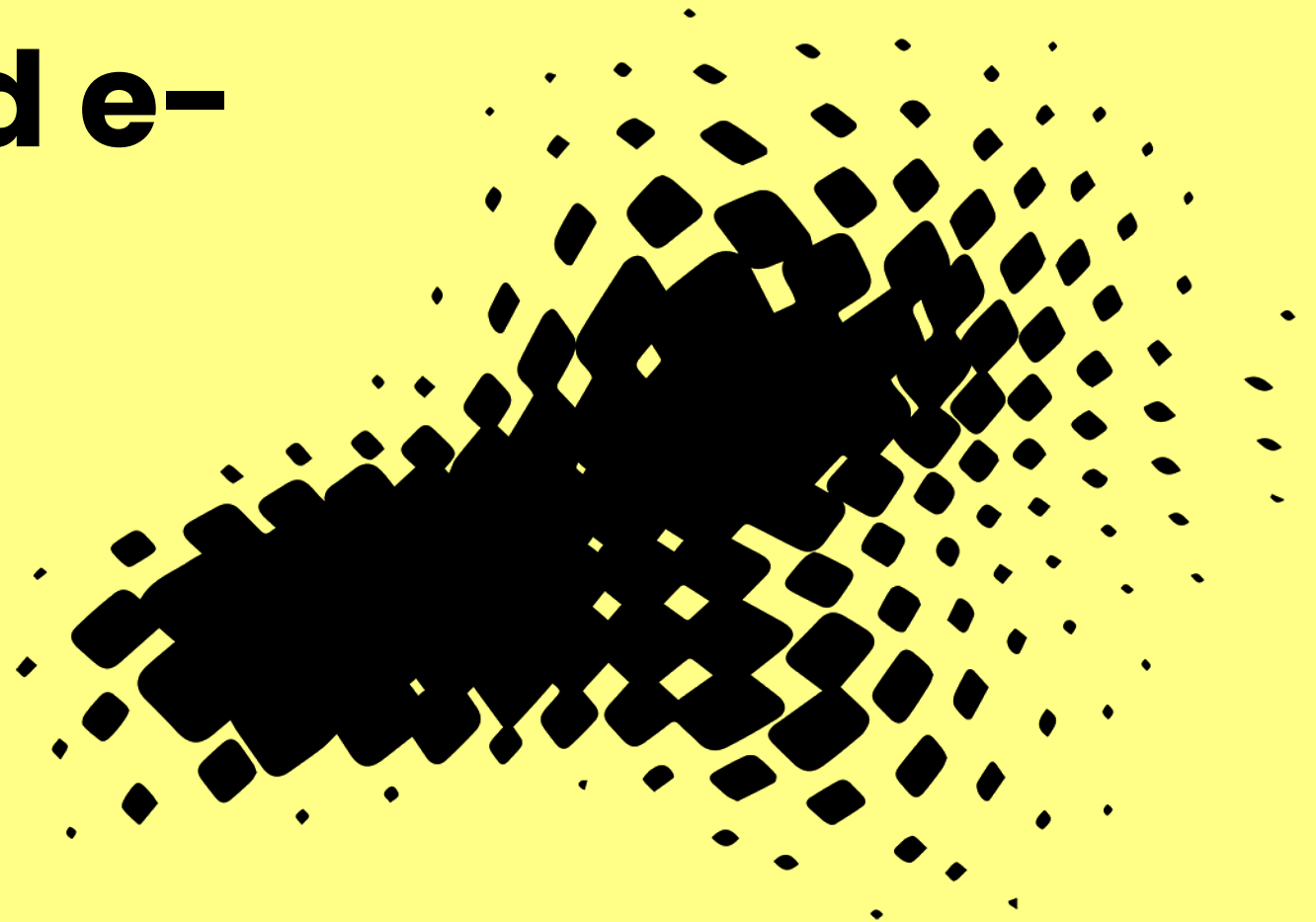


Criteria for high-standard e- learning

Preliminary report
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Results of the preliminary report

- Summary of current research
- Finnish and international criteria for high-standard e-learning
- Wishes and needs concerning national criteria from networks
- Plan and proposals on how to promote the matter at the national level



Summary of the study

- For the purpose of the report, topical international research on the quality of online education was viewed from four perspectives: the student, the study unit, the teacher, and the organisation.
- Research conducted in the wake of the Covid-19 pandemic places emphasis on online, blended and hybrid forms of education.
- Important perspectives of quality development (e.g.):
 - Student-oriented approach
 - Goal-oriented approach
 - Accessibility
 - The teacher's role
 - Standardisation of study unit implementations and organisational and teaching practices
- Current and future trends, such as gamification, XR (immersion), learning analytics and hybrid learning environments.

