Matrix for E-Course Evaluator

		QUALITY REQUIREMENT	Strongly disagree	Tend to disagree	Mostly agree	Completely agree
ANALYSIS	1	***The course includes clearly defined objectives and learner-centered learning outcomes.*** *Ensure that the course objectives and learning outcomes are clearly formulated, providing a clear understanding of what will be acquired at the minimum level during the course. The objectives are formulated based on the curriculum, and the learning outcomes are learner-centered, meaning the learner should be able to demonstrate their achievement of these outcomes by the end of the course.*	Both the objectives and learning outcomes are missing, or one of them is missing.	The objectives or outcomes only partially cover the course or are teacher-centered.	The course has objectives and learner-centered outcomes covering the entire course, but the wording has some shortcomings.	Both the objectives and learning outcomes are formulated properly.
	2	***The course content enables the achievement of the course's learning outcomes.*** *When evaluating this criterion, review the list of topics covered during the course (the content structure) to gain an overview of the alignment between the learning outcomes and the topics.*	The course content does not enable the achievement of the course's learning outcomes.	The course content enables the achievement of only some of the learning outcomes.	The course content enables the achievement of most learning outcomes.	The course content enables the achievement of all learning outcomes.
PLANNING OF THE LEARNING PROCESS	3	***The necessary prerequisites or prior knowledge and skills for participating in the course are provided to the learners.*** *The course specifies the necessary prerequisites or prior knowledge and skills for the learners. If no prerequisites are required, the course must include this information.*	There are no prerequisites or required prior knowledge/skills, nor is it stated that they are not necessary.	There is no information about prerequisites. The required prior knowledge/skills are mentioned but are very brief.	There is no information about prerequisites. Required prior knowledge/skills are detailed but not easy to find.	The course includes necessary prerequisites or details required prior knowledge/skills. If none are needed, this is stated.
	4	***The course's learning activities and assessment principles support the achievement of learning outcomes.*** *Generally, learners will focus on what is assessed. All learning outcomes must be evaluated. Are appropriate learning activities used to assess the achievement of all learning outcomes?*	Learning activities and outcomes are not aligned, and the assessment doesn't measure their achievement.	Learning activities and assessment only partially support the achievement of learning outcomes.	Both learning activities and assessment support the achievement of most learning outcomes.	Learning activities and assessment support the achievement of all learning outcomes and allow for their measurement.
	5	***The principles of assessment and feedback are provided to the learners.*** *Ensure that learners are informed about what, when, and how they will be assessed (e.g., participation in discussion forums, etc.).*	The course does not include criteria for assessing learners' work or principles for providing feedback.	The course presents the principles of learner assessment or feedback partially or unclearly.	The course presents the principles of assessment and feedback, but there are some uncertainties.	The course clearly and thoroughly describes the principles of learner assessment and feedback.
	6	***The course materials and learning activities are appropriate for the course's scope.*** *Since evaluators do not need to be content experts, this criterion should assess the amount of materials and independent work to estimate the time (hours) a learner should spend to complete the course. The total time spent by an average learner on the learning process should be considered. Naturally, this assessment is subjective and may vary slightly depending on the subject (e.g., for a 1 ECTS or 1 ECVET course, the amount of reading material per week cannot be 3000 pages, or conversely, for a 5 ECTS or 5 ECVET course, three chapters of 50 pages each). Both 1 ECTS and 1 ECVET equal 26 hours of work for the learner.*	The learner guide does not include information about the overall course scope or the amount of study materials and activities.	The learner guide provides time estimates, but the time does not largely align with the course's scope.	The learner guide provides time estimates, but there are slight inconsistencies with the course scope.	The learner guide provides time estimates for materials and activities, and the time allocation matches the course's scope.
	7	***The course supports the development of learning skills (learners are guided to reflect on what they have learned, develop time management skills, etc.).*** *Do the course guidelines provide recommendations for time management, studying, and similar aspects?*	The development of learning skills is not addressed in the learning activities.	Based on the learning activities or guidelines, the development of learning skills appears to be incidental.	Many learning activities or guidelines also address the development of learning skills.	The course activities or guidelines fully support the development of learning skills.
