



CRITERIA OF QUALITY OF E-LEARNING COURSE

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Criteria of e-learning: Revive VET project

REVIVE VET project aims to review and revive VET practices applying **innovative ICT integration methodologies** and building online communities of VET professionals, who collaboratively work together, seeking to improve the quality, attractiveness and accessibility of VET services.

Lifelong Learning Program

Leonardo da Vinci Transfer of Innovation project

REVIVE VET – Review and Revive VET Practices

Project No. LLP-LDV-TOI-2011-LT-0087

Contractor and coordinator:

Vytautas Magnus University Innovative Studies Institute

Project run: 2011/10 – 2013/09

Criteria: Didactical and Pedagogical solutions



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Definition of competences and learning objectives is measurable

- Learning objectives are formulated in a measurable way and are presented for learners.
- Learning objectives and learning outcomes are formulated on the basis of competences.
- Learning objectives are presented in synergy with learning resources, tasks and learning outcomes.

Variety of learning methods used

- Learning method consistency with the learning objectives is clearly established and explained.
- There is a variety of learning methods used in curriculum.
- The variety of learning methods allows active and passive learning.
- The variety of learning methods supports individual and group work.
- Learning methods used support creativity and critical thinking skill development
- The variety of learning methods supports task differentiation (e.g. mandatory and supplementary tasks and resources).

Assessment strategies clearly and measurably presented

- Overall assessment strategy is clearly presented in the syllabus.
- Assessment criteria are measurable and clear in terms of grading (weight and summative evaluation).
- Learners have a possibility to discuss and suggest assessment strategy improvement.
- Metacognitive tools for progress assessment are used in curriculum.
- Self-assessment tools are used.
- Feedback and discussion of learning results is organized.
- Portfolio option is used and/or assignments can be exported to personal portfolio after learning.
- Various assessment strategies, tools and assignments are used for learning result evaluation.

Open Educational Resources used and learners encouraged to re-use them

- Open educational resources (in multi-media format) are used in curriculum.
- Learners are encouraged to search for and re-use OER respecting their licenses.
- Curriculum licensing is enabled in virtual learning environment and copy-right issues are clearly indicated.

Assignment description clear and to the point

- Learning objectives are inline with the learning outcomes are presented in each learning assignment.
- Steps necessary to implement each assignment (or recommended strategy) are suggested.
- Tools to implement each assignment (or recommended strategy) are suggested.
- Assignment evaluation criteria are indicated under each assignment description.
- Assignment performance schedule and expected outcomes are clearly described.

Criteria: Learning organization



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Interactivity

- Students are encouraged to present themselves using various ICT tools (i.e. Moodle profile or other profiles).
- Course teacher presents him/herself for the students using various ICT tools (i.e. Moodle or other profiles)
- Discussion or other collaborative tools are planned to use.
- Synchronous communication is used.
- Asynchronous communication.

Learning support, eTutoring

- Pedagogical help information is provided.
- Technical help information is provided.
- Curriculum organization/ learner guide is provided (for instance, Study Outline).

Workload and schedule

- Curriculum workload is based on ECTS credits/ or competences.
- The schedule of meetings/lectures or consultations is provided.
- The schedule of assignments is provided.
- Learning hours, topics and tasks are distributed equally in the curriculum and adequately to the time required.

Learner feedback

- Learner feedback possibility is planned.

Criteria: ICT integration on Curriculum level quality criteria



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Navigation and external links

- General navigational structure of the course is clear.
- Functionality of links and external resources work well.
- Design elements are selected adequately.

Publishing tools

- Reading materials are published in a browser friendly format which does not require a special software to be installed on a client computer.
- Learning activities are implemented using standard supported or VLE application tools.
- Materials are supposed to be read online. The amount of text does not exceeds two - three screens.
- Materials can be downloaded.

Group work and active learning tools employed

- Discussions, projects, case studies and other activities are implemented using graded discussion tools, journals, wikis, blogs, et al.
- Each participant has his/her profile and participates in the activity through his/her own account.
- Group mode is used where appropriate. Groups are created and assigned with different tasks by applying manual or auto-grouping modes.

Assesment, self-assesment and assignment tools

- Assessment tools available through the VLE or compatible with it are used to implement assessment and self-assessment tasks and learning result assessment.
- Feedback is provided with standard learning environment options.

Glossary of terms

- A glossary is provided and is implemented with the learning environment tools.
- Terms are automatically linked with glossary from the resources.

Recorded lectures and tools to support virtual classroom

- Virtual real - time online meetings and online classroom activities are enabled for learning.
- Lecture/ theoretical records are provided. Records are in a proper format, easy to open and access. The records contain simultaneously transmitted sound, slides and/or video.

Criteria: Overall structure, language and design



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Soundness, clarity of writing, grammar

- The language of material is clear and logic.
- Sound of video and audio is clear.
- The style used in curriculum meets academic standards.
- The style used in curriculum should be friendly.
- There are no grammar mistakes.

Clarity of organization and suitability for the target group

- Learners are informed about content pre-requisites for learning.
- Learners are informed about technical pre-requisites for learning.
- Target group's learning needs are considered in the design of the curriculum.
- The curriculum workload is consistent with the target group's requirements.

General aesthetics

- Media rich content is utilized with a fixed and definite purpose.
- The utilization of pictures, graphs, audio, video empower implementation of the educational strategies.
- Software used in the course conforms to recent standards of version and use.
- Elements (font, format, placement, presentation, etc.) are proper and consistent.
- The main important places (concepts, issues, etc.) of the curriculum material are highlighted.

Copyright issues

- The material (text, pictures, research, graphs, audio, video) of the curriculum abides by all relevant national and international legislation to content. Protected work is adequately referenced.
- Notice in the curriculum provides clear information about the affiliation and potential re-use of the curriculum.

Logical structure and flexible learning path possibility

- The curriculum content is clearly represented in table of contents.
- The curriculum material is organized in a logical sequence from simpler to the most complicated concepts.
- The curriculum online realization ensures the possibility to individualize learning of the curriculum.

Bibliography and study resources

- Learners are informed about compulsory and additional resources.
- Learners have an access to bibliography of the curriculum.



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