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# Quality management of e-courses - process, supporting development of digital culture in higher education. Estonian case.

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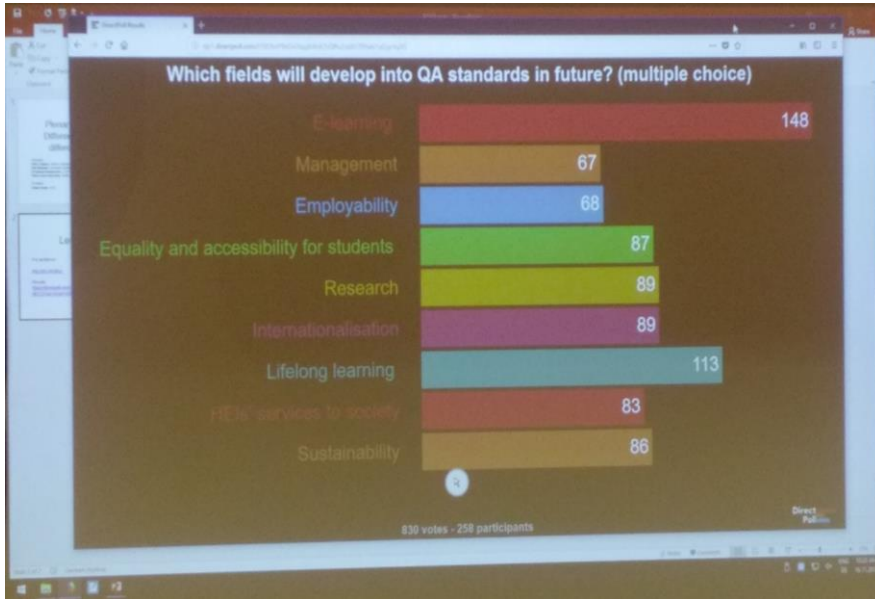


# Our Quality Task Force





## Why e-learning



- The use of educational methods that support the development of digital culture is highly valued
- The number of e-courses in higher education institutions in Estonia is growing rapidly
- For example
  - ✧ In the University of Tartu, more than 5,000 e-learning and blended learning courses have been created by 2017
  - ✧ 10-20% new courses being added every year



# Manual “Juhend kvaliteetse e-kursuse loomiseks” (in Estonian)



- Our manual focuses on how to create an e-learning course with good quality.
- This is a step by step guide on how to create your first e-course or improve the existing and operational ones.
- Essential quality criteria are indicated at the end of each chapter of the manual
  - ✦ Analysis,
  - ✦ Designing the learning process
  - ✦ Creating the e-course,
  - ✦ Conducting the course,
  - ✦ Collecting feedback
- These quality criteria have to be met in order for the e-course and its instructional process to be recognised as fulfilling defined requirements.



## National Quality Label and The best course – the “E-course of the year”



- In addition to creating the methodology, the Quality Task Force has started an annual evaluating process of e-learning courses and awarding them national Quality Labels.
- The best course is selected as the “E-course of the year”.
- The process takes place once a year, usually in spring.
- The decision to award the course with the national Quality Label is valid for 3 years



# Methodology of evaluation of e-Courses

- Self-assessment level
  - ⑩ authors of the course evaluate their course by themselves according to the evaluation rubric
  - ⑩ automated feedback
- Organisational level
  - ⑩ the educational organisations main task is
  - ⑩ to assess the content according to the organisation's quality criteria, and
  - ⑩ communicate student feedback, collected by the organisation.
- Expert level
  - ⑩ three e-learning experts evaluate the course according to the rubric for experts
  - ⑩ experts have to reach consensual decision about awarding the quality label
  - ⑩ they give consensual feedback about the strengths and weaknesses of the course to the author,
  - ⑩ they advise the author, how to improve the course.



# Special software, supporting the process

minu\_eneseanalysid > Hitsa

https://konkursiveeb.hitsa.ee/en/minu\_eneseanalysid?d4f29a8246f32163446b7b5184b2095675580e135fe7ad2e7459a5c06e90b130

## Self-evaluations

Self evaluation matrix of the e-course

Name of the course \*

### ANALYSES

1: This course meets the needs and opportunities of the audience.

Has the preparation of the course considered the background data of the audience, level of motivation, learning capabilities, previous knowledge, learning style, technical knowledge and level of existing technology? (If this is the course included in the curriculum, you can evaluate whether this course helps to achieve the aim of the curriculum as a whole).

Evaluation of the 1. criteria \*  Strongly disagree ?  Inclined to disagree ?  Mostly agree ?  Strongly agree ?

The course has formulated aims and learner-centred learning outcomes.

Make sure that the aims and learning outcomes have been formulated in a comprehensible manner and give an idea of what is obtained at the minimum required level of the particular course. The aims are formulated proceed... are learner-centred, i.e. the learner is able to prove them at the end of the course.

The aims and learning outcomes of the course exist. There are shortcomings in formulation.

Evaluation of the 2. criteria \*  Strongly disagree ?  Inclined to disagree ?  Mostly agree ?  Strongly agree ?

The content of the course corresponds to the learning outcomes.

When evaluating this criterion, examine the list of the topics completed during the course (its substantive structure), in order to get an overview of the uniformity of the learning outcomes and topics.



