

StudES Quality standards for Digital Learning Environment

Standards and guidelines for quality
online teaching and learning



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Erasmus+ Programme
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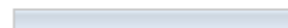
Effective teaching for student engagement & success in digital learning environment

Quality online teaching and learning ...

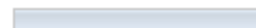
Anketa

Šta biste izdvojili kao glavnu odliku online nastave?

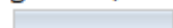
Ušteda vremena (33%, 273 glasova)



Nizak kvalitet nastave (29%, 243 glasova)



Nedostatak interakcije sa profesorima (19%, 158 glasova)



Savremen pristup predavanjima (9%, 79 glasova)



Visok kvalitet nastave (5%, 39 glasova)



Nisam imao/la priliku da pohađam online nastavu (3%, 28 glasova)



Dobra komunikacija sa profesorima (2%, 17 glasova)



Ukupno glasova: **837**

Objectives

StudES Quality standards have been developed to:

- complement the existing quality standards with the aspects related to digital learning environment;
- facilitate integration of e-learning quality assessment in self-evaluation and internal quality assurance within higher education institutions;
- contribute to design and development of meaningful and rich learning experience for our students;

It is envisioned that it may serve as a guidance and tool for self evaluation, as well as inspiration and training resource for teaching competencies development.



- A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders
- The ESG apply to all higher education offered in the EHEA **regardless of the mode of study or place of delivery.**
- *It is important to note that e-learning is a very dynamic and innovative field of learning. Definitions are regularly revised and adapted to reflect the new reality. (ENQA 2018)*

EUA PUBLICATIONS 2014

E-LEARNING IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

RESULTS OF A MAPPING SURVEY
CONDUCTED IN OCTOBER-DECEMBER 2013

MICHAEL GAEBEL, VERONIKA KUPRIYANOVA, RITA MORAIS, ELIZABETH COLL



HOME ABOUT THE STANDARDS SUPPORTERS RESOURCES

Designed to complement one another, the National Standards for Quality Online Learning have been the benchmark for online programs, districts and state agencies since their creation in 2007. The updated standards are listed as one of the competency frameworks in the [IMS Global National Registry](#).

The National Standards for Quality Online Learning includes three sets of standards:

**National Standards for Quality
Online Teaching**

**National Standards for Quality
Online Programs**

**National Standards for Quality
Online Courses**

Our purpose

We're on a mission to improve lives through the digital transformation of education and research.

That's why we exist.
It's what drives us everyday.

Who we are

Jisc is the UK digital, data and technology agency focused on tertiary education, research and innovation.

We are a not-for-profit organisation and believe education and research improves lives and that technology improves education and research.



JRC SCIENCE FOR POLICY REPORT

European Framework for the Digital Competence of Educators

DigCompEdu

Christine Redecker (Author)
Yves Punie (Editor)



2017

EUR 28775 EN

Joint
Research
Centre



Quality Assessment for E-learning: a Benchmarking Approach

Third edition



ЗАВОД ЗА ВРЕДНОЊЕ КВАЛИТЕТА
ОБРАЗОВАЊА И ВАСПИТАЊА



ОТВОРЕНИ ОБРАЗОВНИ РЕСУРСИ

Препоруке и смернице

Quality standards mapping



Australian Government
Department of Education and Training
Tertiary Education Quality and Standards Agency



September 2017



QQI
Quality and Qualifications Ireland
Dearbhú Calloicta agus Calloictaí Éireann

Topic
Specific

Blended Learning Programmes

Statutory Quality Assurance Guidelines
for Providers of Blended Learning Programmes

