



Quality Criteria for Online Implementations

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Realisation in the planning and production phase

The starting level requirement for students is defined and expressed in the course description.

The online platform provides tools for establishing the starting level.

The number of participants is proportioned to suit the implementation.

Target group and users

Users and their needs are taken into consideration in the planning and the production phase, as well as during the implementation.

The starting level requirements can be found in the course description.

If necessary, the starting level can be established. Students participating in the course possess adequate basic information and knowledge for completing the course.

The implementation and the pedagogical solutions can be carried out with the selected number of participants.

Realisation during implementation

Realisation in the planning and production phase

The learning objectives are defined in a competence-based, working life oriented and RDI-based manner with future orientation taken into consideration. Field-specific and generic competences can be found in the course description.

The course has been designed and is implemented as an international collaboration, if possible.

The work methods of the implementation are selected to support the acquisition of generic skills.

The implementation provides various methods and ways to support the participants' own objectives.

Learning objectives, learning process and pedagogical solutions

The learning objectives are defined in a competence-based and working life oriented manner with the development of generic skills taken into consideration. The course involves applying suitable pedagogical models and modes of operation, as well as methods that are in line with the concept of learning of the course.

The contents and methods of the course, as well as the technical and pedagogical solutions, support the participants in reaching their learning objectives.

The students' internationalisation is reinforced with the course.

The work methods of the implementation support the development and achievement of generic skills.

The students are able to set their own objectives in relation to the objectives of the course.

Realisation during implementation

Realisation in the planning and production phase

The purpose, the objective, the procedure, the evaluation criteria and the schedule of the assignments are clearly described on the online platform.

The assignments are designed to promote the achievement of the learning objectives and to correspond with or anticipate actual working life situations.

The assignments guide the students towards achieving the learning objectives of the course.

The design of the assignments takes the possibilities of information and communication technology into consideration, including opportunities for communal working and information building.

The assignments are designed so that the students have an opportunity to choose technological solutions that suit their needs, such as audio, video, images and various texts.

Assignments

The learning assignments promote the achievement of learning objectives, are working life oriented and make it possible to take the students' individuality into account. The work methods chosen for the implementation support communal information building and competence sharing.

The purpose, the objective, the procedure, the evaluation criteria and the schedule of the assignments can be found on the online platform.

The assignments are connected to the learning objectives and actual working life situations.

The assignments are understandable and guide the students' work.

The assignments are suitable for online learning and can be completed online individually or in collaboration with other students.

When carrying out assignments, the students have access to various technological solutions, such as audio, video, images and various texts.

Realisation during implementation

Realisation in the planning and production phase

The contents are designed and the pedagogical solutions selected so that the students are able to combine new information with previously learned information and apply it.

The students are guided on the online platform in terms of selecting study materials.

The materials are ensured to be up to date and reliable. Any outdated materials have been updated.

The online implementation utilises materials to which the institution has an access right. References and copyright information have been marked appropriately.

An agreement has been made regarding the storage and utilisation practices related to materials produced by the students during the course.

Contents and materials

The contents and materials support the achievement of learning objectives.

The contents help the learners combine new information with previously learned information. The contents support the application of information.

The students receive guidance for selecting study materials that support their learning objectives.

The teachers and the students produce and select materials that are up to date and compiled from reliable sources.

References and access right information are included in the materials.

Information about practices related to the storage and utilisation of materials produced by the students can be found on the online platform.

Realisation during implementation

Realisation in the planning and production phase

The implementation utilises online tools that support the achievement of learning objectives, the pedagogical approach used and the work processes of the professional field in question.

Downloading applications (e.g. e-books, software designed for different fields) or creating new user accounts must be based on learning objectives. Any downloaded applications must be free-of-charge and secure.

Instructions for using the online platform and any applications and tools used, as well as creating a user account, are easy to understand and located on or linked to the online platform.

The online platform utilises tools that enable the collection of metadata and learning analytics.

The course description lists the basic equipment required for completing the course, as well as other necessary applications.

The implementation is designed so that completing the course does not require an online connection that is faster than conventional connections for homes or housing companies.

Tools

The online tools support learning and learning objectives.

The implementation involves using online tools that support the achievement of learning objectives, are pedagogically justified and are suitable for professional work processes.

If the achievement of learning objectives requires downloading applications or creating a new user account, the matter is explained on the online platform. Any downloaded applications are free-of-charge and secure.

Instructions for using the online platform and tools, downloading applications and creating a user account can be found on the online platform.

The teacher and the students receive metadata from the online platform. The teacher may utilise said data for e.g. guidance, and the students may utilise the data for purposes such as monitoring the progress of their studies.

Information about the basic equipment required for completing the course, as well as any other necessary applications, can be found in the course description.

The course can be completed with a conventional online connection speed.

Realisation during implementation

Realisation in the planning and production phase

The implementation utilises modes of interaction and tools that support the achievement of learning objectives in an optimal manner.

Appropriate tools have been selected for collaborations with stakeholders, such as labour market representatives, and the use of said tools has been confirmed.

Interaction

Interaction supports the achievement of learning objectives.

The teacher and the students have an opportunity for mutual interaction, communal working, learning from others and sharing experiences online.

Stakeholders, such as labour market representatives, are able to easily take part in collaborations during the implementation.

