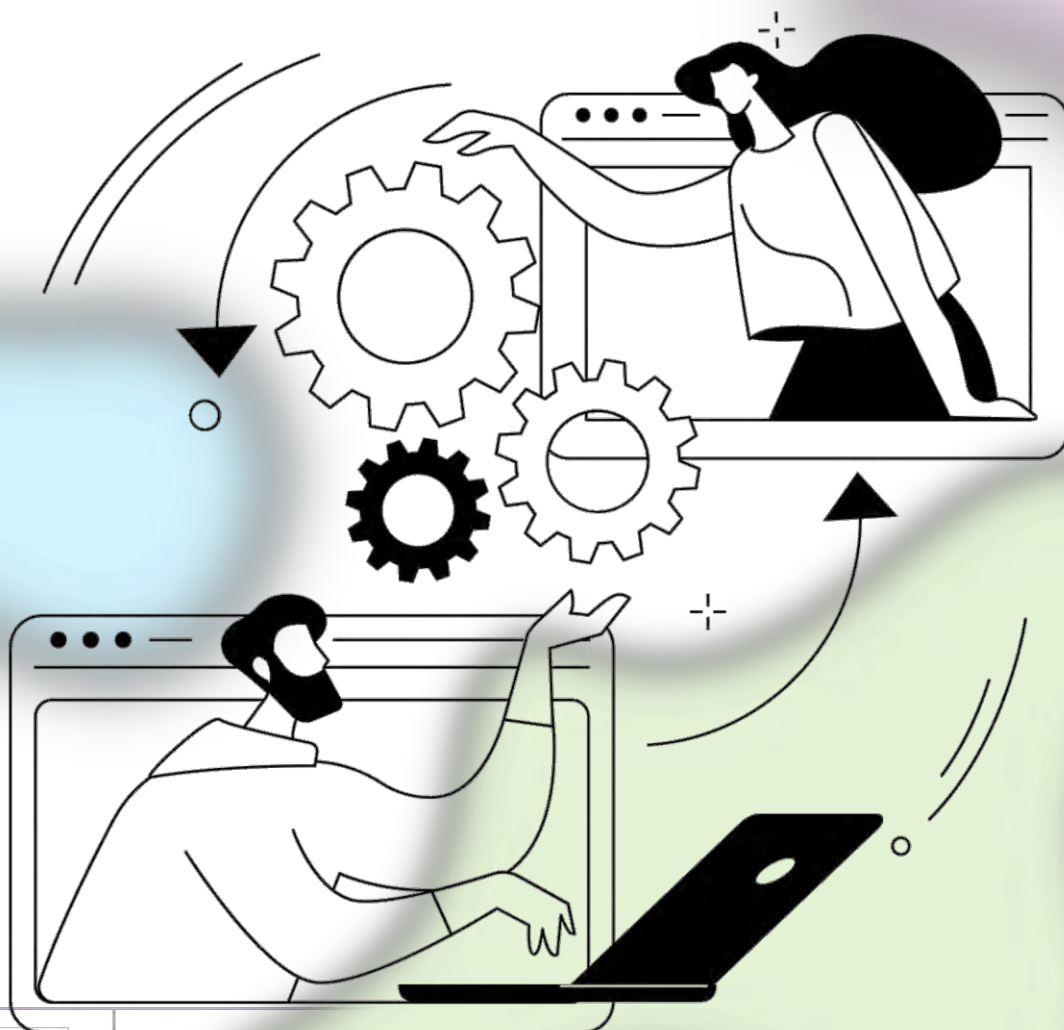# Inclusive Memory

INCLUSIVE MUSEUMS FOR WELL-BEING AND HEALTH THROUGH THE CREATION OF A NEW SHARED MEMORY

PR7.A3 Assessment for MOOC type of course delivery and for the development of key developed competences

Inclusive Memory

PR7 A3: Assessment for MOOC type of course delivery and for the development of key developed competences

Activity 3	
Title: Development of assessment tools	
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Introduction