Summary of factors affecting quality

Student	Study unit	Teacher	Organisation
<ul style="list-style-type: none"> • Need for flexibility • Challenges related to self-regulation and time use • Importance of participation, interaction and communality 	<ul style="list-style-type: none"> • Student-oriented and goal-oriented approach • Clear expectations and learning objectives • Requires regular work from the student • Standardisation, clarity and transparency • Accessibility and taking diversity into consideration • Using versatile materials • Continuous evaluation and development 	<ul style="list-style-type: none"> • Importance of regular interaction and presence • Importance of quick feedback • Versatility of continuous evaluation • Development of technical and pedagogical competence • Importance of attitudes 	<ul style="list-style-type: none"> • Commitment of and support for teachers and students • Development of a culture of quality • Processes and resources that facilitate teachers' work • Following trends in both technical and pedagogical development



Summary of quality criteria

- Both Finnish and international criteria developed for assessing the quality of online teaching were mapped.
- The Finnish criteria included eAMK, Recommendations on open education, and Criteria for online material by the Finnish National Agency for Education.
- The international criteria included, for example, EADTU E-xcellence, DigCompOrg and DigCompEdu as well as EOCCS: Online Course Certification System.
- The most comprehensive of the criteria examined are the EADTU and EAMK criteria (see table on the next slide).
- The E-xcellence criteria are based on long-term networking and research monitoring, and the eAMK criteria are currently widely used by universities of applied sciences, and it would therefore be appropriate to use them in the planned national criteria.

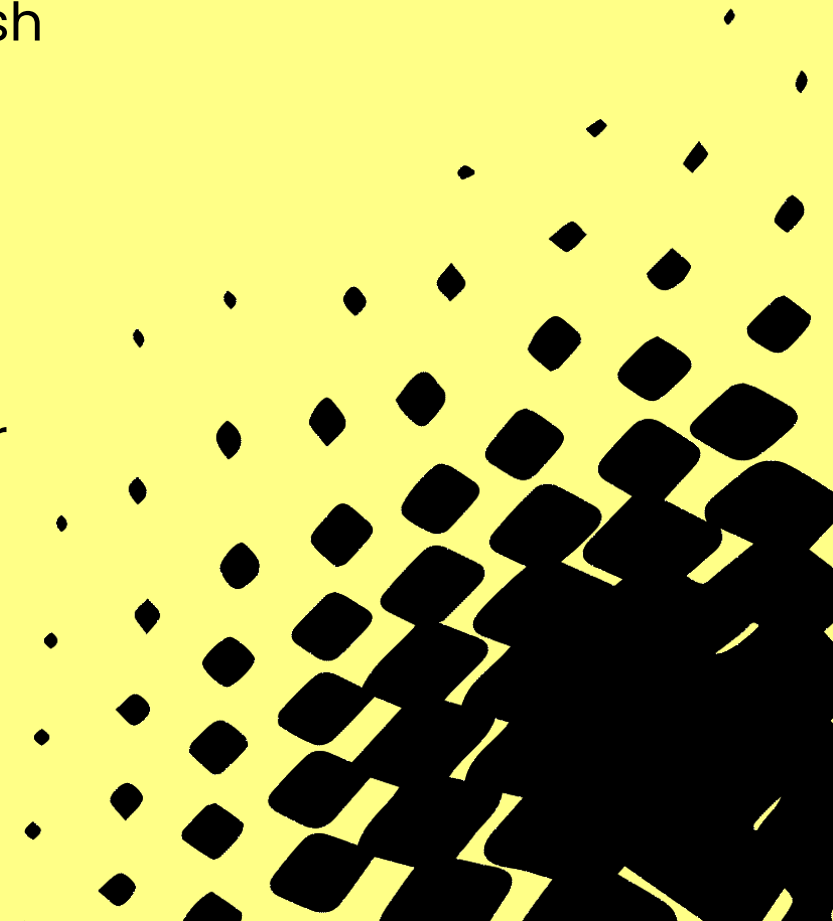
Summary of criteria

	eAMK	Recommendations on open education	Criteria for online material by the Finnish National Agency for Education	EADTU E-xcellence	DigCompOrg and DigCompEdu	The EOCCS certificate
E-learning strategy at the organisation level	x			x	x	x
degree programme and curriculum	x			x	x	x
study unit design	x	x	x	x		x
implementation of study units	x	x	x	x		x
support to personnel	x			x	x	
support to students	x			x	x	
teachers' competence	x				x	

Proposals and plan

The following proposals for measures and plans are based on:

- investigation carried out for the report and existing Finnish and international criteria
- meetings and co-creation workshops of Digivisio 2030 contact persons and the ideas and development needs arising from them
- the needs and wishes arising from the networks of the authors of the report and a small-scale survey for higher education teachers



Proposal 1: Commitment

- Participation of teaching personnel (and students) in the development of the criteria, e.g., surveys, workshops, pilots and feedback.
- Marketing the finished criteria to teachers.
- At the organisational level, the expectation/obligation to use the criteria.
- Ease of use of the criteria, training and support for the use of the criteria in all higher education institutions.
- The purpose of the criteria is to help the teacher /organisation produce high-standard online learning, not to criticise.

