

THE EDUCATION UNIVERSITY OF HONG KONG  
LEARNING AND TEACHING QUALITY COMMITTEE

**MOOC Quality Assurance Mechanism and Guidelines for EdUHK**

**Purpose**

1. This paper proposes and outlines the quality assurance mechanism, processes and guidelines for the Massive Open Online Courses (MOOCs) bearing the name of EdUHK. It should be understood that the other mechanism, process and guidelines for programme approval, monitoring and review as set out in the *Staff Handbook on Programme Quality Assurance* and other institutional quality assurance policies and guidelines remain unchanged.

**Background**

2. The University has supported two MOOCs on the open edX platform since 2016. The Learning and Teaching Quality Committee (LTQC) recommended that a quality assurance mechanism and guidelines should be developed and established for current and future MOOC development. The Working Group on Reviewing e-Learning Policies, Strategies and Implementation (“Working Group” hereafter) considered the MOOC quality assurance issues at its meetings from November 2016 to April 2017 by looking into the MOOC related development guidelines and quality assurance policies employed by major MOOC providers and institutions, in addition to the summarized information on MOOC development at the eight UGC universities for benchmarking.
3. To further explore the quality assurance issues of MOOC, an Advisory MOOC Quality Assurance Panel (“Advisory Panel” hereafter) was set up under the Working Group with representatives from the Working Group, MOOC development teams, Library, LTTC and Registry. The Advisory Panel convened the first meeting on 12 April 2017. Based on the previous research on MOOC quality assurance, the Advisory Panel reiterated that the initial goal of MOOC development was the acceptance by edX and therefore, recommended LTTC to make reference to the “*EdX MOOC Development Checklist*” together with the “*Checklist for MOOC Accreditation*” from Commonwealth of Learning, Canada to construct EdUHK MOOC development guidelines and checklist. Furthermore, the Advisory Panel suggested referring to the paper titled “*Quality Assurance for Massive Open Online Courses*” by the University of London International Academy when setting up the QA mechanism of MOOC including the membership composition, terms of reference and procedures. On the second Advisory Panel meeting held on 31 May 2017, members further considered and made recommendations on the proposed MOOC quality assurance mechanism, the development checklist together with the information of copyright-related issues.

## **Recommendations**

4. With the above-mentioned discussions and shared input from the Working Group and the Advisory Panel, the following recommendations on MOOC quality assurance mechanism, and related guidelines are proposed in this paper and presented in the **Annexes I to III** for consideration.
  - Recommendation 1: Proposed MOOC Quality Assurance Mechanism and Guidelines (**Annex I**)
  - Recommendation 2: MOOC Development Checklist for EdUHK (**Annex II**)
  - Recommendation 3: Copyright-related Issues for EdUHK MOOC Developers Prepared by EdUHK Library (**Annex III**)

## **Advice Sought**

5. Members of LTQC are invited:
  - (i) to note the development progress of MOOC quality assurance mechanism and guidelines and;
  - (ii) to share comments on the “Proposed MOOC Quality Assurance Mechanism and Guidelines for EdUHK” and the relevant documents as presented in **Annexes I to III**.

May 2017

## THE EDUCATION UNIVERSITY OF HONG KONG

**MOOC Quality Assurance Mechanism and Guidelines****Background**

1. The Massive Open Online Courses (MOOCs) are intended to provide participants with an engaging and high quality learning experience, with assessment designed to provide feedback to participants on their understanding of the learning outcomes for each MOOC. Currently, the MOOCs developed by the University are non-credit-bearing and no certificate will be awarded to the participants. Therefore the completion of these MOOCs would not be eligible for accreditation of credit transfer for any EdUHK programmes or courses.
2. In many cases, the content of a MOOC will be drawn from existing subject content of related programmes and courses, designed to attract participants to enroll in the full programme of study. Where this is the case, it can therefore be assumed that the contents have been through quality assurance processes to confirm the contents as being delivered for and appropriate to the identified learning outcomes. Thus, the quality assurance approval process will focus on participant experience. However, where the contents are new or drawn from non-current programmes, peer review will be undertaken to confirm the appropriateness of the subject matter for the stated learning outcomes and for the quality of the learning experience.
3. Currently, our MOOCs do not result in the award of credit or a certificate or contribute directly to any EdUHK programmes or courses. Nonetheless, it is important that mechanism and procedures are in place to ensure that the MOOCs bearing the name of EdUHK are informed by good practice and provide an engaging and high quality learning experience to learners. To implement the MOOC quality assurance mechanism, a standing MOOC Panel was proposed to be formed to review each MOOC to ensure it is fit for purpose before it is available to participants.