	8	***Technological tools support the learning process.*** *The use of various technological tools (tests, forums, audio-visual materials, etc.) in the learning process is not an end in itself but should be justified. Whenever possible, course activities and tools are located within a single environment. Please assess how the course's technological tools support the learning process.*	Technological tools do not support the learning process or are not appropriate.	Technological tools support the learning process to a limited extent.	Most of the technological tools used in the course are suitable for supporting the learning process.	Technological tools fully support the implementation of the learning process.
	9	***The course is well structured and easy to use.*** *When evaluating this criterion, in addition to the course structure, one can consider the explanations provided in the study guide and view the course from the learner's perspective. For example, whether all course elements (tools, materials, etc.) are intuitively accessible.*	The course structure is unclear, and there is no relevant explanation for learners.	The course structure is clear but not always user-friendly. Several key elements are not intuitively accessible.	The course structure is clear and understandable, but not always user-friendly. Some course	The learner intuitively finds materials, tasks, and instructions, ensuring a smooth course experience.

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COURSE DEVELOPMENT					elements are not intuitively accessible.	
	10	***Appropriate media (e.g., text, images, animations, audio, video, etc.) are used to present learning materials.*** *As an evaluator, observe which media are used and assess how they contribute to achieving learning outcomes. Consider whether the use of media adds value and variety, or if it causes confusion (e.g., background music may not appeal to all learners, but in music theory, audio files might be necessary for analyzing a composition).*	The media used to deliver the learning materials are inappropriate.	The course has a significant number of learning materials where the chosen media are not suitable.	The course includes some learning materials where the chosen media are not suitable.	The media used to deliver the learning materials are appropriate.
	11	***The learning materials follow best practices for creating digital learning resources.*** *Best practices for creating digital learning materials are recommended principles outlined in* section 3.1 of the e-course guide*. Following these principles ensures comprehensive user-friendliness of the created learning materials. For example:* *- Consideration of learner needs and screen-reading features.* *- Consistent structure, media, and technological tools used across different lessons.* *- Text-based learning materials are well-structured (e.g., divided into sub-sections).* *- Consistent design style (e.g., font, size, color) across chapters.*	The learning materials do not adhere to best practices for the creation of digital learning materials.	A significant portion of the learning materials does not follow best practices for the creation of digital learning materials.	The learning materials contain minor errors or shortcomings that contradict best practices for the creation of digital learning resources.	The learning materials are in line with best practices for the creation of digital learning resources.
	12	***The learning materials support the interaction between the learner and the content.*** *Interactive learning materials allow the learner to control the use of the materials and their activities (movement, making choices) while receiving automatic, meaningful feedback. The interactive activities and tasks used in the materials help maintain the learner's attention and assist in better mastering the content through various activities. For example, the learning materials include self-assessment tests with automatic feedback, exercises, thought-provoking questions, practical tasks, problem analysis, simulations, educational games, and videos integrated with slides and self-assessment questions, etc. See also* chapter 3.1 in the e-course guide*.*	There is no interaction opportunity between the learner and the content, and no automatic feedback for the learner.	Interaction opportunities between the learner and the content are provided only for a few topics.	The course provides opportunities for interaction between the learner and the content for most topics.	The course provides opportunities for interaction between the learner and the content for all topics.
	13	***When creating and illustrating learning materials, proper citations are given for works by other authors.*** *If you have used works by other authors in the creation or illustration of the course, assess whether they have been correctly cited. Citations should be provided for textual sources (quotes, references, opinions, data, etc.), photos, graphics, video, and audio materials. A consistent citation system should be followed throughout. A list of references is provided with the learning materials.*	The works of other authors used in the course illustrations and learning materials have not been cited.	There are significant flaws in the citations of works by other authors used in illustrations and the creation of learning materials.	Works by other authors used in illustrations and the creation of learning materials are mostly cited, but there are some gaps.	Proper citations are provided for works by other authors used in illustrating the course and creating the learning materials.