In recent years, Massive Open Online Courses (MOOCs) have transformed the landscape of higher education by offering accessible and flexible learning opportunities to a diverse global audience. With their rapid expansion, ensuring quality and enhancing learner outcomes have become critical priorities. This report provides an overview of key literature on MOOC assessment methodologies, with a focus on the OpenupEd MOOC Quality Benchmarks—a framework developed by the European Association of Distance Teaching Universities (EADTU). It introduces a course-level evaluation instrument tailored to the Inclusive Memory (IM) project's MOOC, which aims to foster social inclusion and well-being through art-based activities in museums. The focus is on outlining tools and approaches to evaluate the quality and effectiveness of this single MOOC, aligning it with the project's objectives and broader educational standards.

MOOC Assessment

1. Key dimensions and strategies for MOOC assessment

Assessing MOOCs involves multiple facets, including:

- **Learner Engagement:** The degree to which learners interact with course materials, instructors, and peers.
- **Content Quality:** The relevance, accuracy, and currency of the course content.
- **Learning Outcomes:** The extent to which learners achieve the intended knowledge and skills.
- **Overall Course Effectiveness:** The impact of the course on learners' personal and professional development.

Research underscores the significance of incorporating both formative and summative assessments in MOOCs. Formative assessments, such as interactive quizzes and peer reviews, offer continuous feedback, enabling learners to monitor their progress and identify areas for improvement. Summative assessments, including final exams or comprehensive projects, measure learners' mastery of the subject matter upon course completion (Admiraal et al., 2015).

Given the large-scale nature of MOOCs, implementing scalable assessment methods is crucial. Automated tools like quizzes, peer assessments, and

algorithm-based grading systems facilitate efficient evaluation processes (Jordan, 2014). Additionally, the heterogeneous nature of MOOC learners necessitates inclusive assessment strategies that accommodate diverse learning preferences and cultural backgrounds (Hew & Cheung, 2014).

Ossiannilsson (2020) emphasizes the importance of comprehensive quality assurance frameworks tailored to various learning contexts and modalities. This perspective is vital for developing robust assessment tools for the IM project's MOOCs. Moreover, Martinez Escobedo, Doherty, and Eccleston (2024) introduce the concept of Health Promotion MOOCs (hpMOOCs), highlighting the need for a dual-focus assessment approach that evaluates both educational content and health-related outcomes. This dual lens is particularly pertinent to the IM project, which aims to integrate art and health to enhance well-being.

2. The OpenupEd MOOC Quality Benchmarks

The OpenupEd Quality Benchmarks, established by the European Association of Distance Teaching Universities (EADTU), offer a comprehensive framework for evaluating the quality of MOOCs. These benchmarks are designed to complement existing quality assurance processes by focusing specifically on aspects unique to e-learning environments (Kear et al., 2016; Rodrigo et al., 2014; Williams et al., 2012).

3. Overview of OpenupEd Quality Process

The OpenupEd quality assurance process outlines key steps to ensure MOOCs meet high educational standards, particularly within the European framework. These steps are as follows:

1. **Institutional Compliance**:
   Higher Education Institutions (HEIs) must fulfill national quality assurance standards and maintain an internal quality assurance (QA) system specifically designed for MOOC approval.

2. **Self-Assessment and Review**:
   HEIs undertake a structured self-assessment process for their MOOCs, which is then reviewed externally. To obtain the OpenupEd MOOC label, institutions must initially submit two courses for evaluation.

3. **Adherence to Distinctive Features**:

Courses seeking the OpenupEd label must conform to eight core features that encapsulate European educational values (see next paragraph).

4. **Periodic Label Renewal**:

The OpenupEd MOOC label requires periodic renewal. During these intervals, additional MOOCs developed by the institution may be reviewed at the course level to maintain compliance with quality benchmarks.

4. OpenupEd Features and Benchmarks

The benchmarks map to the OpenupEd features, ensuring that MOOCs align with European values of equity, quality, and diversity. Key benchmarks include:

• **Openness to learners**: courses should have no formal prerequisites, allowing flexible study at any time, place, and pace.

