

Matrix for E-Course Evaluator



		QUALITY REQUIREMENT	Strongly disagree	Tend to disagree	Mostly agree	Completely agree
ANALYSIS	1	The course objectives and learner-centred learning outcomes are formulated. <i>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 based on 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.</i>	Both the objectives and learning outcomes are missing, or one of them is missing.	The objectives or learning outcomes only partially cover the course, or the learning outcomes are formulated in a teacher-centred way.	The course has both objectives and learner-centred learning outcomes, covering the entire course, but there are some shortcomings in the wording.	Both the objectives and learning outcomes are formulated properly.
	2	The course content enables the achievement of the course learning outcomes. <i>When assessing this criterion, review the course topics (substantive structure) to assess the alignment of the learning outcomes and topics.</i>	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 required prior knowledge, skills, or prerequisites to take part in the course are outlined. <i>The course description outlines the prior knowledge, skills or prerequisites required from participants. If none are required, this must be explicitly stated.</i>	The course does not specify the required prerequisites, prior knowledge, or skills, nor does it state that they are not necessary.	There is no information on prerequisites. The required prior knowledge and skills are mentioned but described too briefly, which may make them unclear to the learner.	The course lacks information on prerequisites. The required prior knowledge or skills are detailed but not easily accessible to the learner (e.g., listed in an extended syllabus or linked document).	The course includes the necessary prerequisites or provides a detailed description of the required prior knowledge/skills for participation. If none are required, this information is provided.
	4	The learning activities and assessment principles of the course support the achievement of the learning outcomes. <i>Generally, what is assessed is what is learned. 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?</i>	Learning activities and learning outcomes are not aligned. The assessment does not allow for measuring the achievement of learning outcomes.	Learning activities and assessment only partially support the achievement of learning outcomes.	Both learning activities and assessment support the achievement of most learning outcomes.	The learning activities and assessment support the achievement of all learning outcomes. The assessment allows for measuring the achievement of all learning outcomes.
	5	The principles of assessment and feedback have been explained to learners. <i>Are learners aware of what, when and how they will be assessed (e.g., participation in forums, etc.)?</i>	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 learning materials and activities correspond to the course credits. <i>Since evaluators do not need to be content experts, 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 ECVET course cannot have a required reading list of 3000 pages per week or, conversely, 5 ECTS or ECVET course three chapters of 50 pages each. Both 1 ECTS and 1 ECVET account for 26 hours of work by a learner).</i>	The learner guide or action plan does not include information about the overall course volume or the amount of study materials and activities.	The learner guide or action plan provides time estimates, but the time does not largely align with the course's volume.	The learner guide or action plan provides time estimates for materials and activities, but there are slight inconsistencies between time allocation and course volume.	The learner guide or action plan includes information about the time required for study materials and learning activities, and the time allocation fully matches the course's volume.
	7	The development of learning skills (students are directed to reflect on what they have learned, to improve time planning skills, etc.) is supported. <i>Are recommendations for time planning and learning activities provided in the learner guide?</i>	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. <i>The use of various technological tools (tests, forums, audio-video materials, etc.) in the teaching and learning process is not an end but must 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.</i>	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. <i>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</i>	The course structure is unclear, and there is no relevant explanation for learners.	The course structure is clear but not always user-friendly. Several	The course structure is clear and understandable, but not always user-friendly. Individual less	While navigating the course, the learner intuitively understands where the learning materials,



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E-COURSE DEVELOPMENT		<i>the eyes of the learner". For example, whether all elements of the course (e.g., tools, materials, etc.) can be found intuitively.</i>		key elements are not intuitively accessible.	important course elements are not intuitively accessible.	tasks, instructions, etc. are located, which is essential for a smooth course experience.
	10	Appropriate media (e.g., text, images, animations, audio, video, etc.) are used for presenting the material. <i>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).</i>	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	Educational materials follow best practices for the creation of digital learning materials. <i>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: • 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.).</i>	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 materials.	The learning materials are in line with best practices for the creation of digital learning materials.
	12	The learning materials support the interaction between the learner and the content. <i>Interactive learning materials allow the learner to control the use of the materials and their activities (movement, making choices) while receiving immediate, 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.</i>	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	Reference has been made to the works of other authors used in the preparation and illustration of learning materials. <i>If the works of other authors have been used 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.</i>	The works of other authors used in the course illustrations and learning materials have not been cited.	Most of the works by other authors used in the course illustrations and learning materials have not been properly cited, or there are significant deficiencies in the citations (e.g., texts are cited, but references to images and videos are missing; key citation components such as author name, title of the work, or publication source are consistently missing).	Works by other authors (texts, images, videos, etc.) used in illustrating the course and creating learning materials are mostly cited, but there are some deficiencies in the citations (e.g., the list of sources is missing at the end of the materials, different citation systems are used, or some citations lack necessary components such as the author's name, work title, or publication source).	Works by other authors (texts, images, videos, etc.) used in illustrating the course and creating learning materials are correctly cited, following all citation rules.
	14	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. <i>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 e-course Guide, section 3.1.7.</i>	The course lacks learning guidelines.	The learning guidelines are superficial. In the case of blended learning, the guidelines only cover the e-learning portion of the course.	The course has learning guidelines, and for blended learning, the guidelines include face-to-face sessions, but there are some gaps.	The learner guidelines are comprehensive, providing an overview of the various aspects of the course (schedule, assignments, materials, instructions, etc.) and their interconnections. In the case of blended learning, the guide also thoroughly covers the face-to-face activities of the course.

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	15	The course can be completed on common smart devices. <i>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.</i>	The course design does not consider mobile device users. Most of the course materials either do not work on mobile devices or are inconvenient to use.	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 operational - links open, necessary tools work, online literature referenced in the course is available. <i>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.)?</i>	The course tools and links are non-functional. The course lacks necessary explanations or guidance for accessing online resources.	A significant portion of the course links or tools do not work, or necessary explanations for accessing restricted online resources are missing.	The course has minor technical issues (e.g., some links do not work, or a few tools fail to open). If restricted access resources are present, instructions on how to access them are provided.	The course is technically functional. If restricted access resources are present, instructions on how to access them are provided.
CONDUCT OF THE E-COURSE	17	The learner receives comprehensive support in the learning process, which helps them to complete the course successfully. <i>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).</i>	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. <i>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.</i>	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. <i>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.</i>	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). <i>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.</i>	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).
E-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). <i>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.</i>	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).