**Formation of MOOC Panel**

4. To facilitate the review and scrutiny of the MOOCs bearing the name of EdUHK, a standing MOOC Panel is proposed to be set up under the Working Group on Reviewing E-Learning Policies, Strategies and Implementation and the Learning and Teaching Quality Committee (LTQC) with proposed terms of reference and membership composition presented below.

***Proposed Terms of Reference of the MOOC Panel***

The MOOC Panel shall report to the Working Group on Reviewing E-Learning Policies, Strategies and Implementation and the Learning and Teaching Quality Committee (LTQC). It is responsible:

- to determine that the MOOC aligns with EdUHK's brand and associated reputation;
- to ensure appropriate scrutiny of the content of the MOOC against its proposed title;
- to consider the MOOC outline (curriculum, teaching, learning and assessment specification) and pedagogy to establish:
  - a. the coherency and relevance of the intended curriculum;
  - b. the accuracy of the information to be publicly provided to prospective participants about the nature of the MOOC so as to inform participant expectations;
- to consider whether the assessment activities align with the learning outcomes in an appropriate manner and timescale;
- to consider the viability of the technical delivery of the MOOC;
- to consider the overall participant experience, particularly in the context of mass open learning; and
- to provide suggestions for the enhancement of future MOOC developments and to identify good practices for wider dissemination.

### ***Proposed Membership Composition of the MOOC Panel***

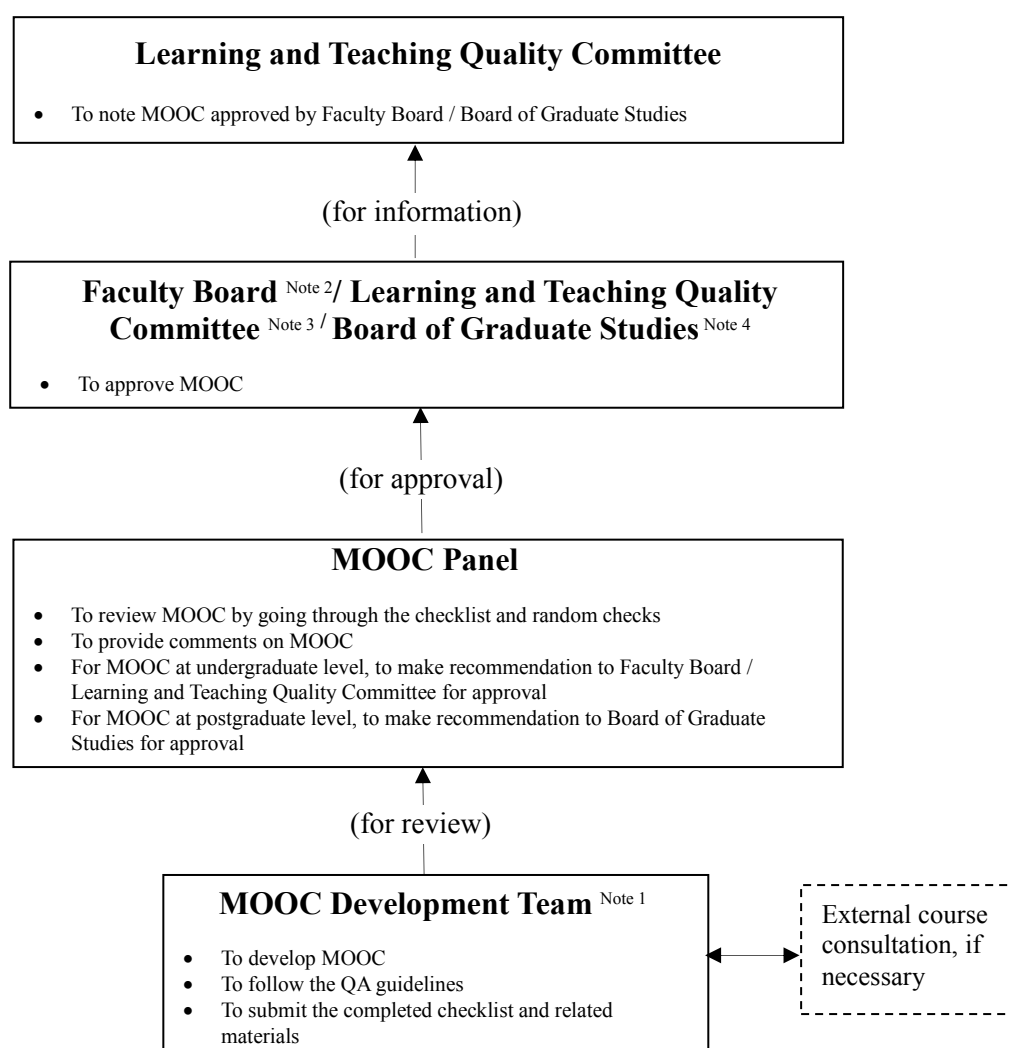
The proposed membership composition of the MOOC Panel is presented below. The MOOC Panel may co-opt MOOC practitioners or former MOOC instructors where appropriate.

