HOW TO BUILD A SUCCESSFUL MOOC?

PRACTICAL RECOMMENDATIONS ROOTED IN A CONTEMPORARY RESEARCH
(LITERATURE REVIEW)

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“In a broad view, the literature on assessment indicates a need for online courses to create assessments for learning and not only assessments of learning. It is important to create assessments and feedback that are scalable, in which students can benefit from a reliable evaluation process with usable feedback that fosters opportunities for student learning.” (Bonafini et al., 2017)
ASSESSMENTS & ASSIGNMENTS

FEW FACTS...

• Students desire moderately challenging course assignments that require them to apply learned content.
• Easy assignments or questions that merely test factual recall are disliked.
• Assignments that are fun and enjoyable (e.g., building simple games) make the tasks more engaging to students.
• In-video quizzes help sustain students’ attention to lecture content.
• The encouragement has significant effects on social engagement levels as well as learning outcomes.

HOW TO PROMOTE ACTIVE LEARNING? [PRINCIPLES]

• Ensure close alignments between the lectures and assignments. Ensure that everything that is needed to complete them is covered in the lesson.
• Use assignments that required students to think or apply the content learned, instead of merely regurgitating factual information.
• Carefully calibrate assignments so that they are challenging but not impossible.
• Provide guidance or feedback on students’ work (e.g., instantaneous feedback, peer feedback, instructors’ solution).
• Give students explanations, examples and correct answers after the assignment had been finished.
• Allow students to discuss homework/assignments in specifically designed forums.
• Be (a little bit) flexible with the deadlines.
ASSESSMENTS & ASSIGNMENTS

HOW TO PROMOTE AN ACTIVE LEARNING? [TOOLS]

• Computer-graded homework or quizzes
• Projects, weekly mini-projects or writing assignments
• Computer/in-person graded final exams
• **Optional** practice exercises related to each week’s lesson
• Competitions and/or simulation games

• Embedded questions incorporated to video lectures
• Course survey at the beginning and at the end of the course

• **PEER-REVIEWS**
  • require written comments from student on items that did not receive full scores while peer assessing
  • use multiple peer assessment
  • allow public peer review
  • support sub-forums to follow-up with peers regarding the review comments received

• **SELF-REVIEWS**
  • Students would first evaluate five of their course mates’ projects before self-evaluate their own work.
ASSESSMENTS & ASSIGNMENTS


THANK YOU FOR YOUR ATTENTION

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