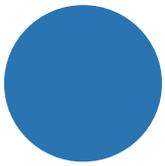


# EVALUATION CRITERIA, MEANS, INDICATORS FOR COURSE CONTENT, BRICKS, AND COURSE IMPLEMENTATION

A framework for evaluation and quality development for the DISK project.





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# EVALUATION CRITERIA, INDICATORS FOR COURSE CONTENT, BRICKS, AND COURSE IMPLEMENTATION

The Quality Framework for the DISK project is based on the European Association of Distance Learning Universities (EADTU) [Excellence Guidelines and Quality Label](#). Excellence is:

- a tool for improving the online, open and flexible performance of universities (OOF)
- a tool and manual for assessing current performance and a guide for improvement
- a reference tool for educational institutions starting and implementing blended education at the institutional level
- a branding tool that promotes the quality aspects of modern online, open and flexible education
- a partner for universities and quality assurance agencies to provide an overview of the state of the art in online, open and flexible education
- an incentive for continuous improvement, as the institution has to renew its label after three years

## 1 EADTU E-XCELLENCE (3<sup>RD</sup> EDITION)

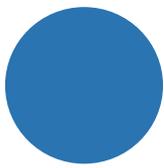
EADTU is Europe's leading association for lifelong open and flexible learning (LOF) in distance education (HE). The LOF model includes e-learning and a number of other features such as open learning, distance learning, online learning, open accessibility, multimedia support, virtual mobility, learning communities and dual approaches (Earn & Learn).

The primary purpose of the EADTU Excellence Manual is to provide a set of benchmarks, quality criteria, and guidance against which blended and online education programmes and their support systems can be assessed, Figure 1. Excellence is:

- a tool for improving the online, open and flexible performance of universities (OOF)
- a tool and manual for assessing current performance and a guide for improvement

Carretero, S., Vuorikari, R., & Punie, Y. (2017). DigComp 2.1: The digital competence framework for citizens with eight proficiency levels and examples of use. Luxembourg: Publications Office of the European Union

<sup>2</sup> Note that in the graphs, in the identification of the questions, and besides the question number, you can find the code that represents the specific competence it observes (e.g. 1.1 for browsing, searching and filtering data)



- a reference tool for educational institutions starting and implementing blended education at the institutional level
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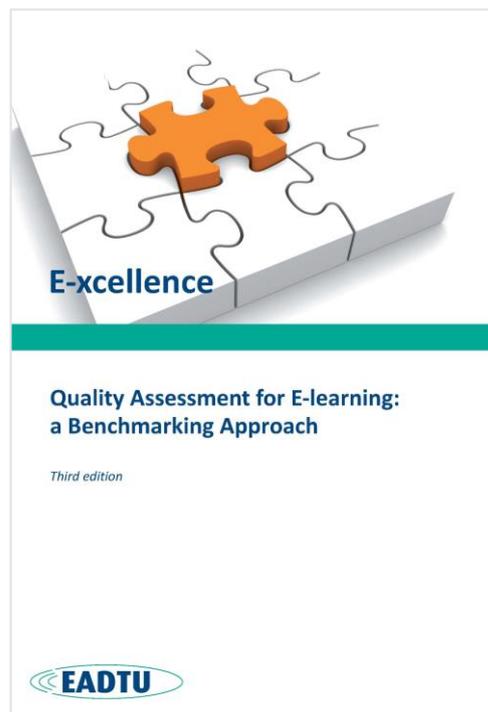
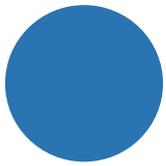


Figure 1: EADTU E-xcellence

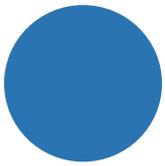
The primary purpose of the EADTU Excellence Manual is to provide a set of benchmarks, quality criteria, and guidance against which blended and online education programmes and their support systems can be assessed. The Handbook should therefore be considered primarily as a reference tool for evaluating or reviewing blended and online education programmes and their supporting systems. However, the handbook should also prove useful to staff involved in designing, developing, teaching, evaluating, and supporting blended and online education programmes. It is also intended for course developers, faculty, and other stakeholders. The manual is intended to be a useful development and/or



improvement tool that can be integrated into one's institutional systems for monitoring, evaluation, and improvement.

