



## E-course Quality Label

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# Estonian Quality Agency for Education -HAKA



Founded: **2009** on the basis of Estonian HE Accreditation Center

Two councils

**Quality Assessment Council for Higher Education**

**Quality Assessment Council for VET**

**EKKA Supervisory Board**

Staff: **16**

Experts – over 500

Listed in EQAR since 2013

# Activities of HAKA 2022

HIGHER EDUCATION	VOCATIONAL EDUCATION AND TRAINING	CONTINUING EDUCATION	GENERAL EDUCATION
Initial assessment of study programme groups	Initial assessment of study programme groups	Threshold based assessment	Developing the system for quality enhancement in general education
Institutional accreditation	Quality assessment of study programme groups	Quality label for providers of continuing education	Development programmes for internal quality assurance
Thematic assessment		Since 2018	Since 2021

Development of standards and guidelines, trainings, analyses, international activities



# E course Quality Label

Awarded since 2008

The aim is to improve the quality of e-courses and to share best practices.

- Academic staff of Estonian general, vocational and higher education can apply for the quality label.
- The Quality Label affirms the good quality of the e-course and shows that good results have been achieved in the application of digital technologies in the learning process.
- The Quality Label affirms to the learner that the course and its level of delivery meet the quality requirements.
- The Information Technology Foundation for Education (HITSA) led the process from 2008 to 2020. Since 2020, the process is managed by HAKA
- Financed by the Consortium of E-Universities in Estonia



*E-course is a systematic comprehensive set of materials, learning activities and guidelines for learners that support the partial or full execution of the learning process online.*

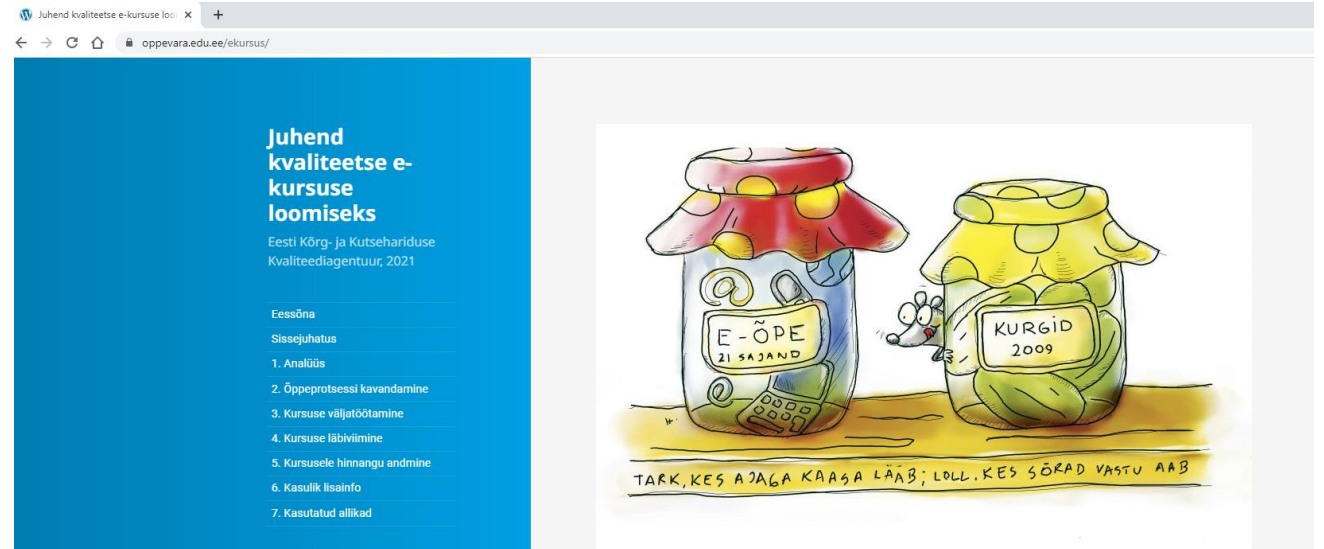


# Quality criteria for e-courses

- Working group on quality of E-courses
- Guidelines for Developing e-courses are developed and updated

