

# A Usability Evaluation of a Blended MOOC Environment: An Experimental Case Study

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## Abstract:

In the past few years, there has been an increasing interest in Massive Open Online Courses (MOOCs) as a new form of Technology-Enhanced Learning (TEL), in higher education and beyond. Recognizing the limitations of standalone MOOCs, blended MOOCs (bMOOCs) that aim at bringing in-class (i.e. face-to-face) interactions and online learning components together have emerged as an alternative MOOC model of teaching and learning in a higher education context. In this paper, we present the design, implementation, and evaluation details of a bMOOC course on “Teaching Methodologies” at Fayoum University, Egypt in cooperation with RWTH Aachen University, Germany, provided using the bMOOC platform LXP-bMOOC. In order to gauge the usability and effectiveness of the course, we employed an evaluation approach based on Conole’s 12 dimensions rubrics, ISONORM 9241/110-S as a general usability evaluation, and a custom effectiveness questionnaire reflecting the different MOOC stakeholder perspectives.

**Keywords:** Massive Open Online Courses; MOOCs; Blended MOOC; BMOOCs; MOOC design; Usability; Quality assurance; Effectiveness.