design and Quality of Online Courses  
The Checklist for Beginners in brief



## Quality Reference Framework (QRF) for the Quality of MOOCs

## Design and Quality of Online Courses

## The Quality Criteria for Experts

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)

Version 1.0

## Design and Quality of Online Courses The Checklist for Beginners in brief

The Checklist for Beginners is a tool for everybody who wants to use or design online courses for the first time. It asks simple questions to beginners of online teaching and learning. These questions are covering the whole range and all potential options in online courses.

Of course, an online course has not to fulfil all these options for high quality: Just the contrary, it always depends on the learning objectives, target group and situation which online course is fitting best and offering high quality for the specific purposes (like in any face-to-face course).

In many cases, less functionalities and complexity can increase the usability, the suitability and the learning outcomes.

The Checklist for Beginners combines three dimensions: phases, perspectives and roles.

First, select the phases and their processes that are relevant for you. The five phases are:

= Analysis - = Design - = Implementation - = Realization - = Evaluation

Then, the icons identify which perspectives are important for your selected processes:

= Pedagogical - = Technological - = Strategic

Finally, you can see which role is responsible (R) and which roles have to be involved (X), too:

= Designer - = Facilitator - = Provider

In this way, you explore which questions you should ask yourself and your colleagues. And you can reflect which of all the potential options and features are important and relevant for you.

The Checklist for Beginners is an adaptation of the Quality Reference Framework (QRF) that was developed with the support by hundreds of contributors: MOOC experts, learners, designers, facilitators and providers worldwide. You can openly and freely download the Checklist for Beginners and re-use, adapt and share it with your colleagues here:

[www.mooc-quality.eu/online-courses-checklist-beginners](http://www.mooc-quality.eu/online-courses-checklist-beginners)

Have a look how the the Checklist for Beginners can support you as learner or designer of online courses and improve your first online learning experiences!

Please cite as: < Stracke, C. M. (2020). *Design and Quality of Online Courses. The Checklist for Beginners in brief* Online available at: [www.mooc-quality.eu/online-courses-checklist-beginners-brief](http://www.mooc-quality.eu/online-courses-checklist-beginners-brief) >

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Stracke (2020). Design and Quality of Online Courses. The Checklist for Beginners in brief (v.1.0)

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Analysis				
A-1	Initiation			R
A-2	Stakeholder identification	X		R
A-3	Definition of objectives	R	X	R
A-4	Needs and demand analysis	R		X
A-5	Analysis of the external context			R
A-6	Analysis of the organizational context	X		R
A-7	Time, resources and budget planning	X		R
Implementation				
I-1	Content realization	R	X	X
I-2	Design realization	R		X
I-3	Media realization	R		X
I-4	Technical realization	X		R
I-5	Organization of use	X	X	R
I-6	Testing and activation	R		X
Realization				
R-1	Administration	X	X	R
R-2	Learning activities and related support	X	R	X
R-3	Review of competence levels	R	X	X

Design				
D-1	Learning objectives	R	X	X
D-2	Organizational concept and roles	X	X	R
D-3	Didactical concept and methods	R	X	X
D-4	Concept for contents	R	X	X
D-5	Concept for learning activities	R	X	
D-6	Technical concept	X	X	R
D-7	Media design	R	X	X
D-8	Communication concept	R	X	
D-9	Interaction concept	R	X	
D-10	Feedback concept	R	X	
D-11	Concept for tests and assessment	R	X	X
Evaluation				
E-1	Evaluation planning	X	X	R
E-2	Evaluation realization	X	X	R
E-3	Evaluation review	R	X	X
E-4	Improvements and optimization	X	X	R



= Analysis - = Design - = Implementation  
 = Realization - = Evaluation

"A-1" is a process  
 = Pedagogical - = Technological - = Strategic  
(P) = Pedagogical - (T) = Technological - (S) = Strategic  
 = Designer - = Facilitator - = Provider  
R = Responsible - X = Involved

The first-generation cMOOCs embraced a decentralized, learner-centred approach; the second-generation xMOOCs were characterized by teacher-centred teaching and learning; the third-generation hybrid MOOCs took a more pragmatic approach by combining the two previous approaches; to diversify learning opportunities and to reach a broader audience.

