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Appendix A

5 6	#	Massive Open Online Course Title	Platform	Offered by
7 8	1	Introduction to the Science of Cancer	Canvas Network	The Ohio State University
9	2	Understanding Common Diseases	OpenEdXstudy	University of Wollongong
10 11	3	The Social Context of Mental Health and Illness	Coursera	University of Toronto
12 13	4	Managing Addiction: A Framework for Successful Treatment	EdX	University of Adelaide
14	5	Introduction to Cataract Surgery	Coursera	University of Michigan
15 16	6	Histology: Using Microscopy to Study Anatomy and Identify Disease	Futurelearn	The Open University
17 18	7	Talking About Cancer: Reducing Risk, Early Detection, and Mythbusting	Futurelearn	Cancer Research UK
19	8	Genomic Medicine: Transforming Patient Care in Diabetes	Futurelearn	University of Exeter
20 21	9	The Many Faces of Dementia	Futurelearn	University College London
22 23	10	Clinical Kidney, Pancreas and Islet Transplantation	Coursera	Leiden University Medical Center
24 25	11	Diabetes - A Global Challenge	Coursera	University of Copenhagen
26	12	Diabetes - The Essential Facts	Coursera	University of Copenhagen
27 28	13	Well and Able: Improving the Physical Health of People with Intellectual Disability	Coursera	University of Queensland
29 30	14	Epidemics: the dynamics of Infectious Diseases	Coursera	The Pennsylvania State University
31	15	ADHD: Everyday Strategies for Elementary Students	Coursera	The State University of New York, University at Buffalo
32 33	16	AIDS Hope and Fear	Coursera	University of Michigan
34 35	17	In the Footsteps of ZIKA: Approaching the Unknown	EdX	Université de Genève, Institut Pasteur, Université Paris Descartes and Centre Virchow-Villermé
36	18	Ebola Virus Disease: An Evolving Epidemic	Coursera	Emory University
37 38	19	Preventing the ZIKA virus: Understanding and controlling the Aedes Mosquito	Futurelearn	London School of Hygiene and Tropical Medicine and the Arthropod Control Product
39 40	20	Easing the burden of obesity and cadiovascular disease	Coursera	The University of Sydney
41	21	Organ donation: from death to life	Coursera	University of Cape Town
42 43	22	Introduction to breast cancer	Coursera	Yale University
44 45	23	Tropical parasitology, protozoans, worms, vectors ans human diseases	Coursera	Duke University and Kilimanjaro and Christian Medical University College
46 47	24	Bacteria and chronic infections	Coursera	University of Copenhagen
48	25	Good brain, bad brain, Parkinson's disease	Futurelearn	University of Birmingham
49 50	26	Understanding Alzheimer's disease: A molecular and genetic approach	EdX	The University of Texas at San Antonio
51 52	27	MalariaX: Defeating malaria/ from the genes to the globe	EdX	Harvard University
53	28	Better conversations with aphasia	UCLeXtend	University College London
54 55	29	Clinical management of HIV	lversity	European AIDS Clinical Society
56 57	30	Congenital hypothyroidism, what every primary care provider needs to know	Stanford Online	Sanford Medicine
58	31	Prescription drug misuse ans addiction: compassionate care for a complex problem	Stanford Online	Sanford Medicine
59 60	32	Perspectives on disability	Open Education by Blackboard	Northern Illinois University
	33	Understanding dementia	desireEdXlearn	The University of Tasmania

Appendix B

MOOC Instructional Design Quality Tool

- CourseScan extended with Goal-Setting Items -

This tool was assembled to study the instructional design quality of MOOCs, based on a 10 principle framework named CourseScan by Margaryan, Bianco and Littlejohn (2015), published in *Computers & Education*. Goal-setting was added as 11th principle. In addition information about course presentation and organization can be gathered with the tool. The tool consists of 3 sections:

A - Researcher information and course information that can be gathered on the course information page