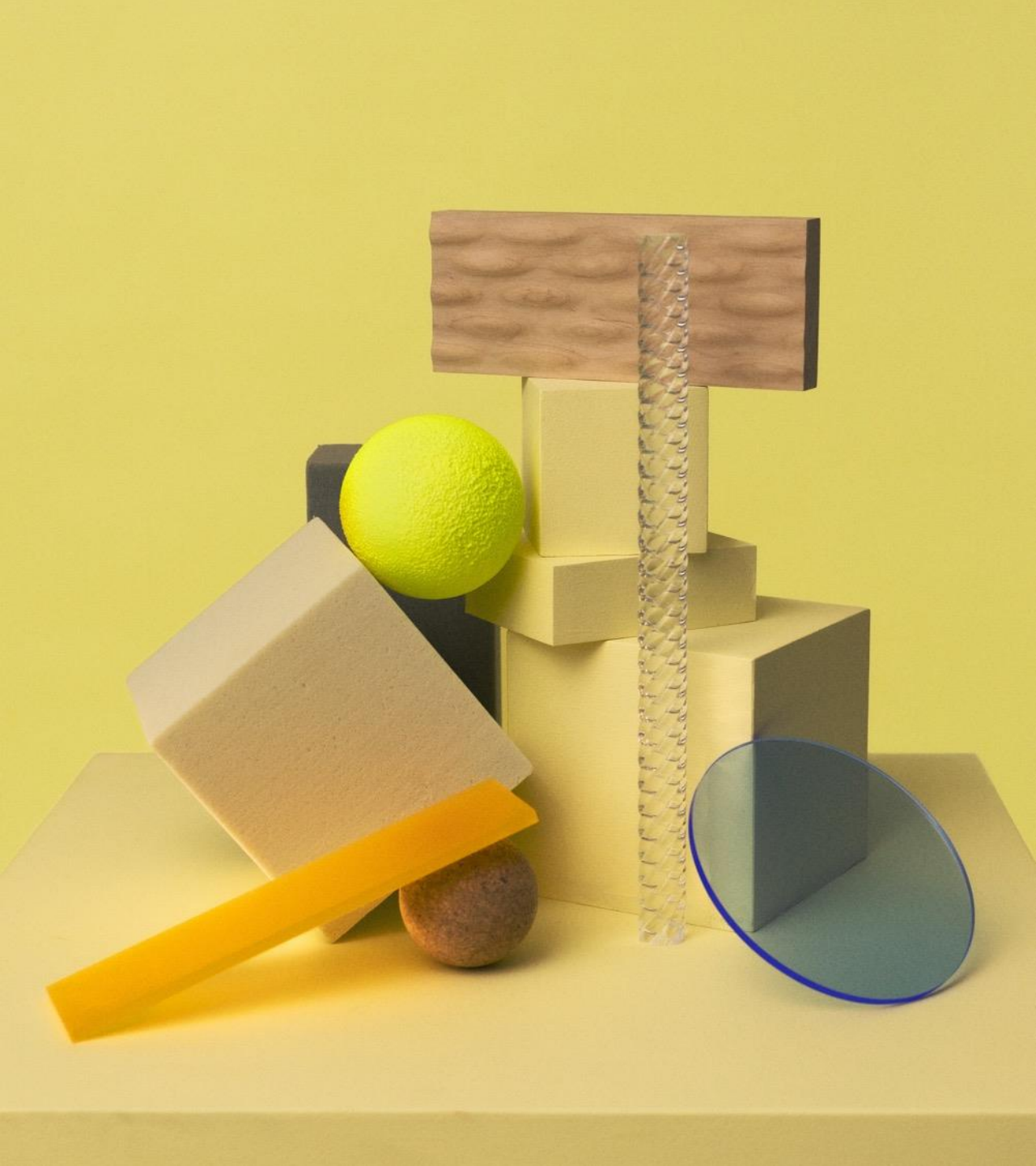
Proposal 2: Usability and technical implementation

- The criteria should be easy to use and the technical implementation should be flexible so that they become part of teachers' everyday life.
- The teacher selects the kind of study unit, what level of criteria to use, which issues should be emphasised (e.g., a multicultural group), and the tool produces a list of criteria based on their choices.
- If the criteria also comments on the level of organisation and degree planning (like several of the criteria mentioned earlier do), they could also decide at the beginning whether the teacher's or the administration's perspective should be examined.
- The criteria could include links to guidelines, supplementary material and studies in case the evaluator wishes to familiarise themselves with the subject in more detail and develop the contents of a certain criterion further.