March 2018/QG8-V1 © QQI



StudES Roadmap for the Enhancement
of Digital Readiness in Higher Education

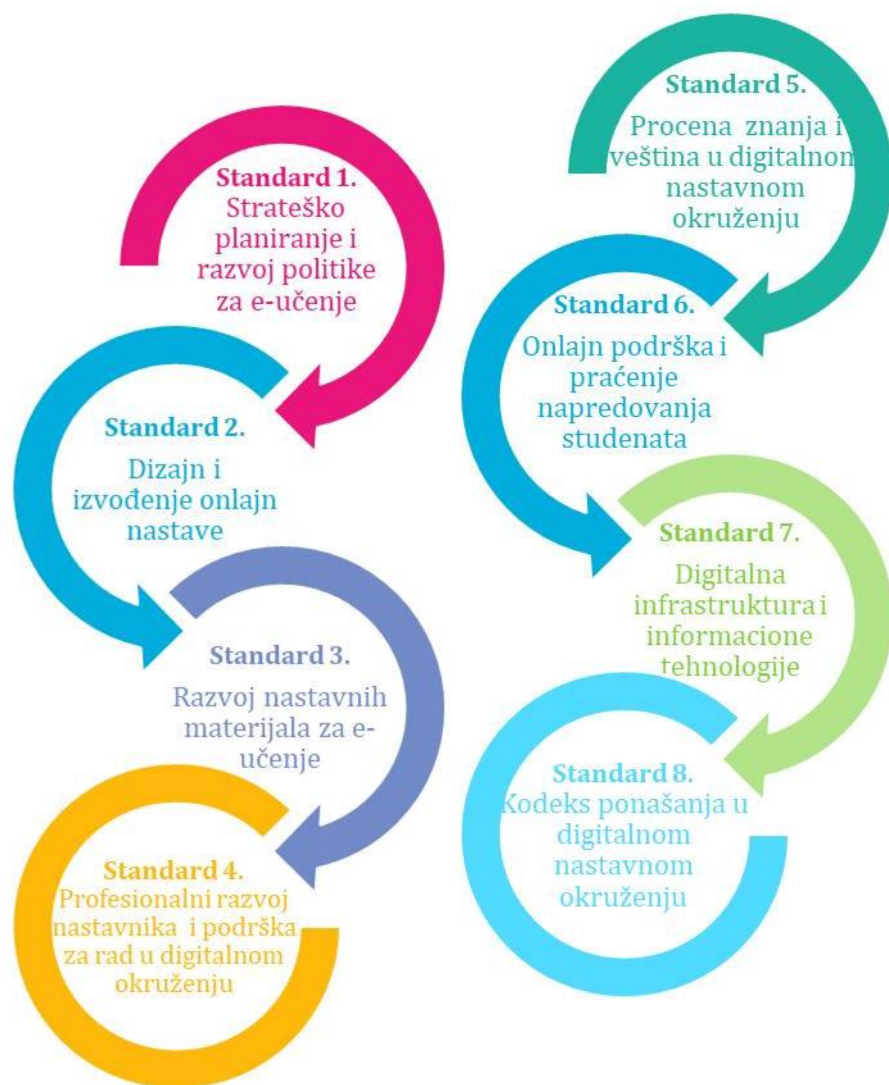
GUIDELINES FOR A HYBRID APPROACH
IN TERTIARY EDUCATION



s-q-a-b

ESG 2015	E-xcellence	Quality Matters	NSQOL	QA of Online Learning Toolkit
Policy for Quality Assurance	Strategic management			Leadership and management
Design and approval of programmes	Curriculum design Course design	Course overview and introduction Learning objectives	A course overview and support Content	Curriculum design Learning outcomes
Student-centred learning, teaching and assessment	Course delivery	Assessment and measurement Course activities and learner interaction	Assessment and measurement Learner assessments	Assessment and integrity
Student admission, progression, recognition and certification				
Teaching staff	Staff support		Professional responsibilities Digital pedagogy Community building Learner engagement Digital citizenship	Staffing profile and professional development
Learning resources and student support	Student support	Instructional materials Course technology Learner support Accessibility and usability	Diverse instruction Instructional design Technology Accessibility and usability	Student experience Student information and support Resources
Information management				
Public information				
Ongoing monitoring and periodic review of programmes			Course evaluation	Review and improvement
Cyclical external quality assurance				

StudES Quality standards



Description

Institutional strategic planning should include a vision for the use and development of e-learning within the institution and provide a timescale for the achievement of strategic goals. Different aspects of e-learning provision should be integrated in the overall institutional strategy and institutional policies regulating curriculum development, course design and delivery, instructional materials development, teaching competencies development, students support and progress monitoring, availability and access to digital infrastructure, privacy, safety and integrity issues, and overall teaching and learning experience.

HEI management should actively support development of quality online and blended courses and secure necessary resources.

Virtual mobility of staff and students should be available and recognized by home institution.

Continuing development should be based on self-evaluation and feedback received from different stakeholders (students, staff, external experts and quality assurance agency).



Standard 1: E-learning strategic planning and policy development

HEI has in place strategic planning and policies which support continuous development and improvement of quality teaching and learning in a digital environment.