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The manual is divided into six sections: Strategic Management, Curriculum Design, Course Design, Course Delivery, Staff Support, and Student Support Figure 2. Each section has a similar format with benchmarks, detailed indicators, and notes.

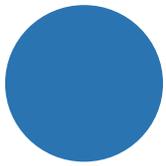


Full manual
Introduction to third edition
Chapter 1: Strategic Management
Chapter 2: Curriculum Design
Chapter 3: Course Design
Chapter 4: Course Delivery
Chapter 5: Staff Support
Chapter 6: Student Support
Glossary
Translations

Figure 2: The structure of EADTU E-xcellence.

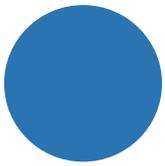
The benchmarks provide a set of general quality statements that cover a wide range of contexts in which programme designers and others work. It is intended that the benchmarks be relevant to virtually all e-learning situations. These benchmarks may usefully form the basis of an institution's quality self-assessment when the full range of criteria and performance indicators are not considered relevant to the institutional context, e.g., in situations where e-learning developments are limited to a minority of courses or to specific areas of the institution's work.

The following performance indicators then focus on specific topics that are relevant to the benchmark statements. Not all performance indicators will be relevant in all situations, and some will relate to more than one benchmark statement. Thus, there is not a one-to-one relationship between the benchmarks and the performance indicators because they



are at different levels of analysis. The performance indicators were developed for both the general level and the excellence level.

The e-excellence framework emphasizes the need to take a holistic approach and consider the ecosystem of quality improvement and development, and to consider all six domains as they are all interconnected and have an impact and influence on each other. In view of this, in the project DISK, which focuses on the development of courses, the areas of course development are the focus of this quality framework.



## 2 THE DISK FRAMEWORK EVALUATION CRITERIA AND INDICATORS FOR COURSE CONTENT

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In this DISK framework the EADTU Excellence Benchmark label is used for Course design. For other criteria in this framework even other sources related to current discourse on course design are used.

**COURSE DESIGN is based mainly on the EADTU Excellence.**

### CONTENT

■ **Relevance** Partly from the [World Bank](#)

The extent to which program objectives and design are consistent with (a) current global/regional challenges and concerns in a particular development sector and (b) the needs and priorities of beneficiary countries and groups.

Articulation of current objectives, strategies, and activities

Alignment with beneficiaries' needs, priorities, and strategies. State of the art, build on current research and upcoming trends. This principle concerns the most appropriate level - global, regional, national or local - at which certain activities should be carried out from the point of view of efficiency and responsiveness to the needs of the beneficiaries.

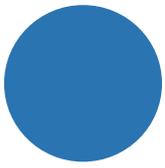
Consistency with the principle of subsidiarity

■ **Quality content**

The list of quality criteria below is intended to help develop a more comprehensive approach to evaluating content quality. Some items will be covered in your style guide, others probably won't (The Content room a [Cypress initiative](#)

1. Accessibility

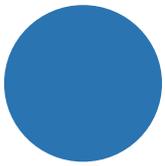
- Is each piece of content properly structured with headings, subheadings, etc.?
- Does it speak to the target audience at their subject level?
- Is the content written in the correct language?



- Is access to the content restricted if necessary?
  - Has the right tags and metadata been assigned to make your content searchable?
2. Accuracy and consistency
- Have all spelling, grammar, and punctuation errors been corrected?
  - Are citations, references, and use of terminology consistent?
  - Is everything double checked, i.e., the facts mention?
  - Are reliable sources used?
  - Does the content meet all legal and regulatory standards?
  - Is the content up to date?
  - Is the visual design consistent with your brand image?
3. Availability
- Is content available at the right time?
  - Is the content available in the right place/on the right devices?
4. Breadth and depth
- Are the agreed upon topics covered?
  - Are enough topics covered?
  - Are topics other than those of your competitors covered?
  - Is the content sufficiently detailed?
5. Engagement
- Are the topics from a point of view that is relevant to your audience?
  - Are the needs and concerns of your audience addressed?
  - Are the audience invited to take actions?
  - Are your audience encouraged to share and discuss your content with others?
  - Are your audience encouraged to explore more content?

