Online courses and MOOCs

Closed questions for activity description	Detailed description	
Place: ● On campus ● Off campus (online) ● Blended	● Off campus (online)	Courses are exclusively conducted online.
Pace: ● Self-paced (at their own pace) ● Time bound (synchronous/ asynchronous)	● Self-paced (at their own pace) ● Time bound (synchronous/asyn chronous)	Online courses and MOOCs can offer both self-paced and time-bound options, depending on the learner's preference or the structure of the course.
Access: ● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants)	● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants)	Online courses may have restrictions such as fees or limited participant numbers, depending on the course and its context. Conversely, MOOCs are typically open and free of charge, designed to accommodate a large number of participants.
Funding: ● Self -funded ● Grant/ Government funded ● Alliance-funded/ project funded ● Free of charge/ funded by university ● Other (comment)	● Self -funded ● Grant/ Government funded ● Alliance-funded/ project funded ● Free of charge/ funded by university ● Other (comment)	All options are possible. As for the funding it is important to add that online courses are usually fee based and MOOCs can offer additional services such as mentoring, correcting and grading of assignments, final assessment and certification for additional fee.

Inclusion into the curriculum:
● Part of the curriculum
  ○ the compulsory study subject
  ○ the elective study subject
● Extracurricular
	Part of the curriculum
	● the compulsory study subject
	● the elective study subject
	● Extracurricular
		Both courses can be integrated into the curriculum as compulsory or elective subjects, although MOOCs typically aren't compulsory. They can also be offered extracurricularly as standalone subjects. In the case of extracurricular subjects, they may lead to microcredential certificates if they provide specific competencies, or

		they may be mentioned in a diploma as separate courses.
Open questions of activity description	**Detailed description**	
Volume of the activity Length in ECTS/ semesters	The volume of online courses and MOOCs varies widely. Typically, they can last from one week to one semester, with a weekly workload ranging from 5 to 15 hours per week. Credits earned can vary, with one credit typically awarded for every 25 to 30 hours of work.	
Price of the activity If the academic offer activity has a fee (as indicated in question above), what is the fee	Online courses are subject to the fee policy of the offering institution, while MOOCs are generally free of charge. However, additional services such as mentoring, assignment grading, and certification may be offered for a fee.	
Student application & selection How students can apply and/ or are selected/ approved for each activity	Online courses typically follow the admission policy of the offering institution and the context of the course, while MOOCs generally offer free admission to participants.	
Student evaluation What methods are used to evaluate student performance in each activity	Online courses may utilize various evaluation and assessment tools that do not necessitate the physical presence of students, including online interviews and exams. However, some online courses may require one or more physical exams. MOOCs typically rely on non-interactive evaluation tools for free courses, such as quizzes, questionnaires, self-evaluation, and peer-to-peer evaluation. For paid or sponsored MOOCs, evaluation services may resemble those used in online courses.	
Recognition of student results How student results are transferred (if applicable)	Online courses and MOOCs are recognized according to the recognition policy of the institution responsible for granting credit or certification.	
Financial sustainability strategy How financial sustainability of each academic offer would be ensured	Online courses and MOOCs are integrated into official programmes and action lines of the offering institution, such as regular curricula, lifelong learning/continuing education, teacher training and retraining, and extracurricular activities, as well as	

	summer/winter schools. They benefit from a diversification of funding sources and dedicated promotion and dissemination plans. Enhanced quality assurance strategies ensure the credibility and effectiveness of these offerings. Additionally, specific support structures and training opportunities are provided for teachers involved in delivering these courses. MOOCs, in particular, are often bundled and offered on dedicated local, regional, national, or international platforms. Examples include AbiertaUGR in Spain, EduOpen in Italy, iMooX in Austria, Coursera, and edX.
Support ● How students are supported while studying through each academic offer activity ● How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.)	Support for students in both online courses and MOOCs includes course-specific support opportunities tailored to the needs of participants. Additionally, information about support activities offered by the organizing institution is provided to ensure learners have access to necessary assistance throughout their learning journey. For teachers and course developers, support structures may include: ● Specific support centers for digital teaching and learning, which offer guidance, resources, and training to educators in designing and delivering online courses and MOOCs effectively. ● Recognition of online courses and MOOCs as part of the regular teaching load. ● Specific funding and calls for course development, providing financial support and resources for educators to create high-quality online learning experiences. ● Recognized training opportunities aimed at enhancing the pedagogical skills of teachers and course developers in the realm of digital education and online course design.
Infrastructure What infrastructure and technical equipment is necessary for successful implementation: ● for teachers ● for students.	Infrastructure for both teachers and students involved in online courses and MOOCs is essential for facilitating effective teaching and learning experiences. Here are some key components: ● Fast and reliable internet access to ensure seamless connectivity for accessing course materials, participating in discussions, and engaging in online activities. ● Computers equipped with essential peripherals such as cameras, microphones, and pen tablets, enabling teachers to deliver lectures, conduct live sessions, and interact with students effectively.

	- Learning Management Systems (LMS) or other online training platforms that serve as central hubs for course materials, assignments, communication, and assessment. - Storage and backup services to securely store course-related data, materials, and student submissions, ensuring accessibility and data integrity. - Access to editing and design software for creating engaging multimedia content, presentations, and instructional materials to enhance the learning experience. - Video and audio recording facilities to produce high-quality instructional videos, lectures, and multimedia content for asynchronous learning. - Group work facilities, such as collaborative platforms or virtual meeting spaces, to facilitate teamwork, discussions, and group projects among students and teachers.
Analysis and QA - What data (and how) is collected to evaluate each academic offer activity success; - What QA tools/ policies are existing to assure quality (if there are any)	The offering institutions should apply the regular quality assurance procedures also for online courses of any type (reporting, self-assessment, questionnaires for students and teachers, internal quality assurance committees, regular external evaluation…).