



## QUALITY FRAMEWORK FOR ONLINE TEACHING AND LEARNING

### Del 2 – Quick Scan

Ali Rashidi & Kateryna Puhachova  
Folkuniversitetet Sverige



## Content

Quick Scan .....	3
Introduction.....	3
Quick scan.....	3
Quick Scan: Instructions .....	3
<b>How to use the Quick Scan</b> .....	5



## Quick Scan

### Introduction

The Quick Scan online questionnaire is intended to give you a first orientation on the strengths of your e-learning performance and the potential for improvement. An initial self-assessment via the Quick Scan can be the basis for a subsequent review using the resources in the “progress towards excellence”.

The Quick Scan should ideally be filled out by a team, which includes different stakeholders in the educational institution: management, academics, course designers, teachers and students. It is therefore recommended that the institution set up a focus group that includes members of the stakeholder groups. The review can be conducted at the institution, course or module level to visualise the need for improvement.

### Quick scan

The purpose of this tool is to support educational institutions interested in focussing on the quality improvement of their online teaching and learning. Apart from supporting an integrated approach to achieving this objective, the tool also incorporates the European Quality Assurance Reference Framework (EQAVET), thus at the same time helping institutes to incorporate European standards for good online education.

How can the “Quick Scan” be of help?

- Assess where you stand – The Quick Scan is a user-friendly interactive online tool that consists of short statements addressing specific attention areas within online teaching and learning. The results are presented in the form of a spider graph.
- How to develop – After completion, guidelines are provided to support attention on quality improvement outcomes. The guidelines provide general advice to enhance an action plan for continuous quality improvement of online teaching and learning.

### Get the test

#### Quick Scan: Instructions

The Quick Scan consists of the following six (6) Themes (thematic groups).

1. Online design and preparation
2. Educational material and curation
3. Assessment and examination
4. Pedagogical approach
5. Learners' engagement and support
6. Technology

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



A quick scan self-assessment will reveal aspects of online education where the institution is already strong and areas where there are opportunities for improvement. This framework will provide some paths and step for improvement for each theme. The following procedure can be used to carry out the self-assessment of an online education programme/course or institution against the criteria and standards in the framework. Performance on each P.I. can be rated on a five-point scale in which each level is given a numerical weighting (points) and a descriptor:

1. Fails to meet the Criteria - 1
2. Unsatisfactory - 2
3. Satisfactory - 3
4. Good - 4
5. Excellent - 5

The assessment result is derived by totalling the points gained on all P.I.s. The overall performance in each criterion will be the sum of the points achieved on each related P.I.

The institution should count the total points the institution earns on all P.I.s within the selected Criteria standard. The institution should consider the total points on all P.I.s relating to the programme/course for the whole programme.

The overall performance on all dimensions will be the positioning of the respective total score on a five-point scale.



## How to use the Quick Scan

**STEP 1.** Select the thematic areas you are interested in.

*Valuable tips: To create a multi-perspective on institute development, we advise the user to make this selection jointly (managers, teaching staff, administrative staff together) or discuss and agree upon choices from different stakeholders.*

**STEP 2.** Decide how to answer the questions. Jointly or as separate stakeholders?

*Valuable tips: According to the choice made in step 1, either use the differences of perspectives of teaching staff and learners or decide to go ahead by answering from a single perspective.*

**STEP 3.** Get sets of short statements and answer accordingly.

*Valuable tips: Please indicate for each statement presented to what degree you can agree with the statement by simply ticking the appropriate box next to each statement.*

**STEP 4.** Get feedback report

*Useful tips: To enhance good feedback of the quick scan will be provided to you in the form of a spider graph representing scores on specific attention areas, as well as general advice for further development in these attention areas. Scores are presented in a 4-level scale (1-4) Spider Graph.*

**Fails to meet the Criteria – 1, Unsatisfactory – 2, Satisfactory – 3, Good – 4, Excellent - 5**

Thematic area	Performance Indicators	Performance Measure
Online design and preparation	Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	The learning objectives or competencies are aligned with state standards and/or other accepted content standards	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	Learning objectives or competencies are designed and written for the target student audience.	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	Prior knowledge in the discipline and/or required competencies are clearly stated.	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