■ **OER Open educational resources**

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license



that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Are [OER content](#) and materials used?

### FORMAT

Be sure to adhere to font, style, white space, margins, headings, subheadings, references, and citation rules and formats, e.g., APA 7.0, as well as other formatting guidelines.

### USABILITY

Usability refers to the quality of a user's experience when interacting with products or systems, including websites, software, devices, or applications. Usability is about effectiveness, efficiency, and overall user satisfaction.

It is important to recognize that usability is not a single, one-dimensional characteristic of a product, system, or user interface. Usability" is a combination of factors that includes the indicators listed below:

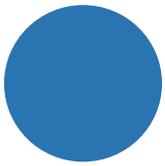
- **Intuitive design:** an almost effortless understanding of the site's architecture and navigation.
- **Ease of learning:** how quickly can a user who has never seen the user interface before accomplish basic tasks?
- **Efficiency of use:** how quickly can an experienced user complete tasks?
- **Memorability:** whether a user can remember enough after visiting the site to use it effectively on future visits
- **Error frequency and severity:** How often do users make mistakes while using the system, how severe are those mistakes, and how do users recover from the mistakes?
- **Subjective satisfaction:** Whether the user enjoys using the system.

Based on [Usability.com](https://www.useit.com/)

Furthermore, the [10 Usability Heuristics for User Interface Design](#) should be considered:

#1: Visibility of system status

#2: Conformity between system and real world



- #3: Control and freedom of the user
- #4: Consistency and standards
- #5: Error prevention
- #6: Recognition instead of recall
- #7: Flexibility and efficiency of use
- #8: Aesthetic and minimalistic design
- #9: User support in detecting, diagnosing and correcting errors
- #10: Help and documentation

### **UNIVERSAL DESIGN FOR LEARNING**

[Universal Design for Learning \(UDL\)](#) is an approach to teaching that addresses the needs and abilities of all learners and removes unnecessary barriers to the learning process.

#### **Three main principles of UDL**

- Representation: UDL recommends offering information in more than one format
- Action and expression: UDL suggests giving learners more than one way to interact with the material and to show what they've learned.
- Engagement: UDL encourages teachers to look for multiple ways to motivate students.

Be sure that [Universal Design for Learning](#) is applied.

In Table 1 the FRAMEWORK Evaluation criteria and indicators for course content is presented as a guiding rubric.

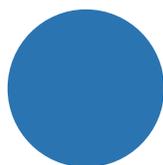
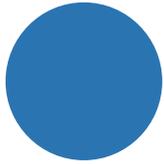


Table 1: FRAMEWORK Evaluation criteria and indicators for course content (A guiding rubric with the headings)

CRITERIA	INDICATORS	EVALUATION	SOURCE
<b>COURSE DESIGN</b>			<a href="https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual">https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual</a>
Educational strategy		Yes No Partly NA	
The course design process		Yes No Partly NA	
Materials and production design		Yes No Partly NA	
Assessment		Yes No Partly NA	
Course evaluation and approval		Yes No Partly NA	
<b>CONTENT</b>			
Relevance		Yes No Partly NA	Partly from the <a href="#">World Bank</a>
Quality content		Yes No Partly NA	<a href="#">Cypress initiative</a>



CRITERIA	INDICATORS	EVALUATION	SOURCE
OER Open educational resources	Are OER content and materials used	Yes No Partly NA	<a href="https://en.unesco.org/themes/building-knowledge-societies/oer">https://en.unesco.org/themes/building-knowledge-societies/oer</a> <a href="https://ccsearch.creativecommons.org">https://ccsearch.creativecommons.org</a>
FORMAT	Consistency with fonts, style, space, marginals, headings, subheadings, references and citation rules and format, i.e. APA 7.0, and any other format guidelines.	Yes No Partly NA	
USABILITY		Yes No Partly NA	<a href="http://Usability.com">Usability.com</a> <a href="#">10 Usability Heuristics for User Interface Design</a>
UNIVERSAL DESIGN FOR LEARNING		Yes No Partly NA	<a href="#">Universal Design for Learning (UDL)</a>