Realisation during implementation

Realisation in the planning and production phase

The arrangement and implementation methods of student guidance are described on the online platform.

The implementation is designed in a manner that enables the teacher, other students and stakeholders to provide guidance and feedback during the course.

The online platform provides the students with an opportunity to participate in guiding discussions using a variety of tools.

The analysis tools of the online platform are available for supporting the students' progress and guidance.

The responsible persons, channels and schedules related to student guidance are described on the online platform.

The online platform has a channel for the students' feedback and questions.

Guidance and feedback

Guidance and feedback are timely and available for the duration of the course.

Information about student guidance and its implementation methods can be found on the online platform.

The students have an opportunity to receive guidance and feedback from teachers, other students and stakeholder representatives during the course.

The students are able to actively take part in guiding discussions utilising a variety of tools.

The analysis tools of the online platform are utilised for monitoring the students' progress, encouraging them to make progress and supporting their guidance.

The responsible persons, channels and schedules related to student guidance can easily be found on the online platform.

The students are able to give feedback and ask questions for the duration of the entire course.

Realisation during implementation

Realisation in the planning and production phase

The evaluation criteria are based on the learning objectives of the course. The criteria and evaluation methods are detailed in the course description.

The evaluation can be carried out continuously with versatile evaluation methods and tools, such as self-evaluations, peer reviews and various automatic tests.

Evaluation

The evaluation is transparent, continuous and versatile with a focus on developing reflection skills.

The implementation method, the subjects and the areas of the evaluation can be found in the course description. The evaluation is carried out in accordance with the evaluation criteria.

Evaluation takes place throughout the learning process, and it is carried out by utilising versatile methods. The students participate in self-evaluations and peer reviews using the tools of the online platform.

Realisation during implementation

Realisation in the planning and production phase

Updating and keeping the course up to date has been taken care of; the revision of aspects such as learning objectives, contents, methods, evaluation and online tools is taken into consideration in the development work.

Feedback collection from the course teachers and the students is planned and scheduled. Collected feedback has been reacted to and the implementation is developed and updated based on the feedback.

Development

The online implementation is developed constantly.

The course is up to date and updated in terms of aspects such as learning objectives, contents, methods, evaluation and online tools.

Feedback is collected from the teachers and the students at least after the implementation. The course is developed based on the feedback received.

Realisation during implementation

Realisation in the planning and production phase

The implementation has a clear structure and progress is fluent. The online platform features instructions for the different stages of progress.

Contents (e.g. folders, pages, files) are named understandably and their functionality has been ensured.

Headers, contents and tables have a unified style.

Readability is prioritised in font selections. Font variation is minimised. The default font size is large enough and can be enlarged.

Text files are in a format that can be read with a screen reader.

Visual elements and effects are used sparingly to support the contents.

Usability and visuals ½

The implementation is clear, usable and secure.

The structure of the course and the different stages of progress are presented clearly. Matters that are essential to completing the course and correspond with the course description are compiled and can be found on the online platform.

Contents (e.g. folders, pages, files) are recognisable and functional.

The overall contents are presented in a unified style.

The fonts used are easy to read. The texts are large enough or can be enlarged.

The texts can be read with a screen reader.

The visual elements support the contents.

Realisation during implementation

Realisation in the planning and production phase

Videos and sound files feature subtitles, or their contents are otherwise available in text.

Link description texts are formulated to be informative. Links are set to open to a new browser window.

Materials that are not barrier-free are marked clearly.

The applications selected for the online implementation work and the materials are accessible through all types of terminal devices.

The online platform and its contents, as well as any other applications used on the course, meet all relevant information security requirements.

Usability and visuals 2/2

The implementation is clear, usable and secure.

Videos and sound files are subtitled, or their contents are otherwise available in text.

Link description texts are understandable. Links open to a new browser window.

Materials that are not barrier-free are clearly distinguished.

The studies can be carried out regardless of the type of terminal equipment.

Studying on the online platform and using various applications and tools is secure. The contents and materials are secure.

Realisation during implementation

Realisation in the planning and production phase

The producers of the implementation, as well as the teachers, have access to pedagogical and technical support. A variety of support channels is available.

The online platform features descriptions of the support services provided to the students. A variety of support channels is available.

Agreements have been made regarding the response times for support requests and the opening hours of helpdesk services. The times are listed on the online platform.

Support services

Support is available in case of pedagogical or technical challenges.

The teacher is aware of the channels for pedagogical and technical support. The teacher can submit a support request using a variety of tools.

The students can find contact information on the online platform through which they can receive help regarding any questions they have about the contents and completion of their studies or technical problems. The students can submit a support request using a variety of tools.

Support requests are responded to within an agreed upon schedule.

Realisation during implementation



The quality criteria for online implementations have been created during fall 2017 as part of the eAMK project. The criteria was put together by Mari Varonen from JAMK University of Applied Sciences and Tuula Hohenthal from Centria University of Applied Sciences. Members from the eAMK quality criteria work group and commentators from universities of applied sciences and stakeholder groups took part in the work.

Several European quality criteria have been used as a basis for the quality criteria, especially the quality cards by *Uutta avointa energiaa* project and the quality criteria for JAMK's online pedagogy.