- Chairperson (from LTTC or nominated by VP(AC))
- Panel member (a colleague with experience in MOOC development and/or implementation)
- Panel member (a colleague with experience of education technology)
- Programme Leaders (one from each of Faculties and Graduate School)
- Library representative (a colleague with experience in handling copyright issues)
- OCIO representative
- Secretary (from LTTC)

### **Quality Assurance Procedures for Development and Approval of MOOCs**

5. **Figure 1** sets out the proposed quality assurance procedures for the development and approval of MOOCs.

**Figure 1 – Quality Assurance Procedures for Development and Approval of MOOCs**



*Note 1: The MOOC Development Team is expected to contact relevant units for advice and assistance if necessary, e.g. the Library for support in copyright issues, the preparation of bibliographies of relevant readings during course development, and the Office of Chief Information Officer for support in technical, software and hardware issues, etc.*

*Note 2: To approve the MOOC at undergraduate level developed by MOOC Development Team affiliated to the Faculty*

*Note 3: To approve the MOOC at undergraduate level developed by University-level centre/unit*

*Note 4: To approve the MOOC at postgraduate level*

6. MOOC Development Teams will be formed and shall be responsible for course development. A MOOC Development Team shall consist of the academic and/or administrative staff from a funded MOOC project or from a department/unit which intends to offer MOOC. The composition of the MOOC Development Team shall be endorsed by the principal project leader (for funded MOOC project) or the Head of Department as appropriate.

7. MOOC Development Teams are highly recommended to follow the “MOOC Development Checklist for EdUHK” (**Annex II**, “Checklist” hereafter) throughout the course development process to ensure that the MOOC maintains the highest degree of quality.

MOOC Development Teams may re-design or adapt the standard Course Outline Template to prepare the outline of the MOOC as appropriate.

8. In addition, MOOC Development Teams, taking into account the actual need of the course, can have the discretion to decide if external course consultation is to be conducted to ensure course quality. It is recommended that, for any case where the content of the proposed MOOC is new or not drawn from existing programme, external consultation of the proposed course will be conducted.
9. The MOOC Panel, summoned regularly and/or by request when necessary, will review and evaluate the proposed MOOC by going through the completed Checklist and conducting random check on the related materials submitted and presented by the MOOC Development Team as appropriate. Following each meeting and deliberation of the MOOC Panel, a report and/or a completed Checklist containing the outcomes, including comments and recommendations, will be produced for noting and necessary refinement by the MOOC Development Team.
10. The MOOC Panel will report the Panel's discussion through its meeting minutes and, for MOOC at undergraduate level, make recommendation to the relevant Faculty Board (FB) to which the principal project leader or the department/unit constituting the MOOC Development Team (paragraph 6 above refers) is affiliated for approval. In case of MOOC developed collaboratively by departments from different faculties, there shall be a leading department/unit and the FB of the leading department/unit shall approve the MOOC. For MOOC at undergraduate level developed by university-level centre/unit, the MOOC Panel shall make recommendation to LTQC for approval. As regards MOOC developed at postgraduate level, the MOOC Panel shall make recommendation to the Board of Graduate Studies (BGS) for approval. After the approval of FB/BGS, the approved MOOC will be reported to LTQC for noting.

