Would you recognize a MOOC if you saw one?

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Ever seen a MOOC certificate?

Information on the course can be found here.

Topics

- Terminology
- Providers
- Types of MOOCs / stand-alone e-learning
- Challenges
- Can MOOCs be recognized? Possible solutions

Terminology

- MOOC: Massive Open & Online Course
- SPOC: Small Private Open or Online Course
- Microcredential
- (Stand-alone) e-learning

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- Distance education / Online degrees

Providers:

Coursera	4188 courses
edX	2739 courses
FutureLearn (Open University)	1142 courses
Swayam (India)	774 courses
Canvas Network	580 courses
France Université Numérique	540 courses
Independent	450 courses
Miríada X (Latin America)	245 courses
Udacity	234 courses
OpenupEd	200+ courses

Source: https://www.classcentral.com/providers
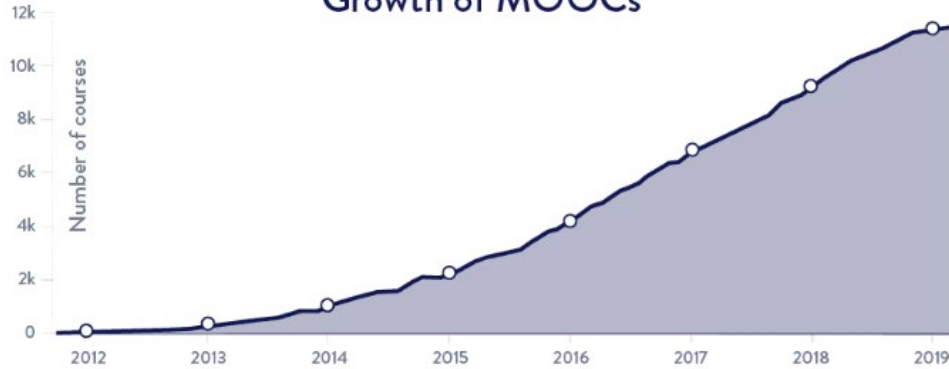
Source:
https://www.classcentral.com/report/moocs-stats-and-trends-2018/

Types of MOOCs / stand-alone e-learning

- Completely free, self-paced, no admissions requirements

- Ditto, with option to pay for certificate and/or for submitting assignments for grade →

- Qualify for access/transfer credit based on MOOC if decide to continue in traditional campus program / online degree program
  - [Kiron initiative](#)
  - [iMBA](#): Univ of Illinois Urbana-Champaign

- "Microcredentials", "MicroMasters"
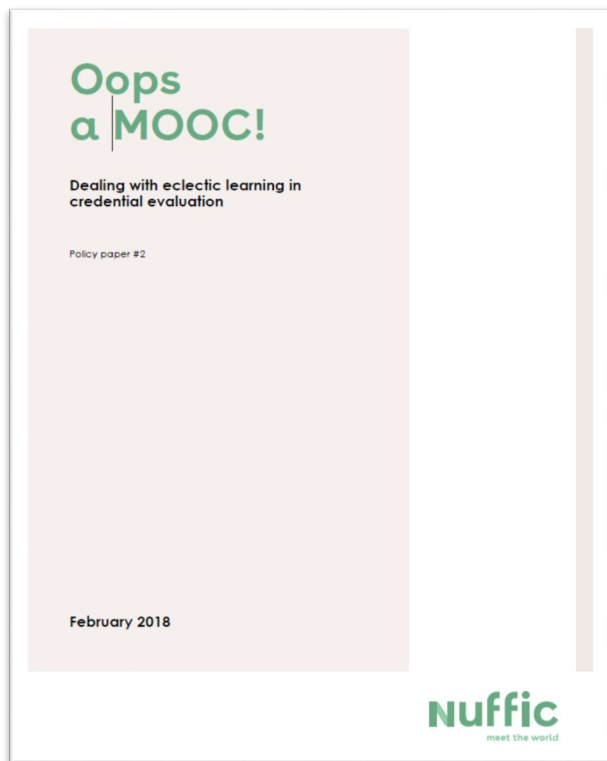
Challenges / issues

