THE STUDENT SELF-ASSESSMENT PARADIGM IN MOOC: AN EXAMPLE IN CHINESE HIGHER EDUCATION

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INTRODUCTION

MOOC,
some universities have started to design credit-bearing MOOCs as part of university programmes, with the aim of fostering quality learning and good outcomes that meet the university's formal assessment criteria.

Self-assessment,
is very important in MOOCs, as we receive many letters with questions. It has been suggested that self-assessment should be used as an assessment for learning rather than an assessment of learning.

Lifelong learning, ,
learners have a greater power of assessment and a sense of control over their learning, increase their sense of responsibility for learning and then to plan, monitor and regulate their learning in a stable way.

OBJECTS AND METHODS

his paper aims to optimize the assessment of MOOC learning, and to establish an integrated student self-assessment paradigm with "student-centered, teacher and peer auxiliary".

9 key factors
(self-assessment and MOOC)

ISM Interpretative
interpretative structure model

Method of analysis
MICMAC

CONCLUSIONS

In the current case of MOOCs in China, the focus on learner self-assessment is not enough. It is necessary to break the one-sided tendency that "learner self-assessment only means that learners grade themselves".

Learner self-assessment is not only an assessment activity after a learning stage, it is a type of formative assessment.

For online learning, such as MOOCs, self-assessment should be the main method of assessment due to the characteristics of self-study in online learning. Therefore, the first thing is to change the attitude of teachers and learners towards self-assessment.

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