**Zawacki-Richter, O., Bozkurt, A., Alturki, U., & Aldraiweesh, A. (2018). What research says about MOOCs—An explorative content analysis. *The International Review of Research in Open and Distributed Learning*, 19(1).**



## Classification of MOOCs by Lisa Lane (2012)

<http://lisahistory.net/wordpress/2012/08/three-kinds-of-moocs>

**MOOC**  
Massive Open Online Course

Alec Couros *EC&I831*  
Siemens/Downes  
Cormier  
*CCKxx* and *Changexx*  
connectivism

Jim Groom's *ds106*  
Lisa M Lane's  
*POT Cert*

*Stanford AI*  
edx  
Instructure  
Coursera and Udacity  
instructivist  
commercial or pre-commercial

**Network-based**

**Task-based**

**Content-based**



## The iMOOC Pedagogical Model

The model developed at UAb.pt follows a coherent disruption approach, as it applies the four basic pillars of its institutional Virtual Pedagogical Model®: **student-centred learning**, **flexibility**, **interaction** and **digital inclusion**.

The **iMOOC** pedagogical model builds on competence-based learning and combines autonomous learning with a strong social dimension, mixing the flexibility online students want with the required pace for achieving a successful learning experience.

The **iMOOC** focus on **individual responsibility**, on **interaction**, on **interpersonal relations**, on **innovation** and on **inclusion**.

(Teixeira, A. & Mota J., 2014)



## iMOOC Pedagogical Model

### Access and Participation | Organization and Resources | Assessment and Certification

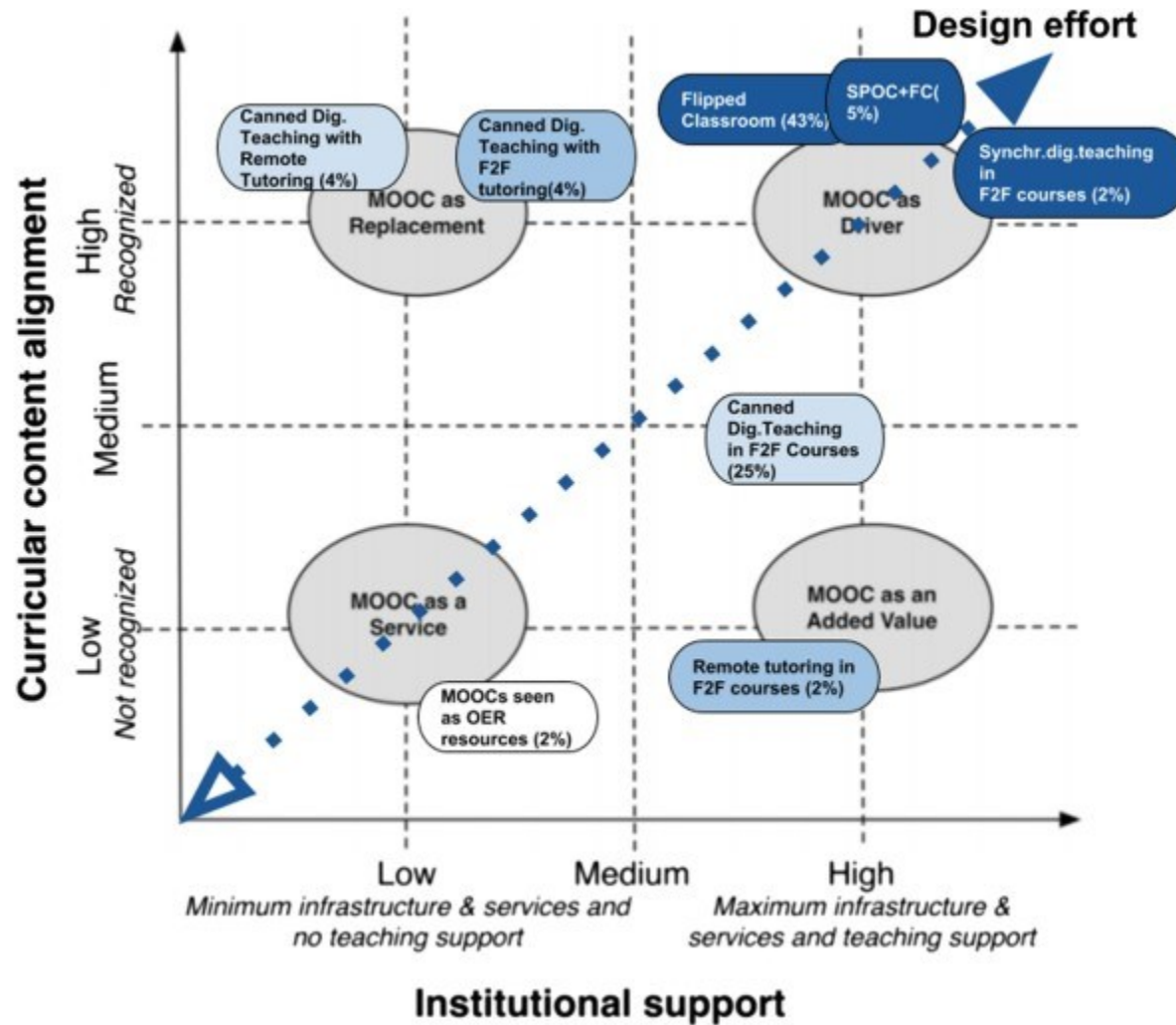
- Learning is based on activities, and must be evidenced through the creation of freely accessible online artefacts, which should demonstrate the learner's knowledge and competences.
- Participants are expected to take an active role and be responsible for their own learning, but to also actively engage in building a supporting learning community.
- Learning support rests in the learning community, through collaboration, dialogue, peer feedback and active engagement from participants in the learning process.
- Courses start with a «boot camp» module that can last one or two weeks, meant for participants to get acquainted with the online environment spaces, tools and services, as well as the processes of work and communication to be used in the course.