- Who's responsible for quality?
- Establishing the identity of the student
- Verification of exams, students' work in general
- Can we trust the providers?
- To what extent can study completed through MOOCs be counted for….
  - access to higher education
  - advanced standing credit
  - a full degree
  - professional advancement

Can MOOCs be recognized? Possible solutions

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- MOOCs offered as part of degree program-can be taken for free, but credit can be obtained after some kind of exam

- Solutions developed by MOOC providers: form partnerships with some institutions to get transfer credit and in some cases a degree

- ECTS learning agreement model

- RPL, but time-consuming. Worth all the trouble?

- For countries with NQF: evaluate for placement on qualifications framework?

A systematic approach: 2 Erasmus+ European projects
in collaboration with partners from the Enic-Naric networks

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Oops
a MOOC!

Dealing with eclectic learning in
credential evaluation

Policy paper #2

February 2018

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2016 – 2018

New paradigms in recognition
(PARADIGMS) project

e-Valuate project 2018-2020

Results (2020)

1. Online learning information tool
   - For recognition professionals
   - Supports development of institutional policy
   - Practical information and examples to achieve recognition decision within reasonable amount of time

2. Position paper
   - For e-learning providers

Evaluation of MOOCs/ stand-alone e-learning

Both projects identify 7 criteria that can be used to evaluate MOOCs and e-learning:

1. Identification of the learner
2. Quality of the study programme
3. Verification of the qualification (Authenticity)
4. Learning outcomes
5. Workload
6. The way study results are tested
7. Level

Criteria for evaluation of MOOCs/stand-alone e-learning: 2 versions of the Scoreboard

"Stoplight model" based on JRC Science for Policy Report (2016)

Name of Qualification	ID of Learner	Quality of Program	Verification of Qualification	Learning Outcomes	Workload	Testing Methods	Level of Program	Provider
	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green	0 Red 0 Orange 0 Green

Criteria for evaluation of MOOCs /stand-alone e-learning: 2 versions of the Scoreboard:

e-Valuate takes it a step further

Level of robustness	ID	Quality	Authenticity	Learning outcomes	Workload	Testing	Level
0							
1							
2							
3							

Main recommendations e-Valuate

For HEIs evaluating e-learning

- Develop a shared policy and uniform procedures on the recognition of stand-alone e-learning
- Consider integrating recognition of e-learning in standard recognition procedures.

For HEIs providing e-learning
- Refer to generally accepted Bologna tools, like ECTS, DS and NQF and define learning outcomes
- Integrate the recognition of stand-alone e-learning in internal and external quality assurance mechanisms

Discussion

Consider the examples of MOOCs/stand-alone e-learning described in the following slides.

- Would you consider granting credit? Why or why not?

- Would you include the outcomes in a credential evaluation? If so, how?

- Do you consider the scoreboard a useful tool in deciding whether or not to recognize the qualification?

Examples 1 and 2

- [Global Environmental Management](#) offered by the Technical University of Denmark as a free online course

- The same course, but one completed with a "Paid Certificate"

Example 3

A student who obtained 60 Kiron credit points (=60 ECTS) is seeking admission to the second year of a bachelor's degree program in computer science at your institution. The courses completed were selected based on a learning agreement between Kiron and a partner university in Germany and studied through MOOC platforms.

Example 4

A [MicroMasters in Big Data](#) from the University of Adelaide, Australia

For more information:

- [European MOOC Consortium](#)
- [The European Association of Distance Teaching Universities (EADTU)](#)
- [Class Central](#)
- [iMBA](#) University of Illinois
- [Kiron](#)
- ["Oops a Mooc!"](#) (Policy paper Paradigms project)
- [Global Environmental Management](#) (Technical University of Denmark)
- [MicroMasters in Big Data](#) (University of Adelaide)

Thank you for listening and participating!

Any questions?

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