	Instructions make clear to learners how to get started and where to find essential course components.	1 2 3 4 5 ○ ○ ○ ○ ○
	Learners are introduction for learners to the purpose and structure of the course developed	1 2 3 4 5 ○ ○ ○ ○ ○
	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	1 2 3 4 5 ○ ○ ○ ○ ○
	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated	1 2 3 4 5 ○ ○ ○ ○ ○
	Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	1 2 3 4 5 ○ ○ ○ ○ ○
Educational material	The program/course materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	1 2 3 4 5 ○ ○ ○ ○ ○
	The materials are integrated within the context of each lesson, and their intended use is explicit.	1 2 3 4 5 ○ ○ ○ ○ ○
	The course content is appropriate to the reading level of the intended learners.	1 2 3 4 5 ○ ○ ○ ○ ○
	All instructional materials used in the course are appropriately available for the learner	1 2 3 4 5 ○ ○ ○ ○ ○
	There is a consistent style guide (e.g. heading hierarchies, bulleted or numbered lists are consistent and tables only used for data).	1 2 3 4 5 ○ ○ ○ ○ ○
Assessment and examination	The types of assessments in the course measure the stated learning objectives or competencies that are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	1 2 3 4 5 ○ ○ ○ ○ ○
	Processes for assessment submission (method, mode, dates and times, linked to a specific time zone; as well as technical guidelines such as file upload format and size restrictions), handling, marking and feedback (including response times) are provided.	1 2 3 4 5 ○ ○ ○ ○ ○
	The aims, learning outcomes, participation expectations and assessment tasks are provided.	1 2 3 4 5 ○ ○ ○ ○ ○
	Specific and descriptive criteria are provided for evaluating learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	1 2 3 4 5 ○ ○ ○ ○ ○



	Assessment strategies allow learners to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Multiple assessment strategies and digital tools methods are included based on the specified learning objectives or competencies and learner needs.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and teacher	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical approach	The online teaching/learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Online learning activities provide opportunities for learner-content interaction that support active learning.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The Online learning activities provide opportunities for learner-instructor and learner-learner interaction.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Standards for teachers' responsiveness and availability are clearly stated.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Opportunities and tools for both synchronous and asynchronous communication between learners(s) and teacher(s) are provided.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The requirements for learners' Online interaction are clearly stated.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners' engagement and support	Sufficient contact sessions are planned and integrated into the course design.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mandatory attendance at contact sessions is fixed at a minimum desired level.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The support of individual learners is built into the design of course materials.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Learner-to-teacher interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The learners have access to the tutors at fixed centres and can reach them through various modes: telephone, appointment, email, online discussion and video conferencing.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Are transparent procedures in place for students to give feedback on the quality of the educational process?	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Learners are involved in periodic programme quality reviews	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The specific time frame to return assignments allows learners to benefit from formative feedback.	1	2	3	4	5
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Clear procedures are in place for students to appeal decisions regarding their academic attainment or progression	1	2	3	4	5
		○	○	○	○	○
Technology	Learning resources utilise digital technologies and media (e.g. PDF, Video). in purposeful ways.	1	2	3	4	5
		○	○	○	○	○
	Learning resources are presented using a variety of technologies	1	2	3	4	5
		○	○	○	○	○
	Learning resources to be downloaded or streamed are appropriately sized (e.g. large files/formats optimized/compressed where/when applicable).	1	2	3	4	5
		○	○	○	○	○
	Course tools support the learning objectives or competencies.	1	2	3	4	5
		○	○	○	○	○
	Course tools facilitate student engagement and promote active learning.	1	2	3	4	5
		○	○	○	○	○
	The course takes advantage of technologies and tools that protect student privacy and maintain the confidentiality of student information.	1	2	3	4	5
		○	○	○	○	○
	Course tools and technologies are current.	1	2	3	4	5
		○	○	○	○	○