

# JAMK quality criteria for online pedagogy

The JAMK quality criteria for online pedagogy outline the distinctive aspects of learning, teaching and studying in digital environments. The key themes, objectives and practical actions in online environments are listed in the table below.

Theme	Objectives	Practical realisation (actions)
Pedagogy	<p>The course follows the pedagogical principles of JAMK.</p> <p>Suitable pedagogical models, modes of work and teaching methods are applied.</p>	<p>Teacher designs a course that supports learning and the attainment of the intended learning outcomes.</p> <p>Students take responsibility for their learning.</p>
Course description and basic information	<p>All information that is essential for the completion of the course is disclosed in the learning platform.</p> <p>The information is consistent with the course description.</p>	<p>The purpose and objectives, learning outcomes, practices, working modes, assessment criteria, contact information and schedule are clear, up-to-date and easily accessed on the learning platform.</p> <p>Teacher describes the course progress and relevant steps from the students' point of view.</p>
Structure and functionality	<p>The structure of the course is clear and functional.</p>	<p>Teacher designs a course structure that supports the learning process, and explains the structure of the course to the students.</p> <p>Teacher names the content items, e.g. folders, pages and files clearly and ensures their technical functionality.</p> <p>Teacher uses visual and multimodal elements to support the content.</p>

<p>Online tools</p>	<p>Online tools are appropriate and support learning and attainment of the intended learning outcomes.</p>	<p>Teacher selects online tools that align with the chosen pedagogical approach and the intended learning outcomes.</p> <p>Digital tools supported by JAMK are preferred. Students are not required to log in to external services.</p> <p>Teacher and students select online tools that are relevant to the professional field.</p> <p>Teacher ensures that instructions and technical support are available for the selected tools.</p> <p>If students choose to use external online applications, they familiarise themselves with the relevant instructions.</p> <p>Students are responsible for providing themselves with functional equipment necessary for studying online (e.g. headset, web camera, and computer).</p>
<p>Materials</p>	<p>Materials are structured and selected to support the attainment of the intended learning outcomes.</p>	<p>Teacher provides a clear and organized structure for the materials online. Compulsory and additional materials are clearly differentiated.</p> <p>Teacher and students provide and produce materials that are up-to-date, accessible, multimodal (e.g. text, image, video, sound) and in compliance with the copyright laws.</p>
<p>Interaction online</p>	<p>Interaction is meaningful and relevant online.</p>	<p>Teacher plans meaningful and appropriate social interaction for the online course.</p> <p>Students have opportunities for interaction, collaboration, peer learning and sharing of experiences.</p>
<p>Learning activities</p>	<p>Online learning activities and assignments are meaningful, support the learning process with regard to students' individuality.</p>	<p>Teacher explains the purpose, intended learning outcomes, work modes, assessment criteria and timeline of the activities and assignments.</p> <p>Teacher considers the special aspects and preconditions of digital environments when designing learning activities.</p> <p>Students have the opportunity to use diverse technologies and resources, and versatile modes of production.</p>

Guidance and feedback	Guidance and feedback are continuous and timely.	<p>Teacher provides guidance prior to and throughout the course.</p> <p>Teacher gives feedback to the students throughout the course.</p> <p>Teacher defines the persons responsible for, modes of, and timeframe for guidance and feedback, and abides by them.</p> <p>Teacher uses the analytical tools on the online platform to guide and support the students' progress.</p> <p>Students participate in the guidance and feedback processes actively.</p>
Assessment	Assessment is transparent and versatile, and supports the development of reflective skills.	<p>Teacher explains the assessment criteria in alignment with the intended learning outcomes.</p> <p>Students have opportunities for self and peer evaluation.</p>
Course development	The course development is continuous and well planned.	<p>Students are provided with the possibility to give feedback and ask questions throughout the course.</p> <p>Students are encouraged to give anonymous feedback using the general JAMK feedback channel.</p> <p>Teacher responds to the student feedback and develops the course accordingly.</p>
Personal learning paths	Students' personal learning paths are acknowledged.	Students have an opportunity to discuss the activities and contents to support their personal learning paths.
Support service	Support for pedagogical and technical challenges is available.	<p>Teacher and students can contact JAMK IT Helpdesk services for any technical advice.</p> <p>The roles of ICT services, eLearning designers and pedagents are defined and coordinated.</p>