## A joint event at the end of the process

The evaluation process ends with a joint event

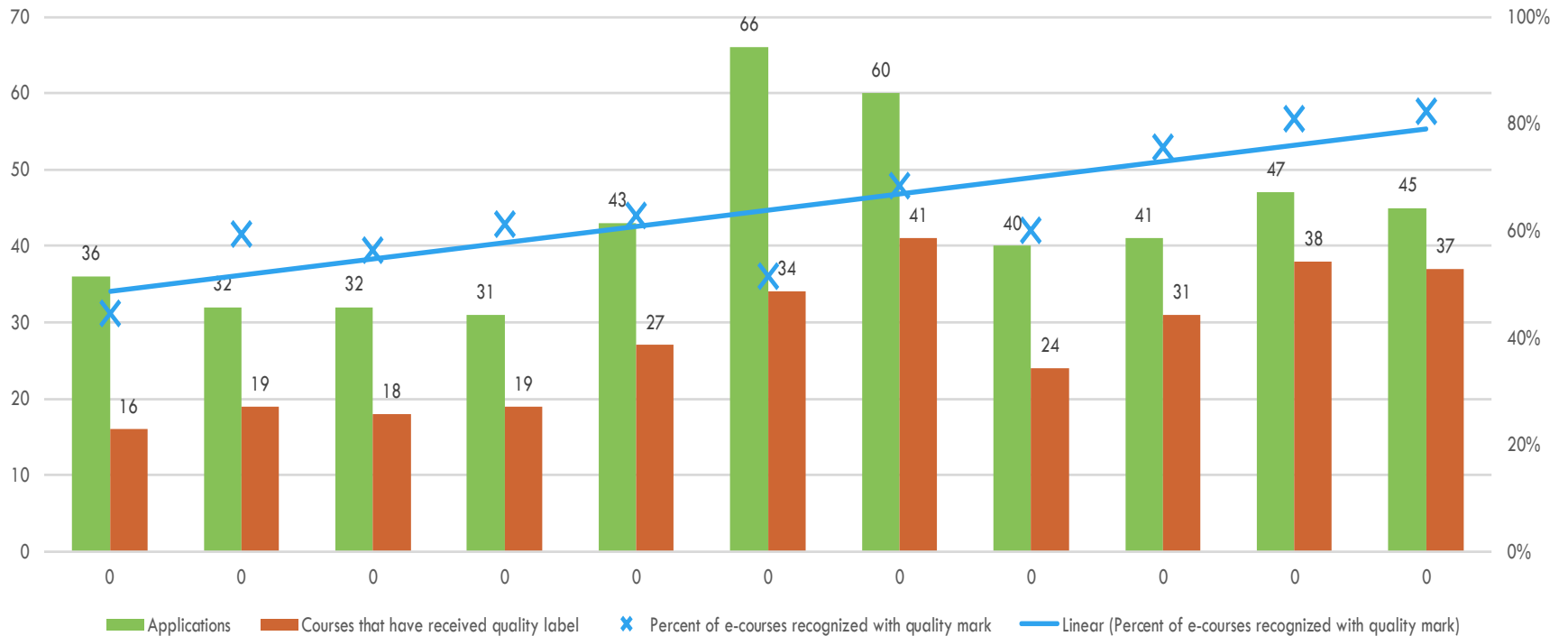
- that brings together all the authors of the courses,
- recognises the best e-course authors, and
- shares best practices.

Also the winner of the title “E-course of the year” is announced and an award is given to the authors of that course.

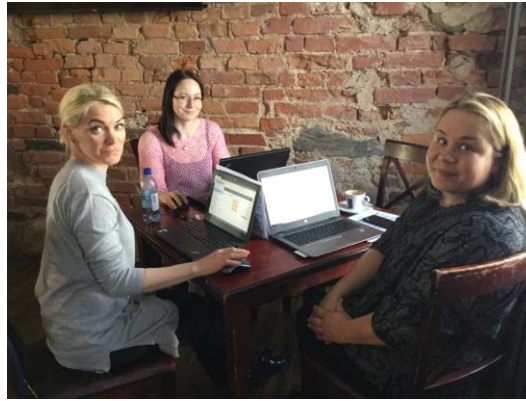




# Number of quality label applicants and awarded labels in years 2008-2018



# National Quality Label evaluation in year 2018



<https://sites.google.com/s/1lqAt9ekgrLwmRaDyDKUGtJbYDjkcMa6c/p/10nzOz30ENs86U2FAqXJEprPkSWclhZdk/edit>



## Discussion: Quality process strength

- We have created a community that values the quality of e-learning.
- The majority of teachers were interested in expert feedback to their courses.
- The quality label itself was only the second motivator.
- The involvement of more and more members of the teaching staff and evaluation experts will extend the spread of good practice at all levels of Estonian education, especially in higher education.



## Discussion: challenges of the Quality process

- How to find knowledgeable and impartial evaluators for the expert level?
- We are not evaluating the content of the courses at expert level.
  - ⑩ The last content quality filter is at organisational level.
  - ⑩ A possible solution to respond to this challenge is to include content experts in expert teams.
- Implementation of this quality process in some other country?



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# Thank you for Your attention!

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