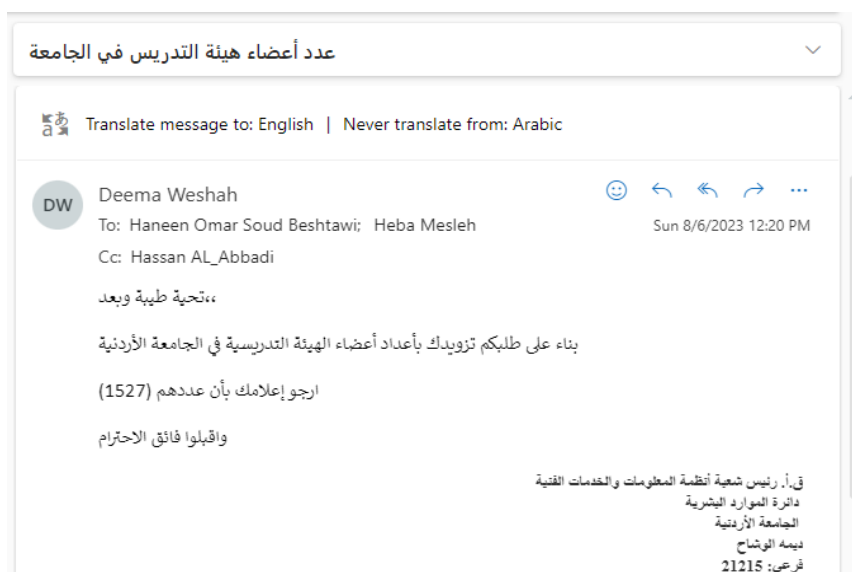


Appendix (1)
The total Number of Faculty Members at the University of Jordan



ACCEPTED

Appendix (2)

International Quality Standards for Designing Educational MOOC Content

Analysis (MOOCs)	
1	Forming a team of experienced individuals and defining their roles
2	Identifying the target audience for each Massive Open Online Course (MOOC)
3	Setting learning content goals based on the entry level of the targeted learner.
4	Considering the culture and language of the target audience when offering MOOCs.
5	Creating a list containing the prerequisite requirements for enrollment in each MOOC.
6	Identifying potential stakeholders when designing a MOOC for consultation, collaboration, and knowledge exchange.
7	Assessing the readiness of the current educational technology infrastructure to support MOOCs.
8	Defining future educational technology requirements to support MOOCs.
9	Determining the expected duration and cost of designing MOOC content.
10	Identifying local service providers of experts and specialists to provide MOOC content.
Design (MOOCs)	
11	Considering instructional design by specifying curricula and design methods.
12	Identifying specific learning outcomes for each unit within a MOOC.
13	Specifying assessment methods for each unit.
14	Considering cognitive progression when designing content by gradually increasing difficulty levels.
15	Enhancing content with enrichment activities related to learners' individual characteristics.
16	Working to identify and modify learning strategies according to learners' progress.
17	Providing advanced organizations to give an idea about the content.
18	Considering Gestalt principles in design to simplify complex images and recognize patterns.
19	Using descriptive texts for branching connections.
General Information about MOOCs	
20	Providing welcoming activities and initiation in the online course to support regular and objective interaction.
21	Providing links to documents containing operating instructions and quick reference guides for compatible and/or alternative tools and devices, continuously updating them.
22	Providing instructions for activities.
23	Providing instructions for assessment methods and success criteria.
24	Providing attendance and participation instructions.
25	Providing an interactive, printable, and shareable syllabus for learners (PDF, HTML).
26	Providing the ability to use and reuse existing learning resources and adapt them in terms of content and learning outcomes.
27	Providing online assistance for any problems arising from different operating systems and devices.
Educational Content (MOOCs)	
28	Providing content compatible with the facts, concepts, and principles specific to the online course and linked to the objectives.
29	Using content-related headings.
30	Providing access to a variety of interactive learning resources from readings, external activities, and discussion forums.
31	Activating learners' roles in determining and modifying content, selecting activities, and conducting assessments.
32	Clarifying fundamental concepts for learners and guiding them to transition from lower-order thinking skills to higher-order thinking skills and problem-solving.
33	Utilizing digital storytelling tools to encourage learners to document their real-life experiences.
34	Providing equivalent texts for each non-textual element, such as explanatory comments and providing an audio description of video content.
35	Providing regular maintenance of content for updating purposes.

36	36. Encouraging learners to use academic integrity tools and establish a code of conduct during use.
Interaction with MOOCs	
37	Using weekly announcements, emails, and scheduled messages to summarize tasks and interactions and explain them.
38	Activating the option to reset deadlines in the course to allow learning according to the learner's pace.
39	Providing a calendar for online courses indicating synchronous or asynchronous work hours and additional help sessions.
40	Designing interactions between electronic courses from teacher to learner, vice versa, and among learners themselves in all interaction and course communication channels.
41	Including regular communication activities aimed at building a sense of belonging to the online course community and establishing trust.
42	Allowing foreign language learners to interact with Arabic speakers, summarize their experiences, and vice versa.
Evaluation and Assessment of MOOCs	
43	Designing assessment tools based on learning outcomes while providing immediate feedback.
44	Providing opportunities for learners to review their performance and assess their learning during the course.
45	Providing self-assessment strategies including reflective thinking.
46	Designing peer assessment in accordance with guidelines and assessment rubric models.
47	Providing assessment for deep learning represented in concept maps and mind maps.
48	Designing scaffolding assessment tools based on prior learning and subsequent learning built upon it.
49	Using forum contributions and discussions as assessments for learners and measuring the educational progress of groups.
50	Setting evaluation goals and timing to support learning and provide improvement recommendations.
51	Adopting a post-procedure review protocol involving system administrators and designers to report errors and suggest operational improvements.