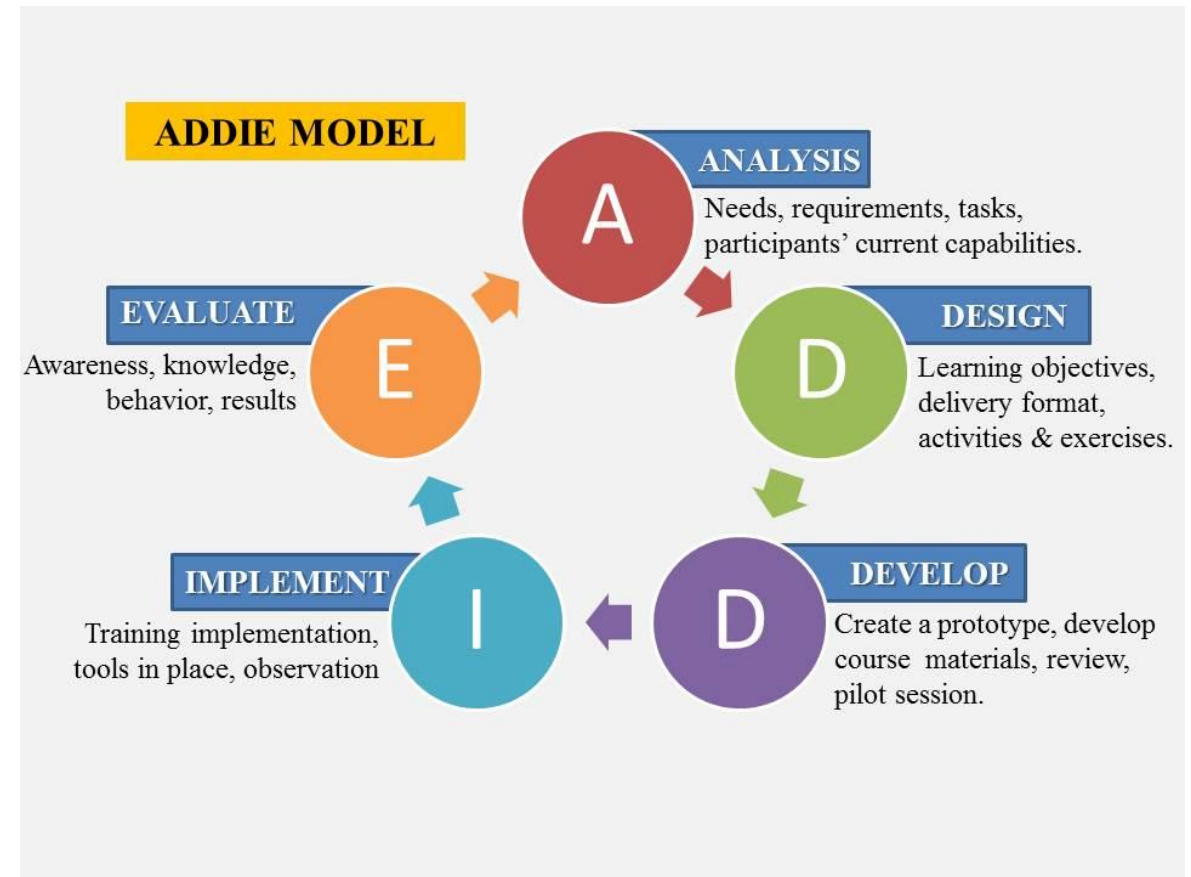
<https://oppevara.edu.ee/ekursus/>

- Self-evaluation and assessment criteria are set and regularly updated
- Dissemination of good practices



# Quality Criteria for E-course Quality Label

1. Analysis
2. Planning of the learning process
3. Course development
4. Conduct the course
5. Evaluation of the course



# I Analysis

1. This course meets the needs and opportunities of the target group.
2. The course objectives and learner-centred learning outcomes are formulated.
3. The content of the course supports the achievement of the course learning outcomes.



<https://usabilitygeek.com/how-to-do-ux-competitor-analysis/>



# II Planning of the learning process

1. Course syllabus follows the requirements of the educational institution.
2. The required prior knowledge, skills and prerequisites to take part in the course are outlined.
3. The learning activities and assessment principles of the course support the achievement of the learning outcomes.
4. The principles of assessment and feedback have been explained to learners.
5. The course`s educational materials and learning activities correspond to the course credits.
6. The development of learning skills (students are directed to reflect on what they have learned, to improve time planning skills, etc.) is supported.
7. Technological tools support the learning process.
8. The study process is reflected as a whole in the online learning environment.

