

E-course self-evaluation criteria

		Quality criteria
ANALYSIS	1	The course meets the needs and opportunities of the target group.
		Have the background, motivation, prior knowledge, technical skills, and opportunities of the target group been taken into account in the preparation of the course? When it comes to a course in a curriculum, you can assess whether your course contributes to achieving the goal of the curriculum.
	2	The course objectives and learner-centred learning outcomes are formulated.
		Make sure that the objectives and learning outcomes of the course are formulated in a comprehensible manner, creating an understanding of the minimum outcomes achieved by the participants on the course. The objectives are formulated on the basis of the curriculum and learning outcomes in a learner-centred manner, so that the learner is able to demonstrate that they have been achieved at the end of the course.
	3	The content of the course enables the achievement of the course learning outcomes.
		When assessing this criterion, review the course topics (substantive structure) to assess the alignment of the learning outcomes and topics.
PLANNING OF THE LEARNING PROCESS	4	The course syllabus is based on the requirements of the educational institution.
		As a rule, an educational institution has a unified structure or a set of rules for drawing up syllabi, which is available to the teaching staff. Does the programme build on these requirements?
	5	The required prior knowledge, skills, or prerequisites to take part in the course are outlined.
		The course description outlines the prior knowledge, skills or prerequisites required from participants. If none are required, this must be explicitly stated.
	6	The learning activities and assessment principles of the course support the achievement of the learning outcomes.
		The achievement of all learning outcomes must be assessed. Are appropriate learning activities that allow for measuring the achievement of all learning outcomes used to assess the achievement of the learning outcomes?
	7	The principles of assessment and feedback have been explained to learners.
		Are learners aware of what, when and how they will be assessed (e.g., participation in forums, etc.)?
	8	The learning materials and activities correspond to the course credits.
		Under this criterion, the volume of materials and independent work must be assessed to estimate the time (hours) that a learner might spend to complete the course. The total time spent by an average learner on the learning process must be considered. Of course, this assessment is subjective and, depending on the course, there may be minor fluctuations (e.g., 1 ECTS or EKAP

		course cannot have a required reading list of 3000 pages per week or, conversely, 5 ECTS or EKAP course three chapters of 50 pages each. Both 1 ECTS and 1 EKAP account for 26 hours of work by a learner).
	9	The development of learning skills (students are directed to reflect on what they have learned, to improve time planning skills, etc.) is supported.
		Are recommendations for time planning and learning activities provided in the guidelines?
	10	Technological tools support the learning process.
		The use of various technological tools (tests, forums, audio-video materials, etc.) in the teaching and learning process is not an end in itself but must be justified. Please assess how the course's technological tools support the learning process.
	11	The principle of integrity has been taken into account when designing the course so that the learning process is reflected in the online learning environment as a whole.
COURSE DEVELOPMENT		Does the course form a coherent whole? As the author of the course, have you thought about the approaches for the topics of the course, complemented by learning assignments and their distribution in the context of e-learning opportunities? Is the structure of the course simple and logical, and the structure comprehensible? Has the course found a suitable combination between e-learning and face-to-face learning?
	12	The course is well structured and easy to use.
		This criterion should be assessed based not only on the structure of the course but also on the explanations given in the guidelines for the learner and the course should be examined "through the eyes of the learner". For example, whether all elements of the course (e.g., tools, materials, etc.) can be found intuitively.
	13	Appropriate media (e.g., text, images, animations, audio, video, etc.) are used for presenting the material.
		Assess the benefits of the chosen media to the learner in terms of achieving learning outcomes. Whether the use of media brings added value and diversity, or rather confuses the learner (e.g., use of background music may not be appreciated by all learners, but in the field of music theory an audio file may be necessary to analyse a work of music).
	14	Educational materials follow best practices for the creation of digital learning materials.
		Best practices for the creation of digital learning materials are recommended principles as set out in chapter 3.1 of the e-course Guide (EST). Adherence to these principles will help to ensure that the educational material produced is fully user-friendly. For example: <ul style="list-style-type: none"> • considers the needs of the learner, the specificity of reading from the screen. • the different learning items use a single structure and similar media and technological means. • textual learning materials are structured (e.g., split into sub-sections). • different chapters use a uniform style design (font, font size, colour, etc.).
	15	Learning materials support the interaction between the learner and the learning content.
		The learning materials are designed in such a way that the learner can actively interact with the learning content, not just passively read or listen. For example, while going through the learning materials, the learner can answer questions, perform exercises to get feedback, move elements, make choices to control their actions, etc.