B - Course information that can be gathered once one is enrolled in the course

C - Instructional design principles: goal-setting, problem-centeredness, authentic resources, activation, application, integration, differentiation, demonstration, collective knowledge, feedback and collaboration

(Assembled by Renée Hendriks, Center for Innovation in Medical Education, Leiden University Medical Center, The Netherlands, 2019)

SECTION A

This section concerns the information page of the course

A1 Initials of researcher:

A2 Course name: A3 Course startdate/Self-paced: A4 Date of analysis: A5 Course website: A6 Course platform: Independent Coursera OpenEx EdX Open2study Iversity Open Education by Blackboard Futurelearn Other: Canvas Network A7 Does the course information page specify the learner population that will engage in the course?

Yes
 No

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	information page specify the change that needs to be promoted in the skill set of the
learner population?	
Yes	
No	
A9 Are distal goals	described on the course information page (at the end of this course)?
No	
Yes, namely:	
A10 Are the course	enrollment requirements clearly outlined on the course information page?
	enrollment requirements clearly outlined on the course information page?
🔍 Yes	enrollment requirements clearly outlined on the course information page?
9 Yes 9 No	enrollment requirements clearly outlined on the course information page?
Yes No A11 Are the course	
Yes No	
Yes No A11 Are the course Yes No	
Yes No A11 Are the course Yes No	completion requirements clearly outlined on the course information page?

Please enter the course for the following sections

SECTION B

Likert-scale items scoring system for section B and C:

• None. The course does not reflect a given principle at all.

• To some extent. Serious gaps were found, the course reflects a given principle in less than 50% of the included teaching modes.

• To large extent. The course reflects a given principle mostly sufficient, in 51% to 80% of included teaching modes.

• To very large extent. The course reflects a given principle to complete satisfaction, in 81% to 100% of included teaching modes.

Not applicable. An item is absent, for example when group work is absent in a course, all questions regarding the
composition of the group are not applicable.

• No information. No information is available to determine if a given principle is reflected in the course.

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Yes		
No		
B2 Does the course	e specify the learner population that will engage in the course?	
Yes		
No		
B3 Does the course	e specify the change that needs to be promoted in the skill set of the learner populatio	on?
Yes		
O No		
0 110		
B4 To what extent	are the course materials well organised?	
None		
To some extent		
To large extent		
To very large ex	xtent	
Not applicable		
No information		
B5 Are the course (enrollment requirements clearly outlined?	
Yes		
No		
0 110		
B6 Are the course of	completion requirements clearly outlined?	
Yes		
No		
	SECTION C	
		Goal s
C1 Are distal goals	described (at the end of this course)?	
No		
2020315 00		
No Yes, namely:		
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2743313. KO		
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Yes, namely:	aals described (per week or per activity)?	
Yes, namely: C2 Are proximal go	pals described (per week or per activity)?	
Yes, namely:	oals described (per week or per activity)?	

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	measurable?		
None			
To some extent			
To large extent			
To very large extent			
Not applicable			
No information			
C4 Are students encouraged to make a comm knowledge, skill set or attitude?	ake a commitment statement about learning goals or a change in their		
© Yes			
© No			
, - H0.			
C5 Are students invited to construct or set th	eir own goals?		
O Yes			
© No			
C6 Are students encouraged to think about p course?	ossible obstacles that might impede their development in the		
O Yes			
© No			
	Problem-centered		
 To some extent To large extent To very large extent No information 			
C8 To what extent are the course objectives	relevant to real-world problems?		
None			
To some extent			
To large extent			
To very large extent			
O Not applicable			
No information			
C9 To what extent are the problems in the co	ourse typical of those learners will encounter in the real world?		
O None			
To some extent			
To large extent			
To very large extent			
Not applicable			
No information			
	surse relate to the participants' real workplace problems?		
C10 To what extent do the activities in the co	and relate to the participants real workplace problems.		
	and reace to the participants real workplace problems.		
O None			
None To some extent			
O None			