## LEARNING PROCESS



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# III Course development

1. The course is well-structured and easy to use.
2. Suitable media is used for providing the study materials (e.g., text, images, animations, audio, video etc.).
3. The study materials comply with the best practices of creating digital materials.
4. The educational materials have been prepared in accordance with the terms and conditions of use of the works of other authors.
5. Reference has been made to the works of other authors used in the preparation and illustration of educational materials.
6. The way in which the course materials are delivered corresponds to the technical means available to the learners.
7. The study guide is thorough and whole and contains also an overview of face to face learning in case of blended learning.
8. Use of the learning environment does not require the student to purchase additional paid software.
9. The course is tested before being used in a real learning process.
10. The course can be completed on common smart devices.
11. The course is technically operational (links open, necessary tools work, online literature referenced in the course is available).

## IV Conduct of the course

1. The learner receives technical, organisational, social and pedagogical support during the learning process.
2. The course follows the (planned) schedule.
3. The active participation of the learner in the learning process (communication between peers, the emergence of learning communities, etc.) is supported.
4. Learners are given feedback on their strengths and weaknesses and their progress in this course.
5. Learners have been informed about learning results (grades, points).



<https://www.chronicle.com/article/teaching-online-will-make-you-a-better-teacher-in-any-setting/>

# V Evaluation of the course

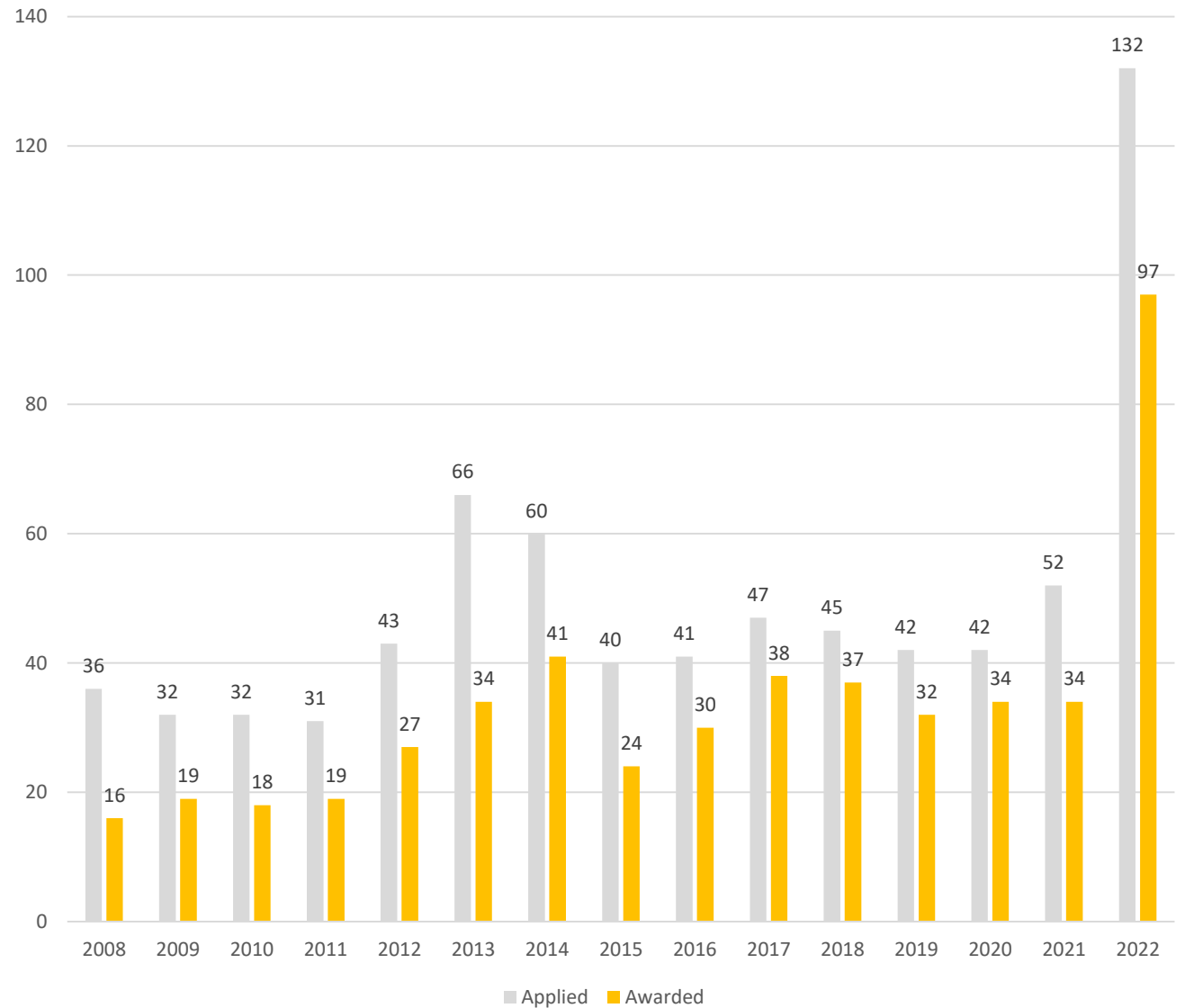
1. During the course, notes are taken for further improvement of the course.
2. There is a course feedback system (general assessment of the course or receiving feedback from learners including from an elearning perspective).