## iMOOC Pedagogical Model

### Access and Participation | Organization and Resources | Assessment and Certification

- Resources provided as a starting point to support activities are protected under an open licence or are freely available on the web.
- Formative assessment can take the form of self-correction tests and also of peer feedback on the artefacts produced.
- Graded assessments are included for participants who want a certificate of completion of the course (non formal). For that purpose, two or more of the artefacts produced as learning evidence will be graded in a peer assessment process. E-portfolios can also be used.
- Participants may also request formal accreditation (for a fee). A professor or a tutor assesses two or more of the artefacts produced plus an e-portfolio with the most relevant elements of their work in the course. This assessment may be complemented by a final exam.

https://antigonethebes.files.wordpress.com/2019/04/moocsblended.png



Maka Eradze, Manuel León Urrutia, Valentina Reda and Ruth Kerr (2019). *Blended Learning with MOOCs - from Investment Effort to Success: a Systematic Literature Review on Empirical Evidence*



**nau** SEMPRE  
A APRENDER

# Course Development

01

Course Design

02

Preparation of  
Course Guide

03

Validation of  
objectives,  
contents and  
design - **Focus  
Group**

04

Development  
of Resources  
and Activities

05

Implementation  
in the NAU  
Open Edx  
Platform

06

Evaluation of  
Course Quality

## Course Design

Flexibility

Hybrid course (Crosslin, 2014)

One course, two versions



# Typical Course Module

01

Module Learning  
Guide Introduction  
Video

02

E-book  
Video +  
embedded Quiz  
(H5P)  
Other Resources

03

Learning Activities  
(individual OR  
collaborative)

04

Assessment  
M1: Quizz  
M2 and M3: Peer  
Assessment

## E-book do módulo 1

Bookmark this page



## Vídeo interativo do módulo 1

Bookmark this page

Education Sustainability CC

Copy link

ESCOLHA MÚLTIPLA

**"O conceito de desenvolvimento sustentável de acordo com o Relatório de Brundtland reconhece que..."**

Clique na opção que completa a frase de forma correta.

- a utilização de recursos deve ocorrer de acordo com a capacidade de reposição da natureza, permitindo o desenvolvimento socioeconómico e a garantia das necessidades de recursos no futuro.
- os países subdesenvolvidos são os únicos

YouTube

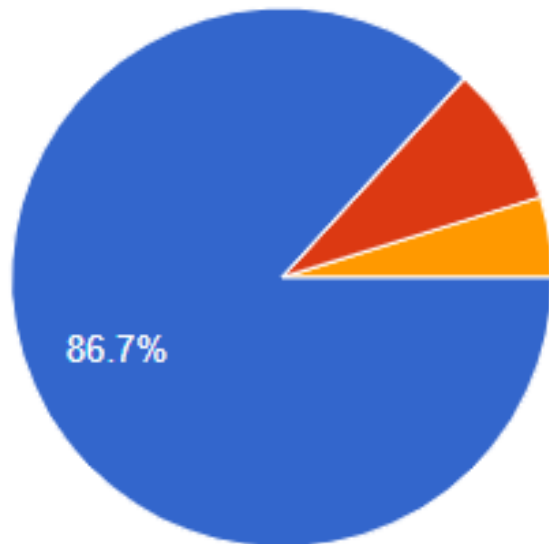
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Reuse Rights of use Embed

# Course Evaluation

Dimension	MOOC (R: 20%)	Teach. Training (R: 48 %)
Navigation	4,1	4,5
Contents and Activities	4,4	4,7
Interaction and Teaching Support	4,1	4,1
Development of knowledge, skills and attitudes	4,5	4,7
Time Management	4,5	4,7
Global Satisfaction	4,5	4,6

## Flexibility vs. Interaction



- Todas individualmente
- Todas em grupo
- Uma individualmente e outra em grupo

# Thank You very much!

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