Note for guidance (Indicators)

- Institutional mission, vision, goals and objectives include relevant aspects of quality online or blended teaching and learning;
- e-learning strategy and action plan (available as separate document or part of the overall institutional strategy) is periodically evaluated and revised to include planning related to necessary technical (infrastructure, equipment, software, etc) and human (staff development) resources;
- Organizational unit responsible for DLE planning and evaluation is established with the capacity to monitor the changing technology and educational practice and inform strategic planning;
- There is an evidence on the development of policies that encourage and facilitate virtual mobility of staff and students, including the interinstitutional agreements on virtual exchanges;
- Institution uses learning analytics (including data generated within the learning management system) to support learning, teaching and assessment and to improve the design and quality of future courses;
- Feedback from students, teachers and other stakeholders is collected, reviewed and included in the planning and improvement cycle;
- Detailed and up-to-date information about the courses are readily available.



Standard 1

E-learning strategic planning and policy development

Strateško planiranje i razvoj politike za e-učenje

HEI has in place strategic planning and policies which support continuous development and improvement of quality teaching and learning in a digital environment.

VŠU ima uspostavljene politike i strateško planiranje koje predstavljaju podršku za kontinuirani razvoj i unapređenje kvaliteta nastave i učenja u digitalnom okruženju.

• Uspostavljanje posebne organizacione jedinice na nivou VŠU koja je odgovorna za planiranje i evaluaciju onlajn nastave

• Promovisati i olakšati mogućnosti za virtuelnu mobilnost nastavnika i studenata

• Uspostaviti pravila za efektivno korišćenje podataka koji se generišu u okviru nastave u digitalnom okruženju
- analitika učenja (engl. Learning analytics)

Standard 2

Online course design and delivery

Dizajn i izvođenje onlajn nastave

Online course design and delivery are well aligned with the defined learning outcomes, and corresponding teaching and learning activities purposefully support and enable development of relevant competencies.

Dizajn i izvođenje onlajn kurseva je usklađeno sa definisanim ishodima učenja, a aktivnosti u nastavi i učenju sursishodno podržavaju i omogućavaju razvoj odgovarajućih kompetencija.

- Okruženje za učenje treba da bude podsticajno, a nastavne aktivnosti tako osmišljene da se obezbedi aktivno uključivanje studenata
- Pažljivo razmotriti odnos, odnosno uspostaviti ravnotežu između sinhronih i asinhronih nastavnih aktivnosti
- Uspostaviti efektivne i dostupne „kanale“ komunikacije između nastavnika i studenata, ali i između studenata

Standard 3

E-learning instructional materials development

Razvoj nastavnih materijala za e-učenje

E-learning instructional materials are developed with the main purpose to support achievement of learning goals defined (see Standard 2) and facilitate competence development. They also need to comply with accessibility standards and take into account intellectual property rights.

Nastavni materijali za e-učenje razvijeni su s ciljem da podrže postizanje definisanih ciljeva (v. Standard 2) i olakšaju razvoj odgovarajućih kompetencija. Usklađeni sa standardima za pristupačnost i pravima intelektualne svojine.

- *Nastavni materijali treba da omoguće interakciju i aktivno uključivanje studenata, kako pri samostalnom radu, tako i u saradnji sa drugim studentima i nastavnicima;*
- *Korišćenje otvorenih obrazovnih sadržaja*
- *Dostupnost, odnosno pristupačnost nastavnih sadržaja studentima sa smetnjama i teškoćama u razvoju i invaliditetom*

Standard 4

Teaching staff support and professional development for DLE *Profesionalni razvoj nastavnika i podrška za rad u digitalnom okruženju*

HEI recognizes the essential role of competent and highly motivated teaching staff in online courses development and delivery. Appropriate training and support for continuing teaching competencies development is provided which include both pedagogical and technological aspects of teaching and learning in DLE.

VŠU prepoznaje suštinsku ulogu kompetentnih i visoko motivisanih nastavnika u razvoju i realizaciji onlajn nastave. Obezbeđena je adekvatna obuka i podrška za kontinuirani razvoj nastavničkih kompetencija koja obuhvata i pedagoške aspekte i primenu informatičkih tehnologija za nastavu i učenje u digitalnom okruženju.