# Process



# Quality Lebel applied and awarded

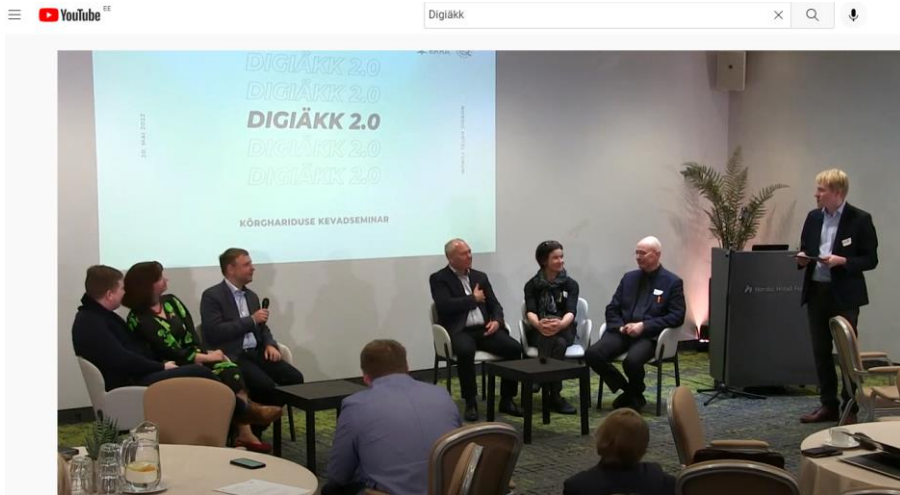


# Feedback from applicants

- Valuable feedback and good ideas for course development
- External independent look to the course is valued
- Opportunity to conduct self-evaluation
- Explicit guidelines and quality criteria enable to improve the course
- Good platform for exchange of good practices: annual seminar

Kusmin; Varendi 2020

# Sharing of good practice



<https://www.youtube.com/watch?v=ZGdHA2xI2S8>

Vaata kursuseid tutvustavaid videoid:

Geomeetria inseneerias



Kontratsepsioon igapäevases praktikas – uued lähenemised



Teeme ise arvutimänge



<https://ekka.edu.ee/uudised/tutvu-aasta-e-kursuse-nominentidega>



# Positive developments in digitally enhanced learning and teaching 2020 - 2022

## Quantitative developments

- Increase and more skillful use of digital tools, web-seminars, video-lectures etc
- Guidelines are developed

## Qualitative developments

- Changes in methodology of online and blended learning
- Growth of digital competence (both academic staff and students)
- Flexibility in studies
- Developing practical skills in web
- Strategies for digital learning and teaching are developed

## Infrastructure

More and better hard and software, video recording studios etc.

Digital ethics is a topic for discussions

# Key challenges and next steps

- Methodology of digitally enhanced teaching and learning needs further developments
  - How the students are encouraged to take responsibility and also be motivated to learn together in the web
- Digital competence of academic staff
  - Varies, needs time and willingness to develop
  - What about visiting academic staff?
- Exams and practical studies in the web
  - Good examples exist!
- More support staff, study designers, educational technologists is needed
- Resources
  - For hybrid learning



Thank you!

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