### **Way Forward**

11. The proposed quality assurance procedures presented in this paper are mainly for the MOOCs that are non-credit-bearing and with no certificate of any kind to be awarded. According to different MOOC development directions, detailed quality assurance mechanism and procedures shall be explored and worked out for implementation under the collaboration of Faculties, Departments, LTTC and Registry in future. One possible direction for future MOOC development where diverse MOOC quality assurance mechanism and procedures may apply is:
  - MOOC with certificate of attendance/participation awarded and non-credit-bearing

## References

Commonwealth of Learning, Guidelines for quality assurance and accreditation of MOOCs, Retrieved from [http://oasis.col.org/bitstream/handle/11599/2362/2016\\_Guidelines-QAA-MOOCs.pdf?sequence=6&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/2362/2016_Guidelines-QAA-MOOCs.pdf?sequence=6&isAllowed=y) on 11 January 2017.

EdX, EdX MOOC development checklist. Retrieved from [https://courses.edx.org/c4x/edX/edX101/asset/edX\\_MOOC\\_Development\\_Checklist-a11y.pdf](https://courses.edx.org/c4x/edX/edX101/asset/edX_MOOC_Development_Checklist-a11y.pdf) on 11 January 2017.

Emma Price, Quality assurance for massive open online course QASL24/3, International Academy, University of London, August 2013. Retrieved from [http://www.londoninternational.ac.uk/sites/default/files/governance/qasl24/qasl24\\_3-mooc-qa.pdf](http://www.londoninternational.ac.uk/sites/default/files/governance/qasl24/qasl24_3-mooc-qa.pdf) on 11 January 2017.

August 2017

## THE EDUCATION UNIVERSITY OF HONG KONG

## MOOC Development Checklist for EdUHK

This MOOC development checklist serves as part of quality assurance guidelines and a reporting document to ensure coherency of the curriculum, teaching, learning and assessment activities of each MOOC. The checklist is also designed to complement the internal quality assurance procedures and the checklist provided by edX.

This checklist was adapted in part from *Checklist for MOOC Accreditation of Guidelines for Quality Assurance and Accreditation of MOOCs*<sup>1</sup> by Commonwealth of Learning, Canada and *EdX MOOC Development Checklist*<sup>2</sup>.

Focus	Criteria	MET?
1. Course Overview	Welcome message and introduction video for overview of the course posted on course info page to show learners how to get started with the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Syllabus and course calendar is provided with approximate commitment time.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Communication tools adopted by the course (e.g. online discussions, email, chat, etc.) are explained.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	A personal introduction of the instructor(s) is available.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Prerequisite knowledge and skills are specified, if any.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Minimum technologies and technical skills expected of the learner are indicated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Introduction to course requests learners view edX Demo101; or intro to platform included in courseware tab.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<b>Additional information, if any</b>	
2. Learning Outcomes	Learning objectives of the MOOC are described in terms of what the student will be able to achieve upon completion.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Learning outcome(s) of the MOOC are described in terms of what the student will be able to achieve upon completion.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
		<b>Additional information, if any</b>
3. Assessment	The learning activities and assessment are consistent with the learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Courses includes gradable assignments, e.g., assignments/quizzes and assigns a grade.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Assessment deadlines are clearly articulated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Clear instructions, grading criteria are specified and certificate requirements, if any, are provided for the evaluation of students' work and participation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Assessment and evaluation are integrated throughout the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
		<b>Additional information, if any</b>

<sup>1</sup> [http://oasis.col.org/bitstream/handle/11599/2362/2016\\_Guidelines-QAA-MOOCs.pdf?sequence=6&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/2362/2016_Guidelines-QAA-MOOCs.pdf?sequence=6&isAllowed=y)

<sup>2</sup> [https://courses.edx.org/c4x/edX/edX101/asset/edX\\_MOOC\\_Development\\_Checklist11y.pdf](https://courses.edx.org/c4x/edX/edX101/asset/edX_MOOC_Development_Checklist11y.pdf)



Focus	Criteria	MET?
4. Content Validity	Course content is sequenced and structured in a way that enables students to achieve stated learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Course materials and learning activities are presented in a consistent structure and layout.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Course includes interleaved videos and learning activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<b>Additional information, if any</b>	
5.The Learner	Instructions on how to get started and where to find various course components are clear and easy to find.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	The learning activities foster appropriate levels and types of interaction (instructor–student, content–student and student–student).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<b>Additional information, if any</b>	
6.Educational Technology	The tools and media support the learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Course adheres to edX accessibility guidelines and provides transcriptions for all videos.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Navigation throughout the online components of the course is logical, consistent and efficient.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Welcome Email, paced emails and closing email are sent during different stages of the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	If synchronous activities are included, they are archived for students to review (e.g., live sessions, podcasts).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	All course resources are clearly written and edited.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<b>Additional information, if any</b>	
7. Course Resources	All resources and materials used in the course are appropriately cited.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Copyright clearance has been obtained where necessary.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Web links are relevant and functional.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	The course instructions make it clear how students can access technical support.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<b>Additional information, if any</b>	
8. Learner Support Resources	Course team provides forum moderation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	The course provides guidelines on how to succeed as a student in the MOOC environment.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<b>Additional information, if any</b>	