	16	The educational materials have been prepared in accordance with the terms and conditions of use of the works of other authors.
		If you have used the works of other authors to illustrate the course or to produce educational material, please assess whether you have followed the terms and conditions of use of these works. A lawfully published work has been quoted and summarized in justified volume, in compliance with the obligation to correctly convey the meaning of the quoted work or quoted as a whole (Section 19 of Copyright Act Chapter 4). When an e-course is created, authorisation has been obtained for the use of the works of other authors from the owner of the proprietary rights of those works, except in cases of free use of the work provided for in the Copyright Act (ibid).
	17	Reference has been made to the works of other authors used in the preparation and illustration of learning materials.
		If you have used the works of other authors when developing learning materials or illustrating the course, please assess whether they have been correctly referenced. Reference is made to the textual sources used (quotes, summaries, views, data, etc.), photographs, graphics, video, and audio material. The same reference system has been followed throughout the course. The learning materials contain a list of the literature used.
	18	The course provides guidelines for the whole learning process, also giving an overview of the face-to-face learning in the case of blended learning course.
		The learning guidelines provide learners with clear guidance on how to complete the course. Learning guidelines may be in the form of a single document or a set of separate instructions. The useful information for learners may also be set out in the syllabus, course description, action plan, course calendar or elsewhere. The e-course must provide an overview of the process as a whole, also describing the part planned as face-to-face learning. See Chapter 3.1.7 of the Guide. Learning instructions (EST).
	19	The use of the learning environment does not require the student to purchase additional paid software.
		Is the learning environment available to learners free of charge? As a general rule, the purpose of e-learning is to provide learning opportunities for all target groups, so the obligation to purchase additional paid software is not a good practice. Of course, special cases are allowed if various professional software, etc. are taught. This must then be communicated in advance to learners and/or relevant facilities be created at the institution.
	20	The course is tested before being used in a real learning process.
		Have you tested the course — have you consulted a colleague, used a test group of learners, etc.?
	21	The course can be completed on common smart devices.
		All learning materials can be viewed on smart devices (iOS and Android), and it is possible to take tests, perform assignments, etc. If it is not possible to complete all course activities on a smart device, information about it must be included in the learning instructions.
	22	The course is technically operational - links open, necessary tools work, online literature referenced in the course is available.
		This criterion indicates regular updating of the course, which must precede the launching of the course. Check whether the online links and tools function. Do the learning instructions contain explanations of technological solutions (e.g. software needed to open media files, access to paid databases, etc.)?

CONDUCT OF THE COURSE	23	The learner receives comprehensive support in the learning process, which helps them to complete the course successfully.
		It does not matter whether the course is conducted by one person or a team. It is important that the learner receives technical, organizational, social, and pedagogical support in the learning process, which supports learning activities (see Chapter 4 of the guide) and that the study guide contains information with the necessary contact details. Learners can also be involved in the support activities (e.g. guiding fellow learners or giving feedback).
	24	The planned course schedule will be adhered to.
		Does the course adhere to the initial schedule or take note of the need for its modification? Due to learners' needs, changes to the initial schedule may be required (e.g., need for longer explanations of some topics, etc.).
	25	The active participation of the learner in the learning process (communication between peers, the emergence of learning communities, etc.) is supported.
		The teacher advises learners on how to work independently with the learning materials and encourages active participation in the learning process (e.g., participation in discussions, group work). The role of the teacher is to ensure seamless discussions and, where necessary, to guide and activate learners. Learning activities must be regular and proportionately distributed throughout the learning process.
	26	Learners are given feedback on their strengths and weaknesses and their progress.
		The assessment principles must be set out in the learning guidelines along with explanations on how grades or results are communicated to learners. During the course, the learner has the opportunity to receive individual feedback from the teacher, peers or to monitor his/her progress in the course with e.g., self-assessment, benchmarking or the like.
EVALUATION OF THE COURSE	27	Learners have been informed about learning results (grades, points).
		The course must clearly indicate how and when grades or results are communicated (e.g., using Moodle Grading Table, SIS). Have the students received the scores and results during the course as initially promised?
	28	During the course, notes are taken for further improvement of the course.
		During the course, have you taken notes of the aspects that need to be improved? The example given in Chapter 5.1 of the Guide (EST) can be used for this purpose.
	29	There is a course feedback system available - general assessment of the course or receiving feedback from learners (including from an e-learning perspective).
		The learning guidelines provide information that feedback must be given at the end of the course. Feedback to the course may take place according to the general rules of the educational institution (e.g., completing a questionnaire for the assessment of the course through the study information system) or specifically for the given course (special forum or questionnaire).