

# E-learning quality criteria version 1.0

Approved by the Steering Group 25.5.2023  
Published 29.9.2023

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E-learning quality criteria 1.0



Quality criteria

Research-based  
education

Modularity

Diversity

Accessibility

Availability

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# Quality criteria

# E-learning quality criteria in Opin.fi

- The quality criteria have been specifically created to support the quality of the content in Opin.fi.
- The quality criteria support higher education institutions in producing high-quality educational content for Opin.fi.
- The quality criteria are openly available to higher education institutions and developed in cooperation with the higher education institutions in accordance with the principles of continuous development.
- No separate quality control system will be created for the educational content produced for Opin.fi. The programme's Steering Group will determine the consequences if shortcomings are discovered in meeting the quality criteria.
- Each higher education institution is responsible for ensuring the quality of the content brought to Opin.fi.



# E-learning quality criteria in Opin.fi

- RESEARCH-BASED EDUCATION
- MODULARITY
- DIVERSITY
- ACCESSIBILITY OF DIGITALLY SUPPORTED LEARNING
- AVAILABILITY

Quality criteria

Research-based  
education

Modularity

Diversity

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Availability

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# Research-based education

| REQUIREMENT  | RECOMMENDATION  |
|--|---|
| <p>The contents of the educational offering are based on research.</p>   |   |
| <p>Education is based on research while taking into account the special features of each education and scientific disciplines.</p> | <p>Multidisciplinarity is considered in research-based education.</p> |

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# Modularity



| REQUIREMENT  | RECOMMENDATION  |
|--|---|
| Parts of the educational offering that the higher education institutes bring to Opin.fi are offered to be completed as micro-credentials <sup>1</sup> or micro-learning <sup>2</sup> .                                     |   |
| The contents are designed stackable. There are tangible vertical and horizontal <sup>3</sup> transitions between content units, and preliminary information requirements and further possibilities are taken into account. |   |
| The educational offering comprises independent modules that the learner can compile into studies suitable for them.  | The learner can compile studies suitable for them across higher education institutions. |
| The contents of the educational offering are presented intelligibly, both as individual content and study units and as parts of larger modules.  |   |

<sup>1</sup> Micro-credential is a small amount of learning (1–59 credits) with described learning outcomes and pre-determined scope that has been reliably assessed and that produces a certificate that is available for electronic use and owned by the learner.

<sup>2</sup> Micro-learning refers to an amount of learning worth less than one credit.

<sup>3</sup> Vertical stacking of studies refers to progress within a specific theme. Horizontal stacking of studies means learning on different themes at the same difficulty level.

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# Diversity

| REQUIREMENT  | RECOMMENDATION   |
|--|--|
| Learning is flexible.  | Alternative ways to complete studies are offered.  |
| Learners with diverse backgrounds have been taken into account.  |  |
| The learner's activity in the learning process is planned in advance.  | Diverse working methods, learner-centred active learning methods, and collaborative learning are preferred.  |
| The learner receives feedback on their learning during the learning process.   | In addition to teachers, the learner also receives feedback from peers.  |
| The learner receives guidance during the learning process.   |  |
| Assessment is competence-based.  | The chosen assessment methods also support the development of the learner's self-assessment skills.  |
| Diverse assessment methods are used.   |  |
| The assessment criteria are explicitly described.  |  |
| The assessment criteria are openly available.  |  |
| Progress and performance monitoring or other learning analytics tools are used.                                      | Learning analytics are used to support the learner's ownership of their own learning process and to support participation and responsibility in building their own study path. |
| A feedback channel has been implemented.   |  |
| Learning analytics results and learner feedback are taken into consideration in the implementation development work. | Learning analytics are used by the higher education institution in their continuous implementation development work and by the teachers in their instruction.                  |

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# Accessibility of digitally supported learning

| REQUIREMENT  | RECOMMENDATION |
|--|----------------|
| Open digital learning resources and environments are available.  |                |
| Accessibility requirements have been considered in the learning material.<br><u>Act on the Provision of Digital Services</u>                   |                |
| The learning material is clear and logical, and the information is easy to find.   |                |
| The education provider makes sure that the content is visually accessible (e.g. font, colour contrasts, layout, alternative texts for images). |                |
| The education provider makes sure that the content is easily accessible with different terminal devices, aids, and connections.                |                |
| The education provider has published an accessibility statement indicating possible shortcomings and the possibility of providing feedback.    |                |

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# Availability

| REQUIREMENT   | RECOMMENDATION  |
|---|---|
| <p>The learning process and its progress are visualised on the learning platform.</p> | <p>The learner can easily navigate on the learning platform.</p>  |
|   | <p>The relevant information can be found effortlessly on the learning platform.</p>   |
|   | <p>The learning platform has a consistent structure, preferably uniform within the higher education institution, e.g. utilising a few different course templates.</p> |

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