Not applicable

No information

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O No

Not applicable

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To large extent	
To very large extent No information	

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C19 If there are examples of solutions, to what extent do these solutions represent a range excellent examples to poor examples?	of quality from
excellenc examples to poor examples?	
O None	
To some extent	
To large extent	
To very large extent	
Not applicable	
No information	
C20 To what extent do the activities require participants to learn from each other?	
None	
To some extent	
To large extent	
To very large extent	
O No information	
C21 To what extent do the activities require learners to build on other participants' submiss	ions?
O None	
To some extent	
To large extent	
To very large extent	
No information	
C22 To what extent do the activities require participants to contribute to the collective know consume knowledge? None To some extent To large extent To very large extent	neoge, rather than
To very large extent	
Not applicable	
O No information	
C23 Is there feedback on activities by the instructor(s) in this course?	
Ves	
© No	
O NO	
C24 If there is feedback, is the way feedback will be provided clearly explained to the partic	ipants?
© Yes	
© No	
Not applicable	
	articipants?
C25 To what extent do the activities require participants to collaborate with other course pa	
O None	
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To very large extent

No information

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C27 To what extent do the activities require that the peer-interaction groups be comprised of individuals with different backgrounds, opinions, and skills? None To some extent To large extent To very large extent Not applicable No information

C28 To what extent can the individual contribution of each learner in the group be clearly identified?

None

To some extent

To large extent

To very large extent

Not applicable

No information

C29 Are the peer-interaction groups given specific directions for interaction?

Yes

O No

Not applicable

C30 Does each member of a peer-interaction group have a specific role to play?