• **Digital openness**: materials should be freely available online with open licensing (e.g., CC-BY-SA).

• **Learner-centred approach**: courses should facilitate learner engagement through rich environments and peer communication.

• **Independent learning**: high-quality materials should support self-study.

• **Media-supported interaction**: use of rich media and online tools to engage learners.

• **Recognition options**: courses should offer recognition for successful completion.

• **Quality focus**: consistent quality in production and presentation.

• **Spectrum of diversity**: inclusivity and accessibility for a diverse audience.

5.   Integrating the Inclusive Memory MOOC with the OpenupEd Framework

The Inclusive Memory (IM) project seeks to foster social inclusion and well-being through innovative, art-based activities in museums. Central to this initiative is the development of a single MOOC, which builds upon the experiences and methodologies of the project's pilot course. Both the pilot course and the MOOC emphasize the transformative potential of museums as inclusive spaces for learning, interaction, and well-being.

The IM MOOC is designed to train university students, museum professionals, social caregivers, educators, and healthcare workers in creating inclusive

museum experiences. It adopts the **social model of disability** and the **design for all** philosophy, promoting the equal right of all individuals to access culture and benefit from museum spaces. Reflecting the pilot course, the MOOC integrates concepts of well-being, positive emotions, and human strengths, demonstrating their relevance in educational and cultural contexts.

Key Objectives and Features

- **Educational and Training Goals**: The MOOC focuses on equipping participants with professional and soft skills such as empathy, collaboration, and cultural awareness. These competencies are critical for designing museum activities that foster dialogue and trust with diverse groups, including individuals with protected characteristics.
- **Inclusive Activity Design**: Drawing from the pilot course's framework, the MOOC emphasizes activities that highlight participants' strengths rather than limitations. These activities encourage positive interactions with museum spaces and leverage technologies to enhance accessibility and engagement.
- **Use of Technology**: The pilot course demonstrated the potential of digital tools to personalize learning, improve accessibility, and foster emotional engagement. Similarly, the MOOC incorporates multimedia resources, interactive activities, and open educational resources to create an engaging and inclusive learning environment.

Practical Applications

Participants in the MOOC are tasked with designing inclusive museum activities that promote well-being, using insights gained from the pilot course. This includes:

- Identifying and addressing physical and intellectual barriers in museum spaces.
- Employing innovative technologies, such as virtual reality and interactive storytelling, to enhance accessibility.
- Creating templates for activities that connect museum exhibits with visitors' personal stories and strengths.

Outcomes and Impact

The pilot course served as a testing ground for methodologies and tools that now underpin the MOOC. Feedback from participants highlighted the

effectiveness of combining theoretical knowledge with practical, hands-on activities. The emphasis on co-creation and collaboration aligns with the IM project's overarching goal: to transform museums into spaces where everyone feels valued and included.

By adapting the lessons learned from the pilot course, the IM MOOC ensures its relevance and applicability to diverse cultural and professional contexts, ultimately advancing the project's vision of inclusive, health-promoting museums.

Bridging Quality Standards with Course-Level Evaluation

By aligning the Inclusive Memory MOOC with the OpenupEd Quality Benchmarks, the project ensures a structured and robust approach to quality assurance. This alignment not only upholds the MOOC's educational standards but also enhances its inclusivity and accessibility, which are core to the project's mission. To operationalize these benchmarks, the IM project employs a detailed course-level evaluation instrument. This tool provides a systematic way to assess the MOOC's design, delivery, and effectiveness, ensuring it meets the learning objectives and serves its diverse audience effectively.

Course-level evaluation instrument

The OpenupEd specific instrument for assessing MOOCs at the course level involves a detailed rubric, evaluating various aspects of course design, delivery, and effectiveness. The evaluation grid at the course level includes benchmarks such as:

•   **Learning outcomes**. Clear statements of intended knowledge and skills.