**Comments by the MOOC Panel**

May 2017

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**Copyright-related issues for EdUHK MOOC Developers**  
**Prepared by EdUHK Library (May 2017)**

The following information is provided for EdUHK MOOC Developers' reference:

***Are the fair dealing provisions under Section 41A of the Copyright Ordinance of Hong Kong ([CAP 528](#)) applicable to the Massive Open Online Course (MOOC) platform?***

No, the fair dealing copyright exemption for giving and receiving instruction does not apply to MOOC courses because:

- contents provided by MOOC cannot be restricted only to persons who need to use the contents for giving or receiving instruction for the specific course
- the course may not be considered as non-profit making if it is delivered on platforms such as Coursea

***Can EdUHK MOOCs include contents that EdUHK already paid for, such as journal articles subscribed by the Library?***

Since EdUHK Library normally pays the vendor for access of online resources only for EdUHK staff and students, we cannot store and deliver these contents in Massive Open Online Courses as they are open to the public.

***What kinds of contents can be included?***

Like regular web pages, MOOCs should only contain copyright-free contents or works with appropriate permission from the copyright owner:

- Public Domain
  - o Works becomes public domain when its copyright expires
  - o Some works belongs to a category that is defined by law as public domain or that is not protected by copyright laws
  - o Determination of whether a works belong to public domain is often difficult: definition of public domain and copyright duration may differ from country to country; different copyright expiration procedures may be applied to works created in different periods of time even within the same country
- Works with appropriate copyright permission
  - o Original works created by the MOOC developers
  - o Works with copyright permission granted
    - Works with permission for the MOOC granted by the copyright owner
    - Many works using the Creative Commons License / deposited in various Open Education Resources repositories can be re-used in MOOCs

- It should be noted that there are various types of [Creative Commons Licenses](#) and not all kinds of use permissions are always granted
  - It should be noted that proper acknowledgment should always be provided and the terms of use specified must always be observed
- It should be noted that MOOC developers should not only pay attention to copyright of articles, book chapters, cartoons and videos intended to be reading materials or in-course instructional materials. They should also be careful with everything included in the MOOCs such as background music, wallpaper graphics, brand names, trademarks and logos, etc.

### ***References and Further Readings:***

- “Guidelines for MOOC Production” prepared by the Copyright Advisory Office at Columbia University  
[https://copyright.columbia.edu/content/dam/copyright/copyright%20guidelines%20open%20online%20courses%20moocs%20\(00201903-4x9672E\).pdf](https://copyright.columbia.edu/content/dam/copyright/copyright%20guidelines%20open%20online%20courses%20moocs%20(00201903-4x9672E).pdf)
- “Copyright Resources to Support Publishing and Teaching” prepared by University of Pennsylvania Libraries <https://guides.library.upenn.edu/c.php?g=475193&p=3254132>
- “Massive Open Online Courses (MOOCs): Copyright & MOOCs” prepared by the HKUST Library <http://libguides.ust.hk/moocs/copyright>
- “International Copyright Basics” prepared by RightsDirect  
<http://www.rightsdirect.com/international-copyright-basics/>
- “Copyright in Course Materials for MOOC” prepared by the HKU Library  
<https://lib.hku.hk/copyright/mooc.html>
- “Copyright in Teaching and Learning” prepared by the CUHK Library  
<https://www.lib.cuhk.edu.hk/en/research/copyright/teach-learn#mooc>
- “Guidelines for Photocopying of Printed Works by Not-for-Profit Educational Establishments” prepared by the Intellectual Property Department of Hong Kong  
[http://www.ipd.gov.hk/eng/faq/copyrights/guide\\_photo\\_faq.htm](http://www.ipd.gov.hk/eng/faq/copyrights/guide_photo_faq.htm)

### ***Enquiries and Copyright Clearance Assistance***

For enquiries and assistance seeking copyright clearance, please contact Mr. Emil Li (Information Management, Library) at [cheukwai@eduhk.hk](mailto:cheukwai@eduhk.hk) / 2948 6575.

Updated on 25 March 2020