○ Yes

No

Not applicable

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Medical Teacher

Appendix C

* *			
1 MOOC number*	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Present Present Sum of Mean score of 21 22 23 24 25 26 27 28 29 30 31 32 33 in (n) in (%) scores represented	
_ Organisation			
3 The course materials are well organised	2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3 2 2 3 3 2 2 3 3 2 2 3 3 2 2 3 3 3 2 3 3 3 2 2 3 3 3 2,82	
4The course description is clear	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 33 100% 33 1	
5 The learner population that will engage in the course is specified	0 1 1 1 1 1 1 1 0 1 1 0 1 0 1 0 1 1	1 1 1 0 1 1 1 1 1 1 0 1 26 79% 26 1	
6 The course completion requirements are outlined clearly	1 1 1 0 0 0 1 1 1 1 1 1 0 1 0 1	1 1 1 1 0 1 1 0 1 1 1 1 24 73% 24 1	
The course enrolment requirements are outlined clearly	0 1 0 0 1 0 1 0 0 0 0 0 0 0 0 0 0 0 1	1 0 0 0 1 1 1 1 1 0 0 0 1 12 36% 12 1	
The change that needs to be promoted in the skill set of the learner population is specified	0 1 0 1 1 0 0 0 0 0 0 0 1 0 1 0 1	1 0 0 0 0 1 1 1 0 0 0 11 33% 11 1	
8 Problem-centered			
9 The activities build upon each other	2 3 3 3 1 2 2 3 2 1 3 2 1 1 2 1 2	2 3 2 3 2 3 3 2 2 2 3 3 3 3 3 100% 73 2,21	
1 The activities in the course relate to the participants' real workplace problems	0 3 3 3 1 0 0 2 0 0 2 0 2 0 1 0 1 2	2 1 2 0 0 1 3 2 3 3 3 0 2 20 61% 42 2,10	
1 The course objectives are relevant to real-world problems		3 0 0 0 0 3 2 3 3 0 3 11 33% 32 2,91	
1 The problems in the course are typical of those learners will encounter in the real world			
The problems are ill-structured – have more than one correct solution		1 0 0 0 0 0 0 1 2 0 0 0 5 15% 7 1,40	
1 The problems are divergent from one another		0 0 0 0 0 0 2 1 0 0 0 0 0 4 12% 5 1,25	
1 Activation			
1 The activities attempt to activate learners' relevant prior knowledge or experience	2 2 0 1 1 0 1 3 0 0 0 1 0 0 0 0 1	0 2 0 0 1 0 1 0 1 1 1 3 16 48% 25 1,56	
1 Remonstration			
There are examples of problem solutions		1 0 0 0 0 1 1 1 1 0 1 11 33% 11 1,00	
17 Solutions represent a range of quality from excellent examples to poor examples			
13 Application			
1 She activities require learners to apply their newly acquired knowledge or skill		1 2 1 0 1 1 2 2 2 1 1 1 2 32 97% 41 1,28	
2 ⊕tegration 2∄he activities require learners to integrate the new knowledge or skill into their everyday work		1 0 0 0 0 0 1 0 0 0 0 2 6% 2 1,00	
Collective knowledge			
2 Collective knowledge The activities require contributing to the collective knowledge, rather than merely consuming		0 0 1 0 0 1 0 0 0 0 0 1 1 1 15 45% 15 1,00	
² ³ The activities require learners to build on other participants' submissions			
24he activities require participants to learn from each other		1 1 0 0 1 0 0 0 0 0 0 0 13 39% 13 1,00 1 1 0 0 0 0 0 0 0 9 27% 9 1,00	
2 Sollaboration 2 Activities require participants to collaborate with other course participants			
26 clivities require participants to collaborate with other outside the source			
Activities require participants to collaborate with others outside the course Activities require peer-interaction groups with individuals with different backgrounds, opinions, and skills			
28 he individual contribution of each learner in the group can be clearly identified			
29. An internation of each learner in the group can be clearly identified			
29eer-interaction groups are given specific directions for interaction			
3 pach member of a peer-interaction group has a specific role to play	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
3 Differentiation			
There are activity options for participants with various learning needs	0 0 0 0 0 1 1 3 1 1 1 0 0 1 0 1 0 1	1 0 0 0 0 0 3 1 0 1 1 3 39% 17 1,31	
Athentic resources			
33 He resources are reused from real-world settings	1 1 1 1 1 2 1 3 1 1 2 1 1 1 1 2 1 1	1 1 1 1 1 1 1 1 1 1 1 3 1 32 97% 39 1,22	
3 Heedback			
35 here is feedback on activities by the instructor(s) in this course	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u>1 1 1 1 1 1 1 1 1 1 1 1 32 97% 32 1,00</u>	
36 there is feedback, the way feedback will be provided, is clearly explained to the participants	1 0 0 0 0 0 0 0 1 0 0 0 0 0 0 1	1 0 0 0 1 0 1 0 0 0 0 0 6 18% 6 1,00	
Goal-setting 3 Goals are measurable			
Goals are measurable		<u>3 0 0 0 3 2 0 3 3 3 3 3 3 25 76% 66 2,64</u>	
3 Bourse contains distal goals	1 1 1 1 1 1 1 0 0 0 0 1 0 1 0 1 1	0 0 0 0 1 1 1 0 1 1 1 0 20 61% 20 1,00	
30 Bourse contains proximal goals	0 1 0 1 0 0 0 1 0 1 0 0 1 0 1 1 1	<u>1 0 0 0 1 1 1 1 0 0 1 1</u> 14 42% 14 1,00	
40ersonal goals are incorporated	0 0 0 0 0 1 1 1 0 0 0 0 0 1 0 0 0	<u>1 0 0 0 0 0 0 1 0 0 1 0 8 24% 8 1,00</u>	
4 θbstacles to attain goals are considered	0 0 0 0 0 0 1 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 1 3% 1 1,00	
Commitment statement about goals is required		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
42		*the matching titles can be found in appendix A.	
E-Mail: medicalteacher@dundee.ac.uk URL: http://mc.manuscriptcentral.com/CMTE			

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