•   **Coherence**. Alignment between learning outcomes, content, teaching strategy, and assessment methods.

•   **Interactivity**. Sufficient opportunities for student engagement and feedback.

•   **Relevance and currency**. Up-to-date and accurate course content.

•   **Staff competence**. Qualified staff for course development and delivery.

•   **Open licensing**. Proper attribution and use of open licenses.

- **Consistency**. Adherence to institutional guidelines for layout and presentation.

- **Assessment**. Balanced and fair formative and summative assessments.

- **Feedback mechanisms**. Regular updates based on stakeholder feedback.

Benchmark / indicator	OL	DO	LC	IL	MI	RO	QF	SD		NA	PA	LA	FA
Course level			**OpenupEd values**								**Rating**		
A clear statement of learning outcomes for both knowledge and skills is provided.				x									
There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods.			x	x	x		x						
Course activities aid students to construct their own learning and to communicate it to others.			x										
The course content is relevant, accurate, and current.				x			x						
Staff who write and deliver the course have the skills and experience to do so successfully.							x						
Course components have an open licence and are correctly attributed. Reuse of material is supported by the appropriate choice of formats and standards.		x											

Benchmark / indicator	OL	DO	LC	IL	MI	RO	QF	SD		NA	PA	LA	FA
Courses conform to institutional guidelines for layout and presentation and are as consistent as possible across a programme.		x											
The course contains sufficient interactivity (student-to-content or student-to-student) to encourage active engagement. The course provides learners with regular feedback through self-assessment activities, tests or peer feedback.			x	x	x								
Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification.	x			x									
Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism.	x					x							
Course materials are reviewed, updated and improved using feedback from stakeholders.							x						

Key to table

OpenupEd features		Levels	
OL	Openness to learners	NA	Not achieved
DO	Digital openness	PA	Partially achieved
LC	Learner-centred approach	LA	Largely achieved
IL	Independent learning	FA	Fully achieved
MI	Media-supported interaction		

RO	Recognition options	
QF	Quality focus	
SD	Spectrum of diversity	

Conclusions

The assessment of MOOCs is a multifaceted process that requires careful consideration of various quality indicators, such as learner engagement, content relevance, accessibility, and inclusivity. The OpenupEd MOOC Quality Benchmarks provide a robust framework for evaluating MOOCs, ensuring they uphold the values of equity, quality, and diversity. These benchmarks are particularly significant for projects like Inclusive Memory, where the MOOC serves not only as an educational tool but also as a catalyst for fostering social inclusion and well-being.

By employing a detailed course-level evaluation instrument, the Inclusive Memory project ensures a systematic approach to enhancing the quality and effectiveness of its MOOC. This instrument, rooted in the OpenupEd framework, allows for the continuous monitoring and refinement of course design, delivery, and assessment methods. The alignment with these established quality benchmarks ensures that the MOOC is accessible, inclusive, and impactful for its diverse audience, which includes museum professionals, educators, social workers, and healthcare personnel.

Moreover, the course's final activity, *"Plan an Inclusive Museum Activity for Wellbeing Promotion"* (included as *Appendix 1* in document PR7-A1) and the assessment grid designed during the Pilot Phase (PR4_A1) (included as *Appendix 2* in document PR7-A1), offer participants a hands-on opportunity to apply their learning. These activities not only consolidate knowledge but also cultivate essential soft skills identified in PR3_A2, such as empathy, collaboration, and cultural awareness. By engaging participants in designing and evaluating inclusive activities, the MOOC bridges theoretical knowledge with practical application, empowering learners to drive meaningful change in their professional contexts.

The Inclusive Memory project's emphasis on quality assurance and innovative pedagogy establishes a replicable model for MOOC development in similar fields. Its integration of art, health, and education within an inclusive framework sets a benchmark for leveraging MOOCs as transformative tools for social good. Moving forward, this approach underscores the potential of MOOCs to address broader societal challenges while delivering meaningful, learner-centered education.

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