Proposal 3: Scientific basis and utilisation of good practices for criteria

- The national criteria should be based on current research. The study should also be monitored and the criteria updated regularly.
- Earlier Finnish and international criteria development work should be utilised. In particular, the E-xcellence criteria are a useful reference thanks to their broad-based network, coverage and research-based approach. Out of the Finnish criteria, the most widely used and comprehensive set of criteria is eAMK.



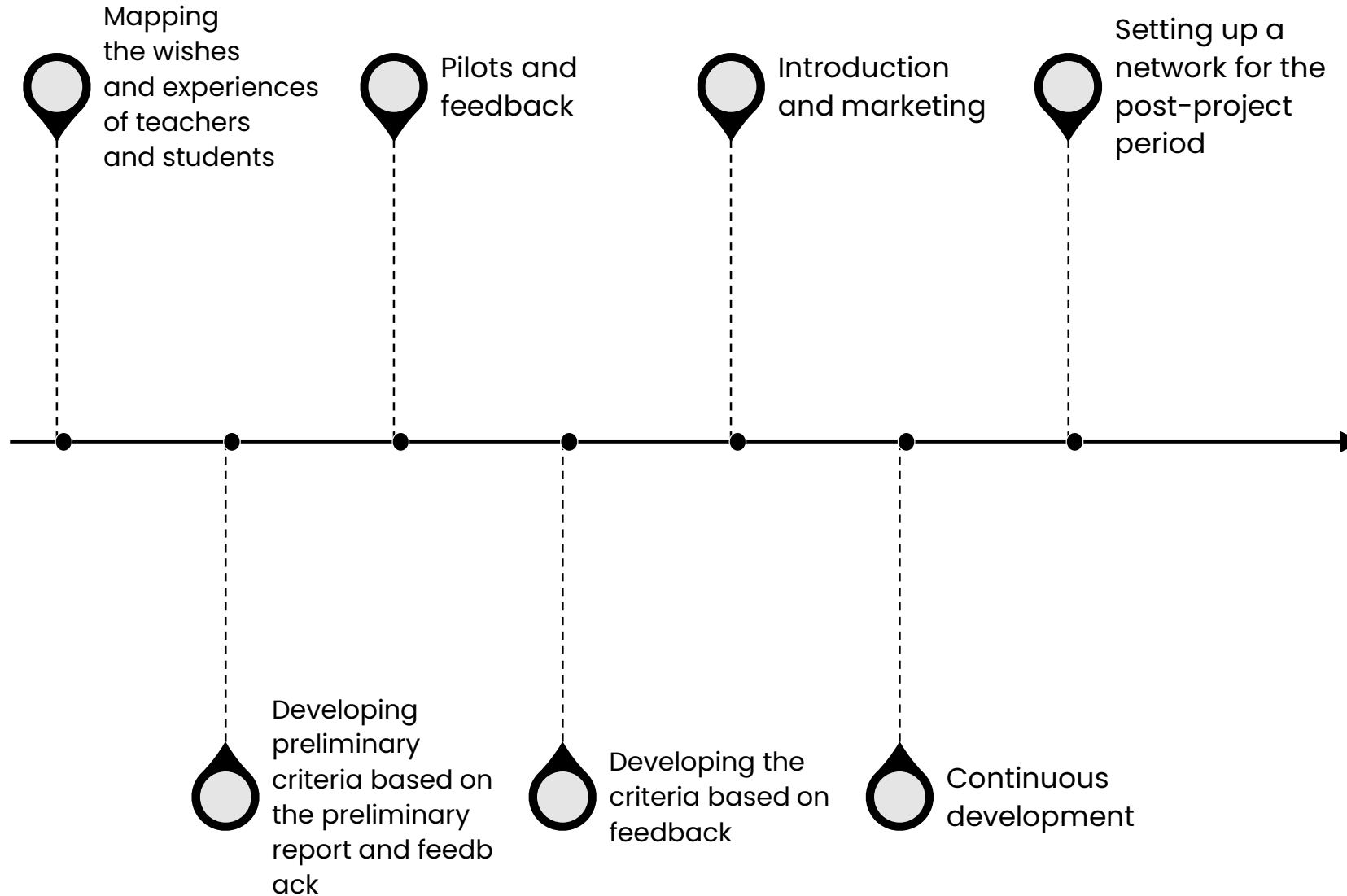
Proposal 4: Exit plan

Once the project ends, a network is needed to monitor research and technological and pedagogical development and to maintain and update the criteria regularly, as is the case for the EADTU E-xcellence criteria.



Plan

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More information on the preliminary report:

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