- *Nastavnicima je dostupna adekvatna obuka koja obuhvata i pedagoške i tehnološke aspekte nastave i učenja u digitalnom okruženju;*
- *Nastavnicima je dostupna adekvatna podrška i pomoć od strane stručnjaka za informacione tehnologije, kao i metodiku nastave – Centar za nastavu i učenje;*
- *Promocija značaja kontinuiranog usavršavanja nastavničkih kompetencija, njihovo praćenje i vrednovanje pri izboru u nastavnička zvanja;*

Standard 5

Student assessment in digital learning environment

Procena znanja i veština u digitalnom okruženju

Student assessment is embedded into course design, aligned with the course outcomes and consistent with learning activities and resources. Tools and methods of online assessment are accessible for all learners and ensure integrity of assessments as well as the right to privacy and fair treatment.

Procena stečenih znanja i veština ugrađena je u nastavu, usklađena sa ishodima učenja, nastavnim aktivnostima i nastavnim materijalima. Alati i metode onlajn procene su pristupačni svim studentima i obezbeđuju integritet ispita, kao i pravo na privatnost i pravedno postupanje.

- *Primena različitih strategija praćenja i ocenjivanja rada studenata u skladu sa definisanim ishodima učenja;*
- *Uravnotežen odnos formativnog i sumativnog ocenjivanja;*
- *Uspostavljene procedure i pravila koji obezbeđuju integritet ocenjivanja;*
- *Pravovremeno pružanje povratnih informacija s ciljem orijentacije/usmeravanja studenta za dalji rad i učenje;*

Standard 6

Students support and progress monitoring

Onlajn podrška i praćenje napredovanja studenata

Students support is provided throughout the course both for technical and subject-specific issues. Teacher presence, as well as course instructions, manuals and tutorials are available and provide necessary orientation.

U toku nastave obezbeđena je podrška studentima kako u pogledu tehničkih, tako i u pogledu pitanja od značaja za savladavanje nastavnih sadržaja. Dostupnost nastavnika, kao i odgovarajuća uputstva, priručnici i tutorijali pružaju studentima potrebno usmerenje.

- Značaj podrške i konsultacija potrebnih za savladavanje nastavnih zadataka i usvajanje nastavnog gradiva, kao i tehnička podrška, savetovanje i usmeravanje ključno za uspeh i dobrobit studenata u digitalnom nastavnom okruženju
- Prisustvo nastavnika
- Izgradnja „zajednice koja uči“ u kojoj se studenti međusobno pomažu, razmenjuju informacije, uče zajedno kako bi se prevazišlo osećanje usamljenosti i izolacije u digitalnom okruženju
- Uspostavljeni mehanizmi za praćenje aktivnosti i napredovanja studenta i mere koje se preduzimaju kada se primeti da neko od studenata zaostaje sa ispunjavanjem nastavnih obaveza, ne uključuje se redovno u nastavne aktivnosti ...

Standard 7

Digital infrastructure and technology

Digitalna infrastruktura i informacione tehnologije

HEI provides digital infrastructure which is reliable and adequately support achievement of the defined learning outcomes. The tools available should promote active learning, interaction and engagement as well as cater for individual learning strategies.

VŠU obezbeđuje pouzdanu digitalnu infrastrukturu koja podržava postizanje definisanih ishoda učenja. Dostupni alati podstiču aktivno učenje, interakciju i uključivanje studenata i omogućavaju razvoj strategije za učenje u skladu sa individualnim potrebama studenata.

- Dostupnost izabranog sistema za upravljanje učenjem, komunikacionog sistema, sistema za video-konferencije, odgovarajući hardver, uključujući mikrofone, slušalice, kamere ...
- Stabilan i siguran pristup internetu
- Institucionalna pravila o privatnosti i zaštita ličnih podataka, uključujući podatke prikupljene kroz analitiku učenja

Standard 8

Code of conduct in digital learning environment

Kodeks ponašanja u digitalnom nastavnom okruženju

HEI has established the Code of conduct which sets the expectations and provides guidelines for teachers and students professional and effective communication and collaboration in DLE.

VŠU ima uspostavljen Kodeks ponašanja u okviru kojeg su definisani odgovarajući standardi i date smernice za profesionalno ponašanje i efektivnu komunikaciju i saradnju u digitalnom nastavnom okruženju.

- Blagovremeno razmatranje i rešavanje pitanja koja mogu dovesti do nerazumevanja i konflikta
- Pravila koja se odnose na privatnost, integritet, korišćenje društvenih mreža, primenu analitike učenja, AI generatora teksta ...
- Učešće studenata u deginisanju Kodeksa ponašanja i postupanja u slučaju nedopuštenog ponašanja



Transforming Education for a Rapidly Changing World

To achieve equity, rigor, and relevance, practically everyone who plays a part in education must learn to act in new ways