	14	***The course has a syllabus or syllabi that cover the entire learning process, providing an overview of in-person activities in the case of blended learning.*** *All learning materials open on smart devices (iOS and Android), and it is possible to complete tests, tasks, etc. If not all course activities can be completed on a smart device, this information must be provided in the learner guide.*	The course lacks a study guide.	The learner guide is superficial. In the case of blended learning, the guide only covers the e-learning portion of the course.	The course has a learner guide, and for blended learning, the guide includes face-to-face sessions, but there are some gaps.	The learner guide is comprehensive, covering the course's key aspects and face-to-face activities in blended learning.
	15	***The course is compatible with commonly used 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.*	The course design does not consider mobile device users. Most of the course materials do not work on mobile devices.	A considerable portion of the course materials either do not work on mobile devices or are inconvenient to use.	Most of the course materials work and are convenient to use on mobile devices. However, issues may arise with one or two tools or materials.	All course tools and materials are conveniently usable on mobile devices.
	16	***The course is technically functional — links open correctly, necessary tools work, and all referenced online materials are accessible.***	The course is technically functional. If restricted access resources are present,	The course has minor technical issues (e.g., some links do not	A significant portion of the course links or tools do not work, or necessary explanations	The course tools and links are non-functional. The course lacks necessary explanations or

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		This criterion reflects regular course updates, which should be done before the course is launched. Check whether all links and tools are working properly. Do the learning instructions clearly explain the required technological tools (e.g. software needed to open media files, access to paid databases, etc.)?	instructions on how to access them are provided.	work, or a few tools fail to open).	for accessing restricted online resources.	guidance for accessing online resources.
COURSE IMPLEMENTATION	17	***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).*	There is no evidence of learner support in the course.	Learners are supported to a minimal extent. Significant shortcomings are present.	Learners are supported, but some shortcomings exist.	Learners are comprehensively supported, either by the instructor or their assistants (evidenced in the course, self-analysis, or learner feedback).
	18	***Support is provided for collaborative learning.*** *The course is designed to facilitate cooperative learning. Participants are encouraged to work together purposefully, share knowledge and experiences, and solve tasks collectively. This may include group work, discussions, projects, and similar activities. Collaborative learning must be guided and accompanied by feedback. Collaborative learning promotes a deeper understanding of knowledge, the development of communication skills, and consideration of diverse perspectives.*	Collaborative learning is not reflected in the course.	Opportunities for collaborative learning have been created in the course, but they are not guided.	Opportunities for collaborative learning have been created in the course, but there are deficiencies in providing feedback on them.	The course purposefully supports collaborative learning. Collaborative learning is guided and accompanied by feedback.
	19	***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.*	The course lacks information on how learners will receive feedback.	Learners have been informed about the possibilities of receiving feedback, but there is no evidence that feedback is provided.	Learners have been informed about the possibilities of receiving feedback, but feedback provision is not systematic.	Learners are informed about when and how feedback will be provided. Feedback is systematically delivered in the course (evidenced in the course or the instructor's self-analysis).
	20	***Learners have been informed about learning results (grades, points).*** *In an e-course, it must be explicitly stated how and when grades and results will be communicated to learners (e.g., through the Moodle gradebook or an academic information system like ÕIS). The reviewer should verify whether this has been implemented in practice. If the information cannot be found in the course (e.g., the course is inactive or assessments are conducted in another format), refer to the feedback provided in the organization's review of the course, or the self-analysis form completed by the course author.*	Learners have not been informed about the learning results.	Learners have been informed about the method and deadlines for communicating learning results, but there is no evidence that the instructor has followed the plan.	Learners have been informed about the method and deadlines for communicating learning results, but the instructor has only partially followed the plan.	Learners have been informed about when and how learning results will be communicated, and the instructor follows the plan (evidenced in the course or the instructor's self-analysis).
COURSE EVALUATION	21	***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). The reviewer should look for feedback in the organization's review of the course.*	The course and the organization's review lack information on whether and how learners can provide feedback on the course.	Providing feedback is possible, but learners are not encouraged to recognize its importance.	Learners are emphasized the importance of providing feedback. Giving feedback is possible, but it does not provide information from the perspective of e-learning.	Learners are encouraged to recognize the importance of providing feedback. There is feedback available for the course, and it also provides insights from an e-learning perspective (evidenced in the course, organization's review, or self-analysis form).