

The Usefulness of MOOCs' Assessment Technique in a Traditional Course Taught Online

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The majority of traditional universities deliver their study material on “shelf” and students usually only learn what is delivered. Today, the ability to find knowledge and skills from anywhere and at any time is needed for growth, increased employment opportunities and inclusion in society (EC 2017). Without any doubt, being a life-long learner and learning how to learn are essential competences required to survive in the information society. There are a lot of learning resources available online; it was found that a business school’s students were unaware of the MOOC revolution that happened a few years ago. An increasing amount of well-known and recognised universities, such as Stanford, Harvard, MIT Institute etc., deliver several so-called massive open online courses (MOOCs), free of charge. Students from all over the world can gain up-to date knowledge at any time. Open education was recognised by the EC (2017) and integrating open education into EU education systems comes highly recommended. However, open education is not only an opportunity for students, but for enterprises as well (Florjančič 2016). Therefore, the MOOCs’ market research is an introduction activity in course of E-learning.

The e-learning course is an online elective component of a traditional Management undergraduate study programme. Based on the course design, students work individually and in groups. They prepare different weekly assignments that lead up to the final group project where they prepare e-content suitable for schools or/and in-company training. Students learn about the various important aspects of e-learning; firstly, they experience online learning for themselves, which is imperative not only for building their own competences but for their understanding of the materials and their preparation. Students are increasingly willing to participate in the e-learning course.

In the current academic year, more than 120 students are registered on the course. Despite not being as many as for the MOOCs course, it still demands the adaption of the existing learning methods; it is no longer possible for one teacher to review all the weekly assignments of individuals and groups. We looked at the MOOCs programme to understand how they are dealing with this problem; using e-tests in the course are not an option, therefore we start to think about peer-to-peer (P2P) reviews. The course is performed in Moodle, an open-sourced learning management system, where the activity Workshop supports P2P review; however, it is yet to be used by our Faculty or our students. The technology can be easily mastered and implemented, but more effort will be needed to develop P2P review skills. Sadler and Good (2006) stressed that students should be trained to do it accurately.

The redesigned course was started in February 2017. The P2P review technique has been implemented in weekly activities and at final project as well. The course is being monitored and evaluated and the results will be presented at conference. We would like to research the impacts on learning, if any, when adopting the P2P review process. Are the students able to do it or do they run into difficulties? The final group project would be evaluated by a teacher and via the P2P review process, we would like to find out whether there are any differences between the teacher’s and students’ grades.

Keywords: open education, online learning, peer-to-peer review, higher education

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