# DigiLingua: quality criteria for online learning
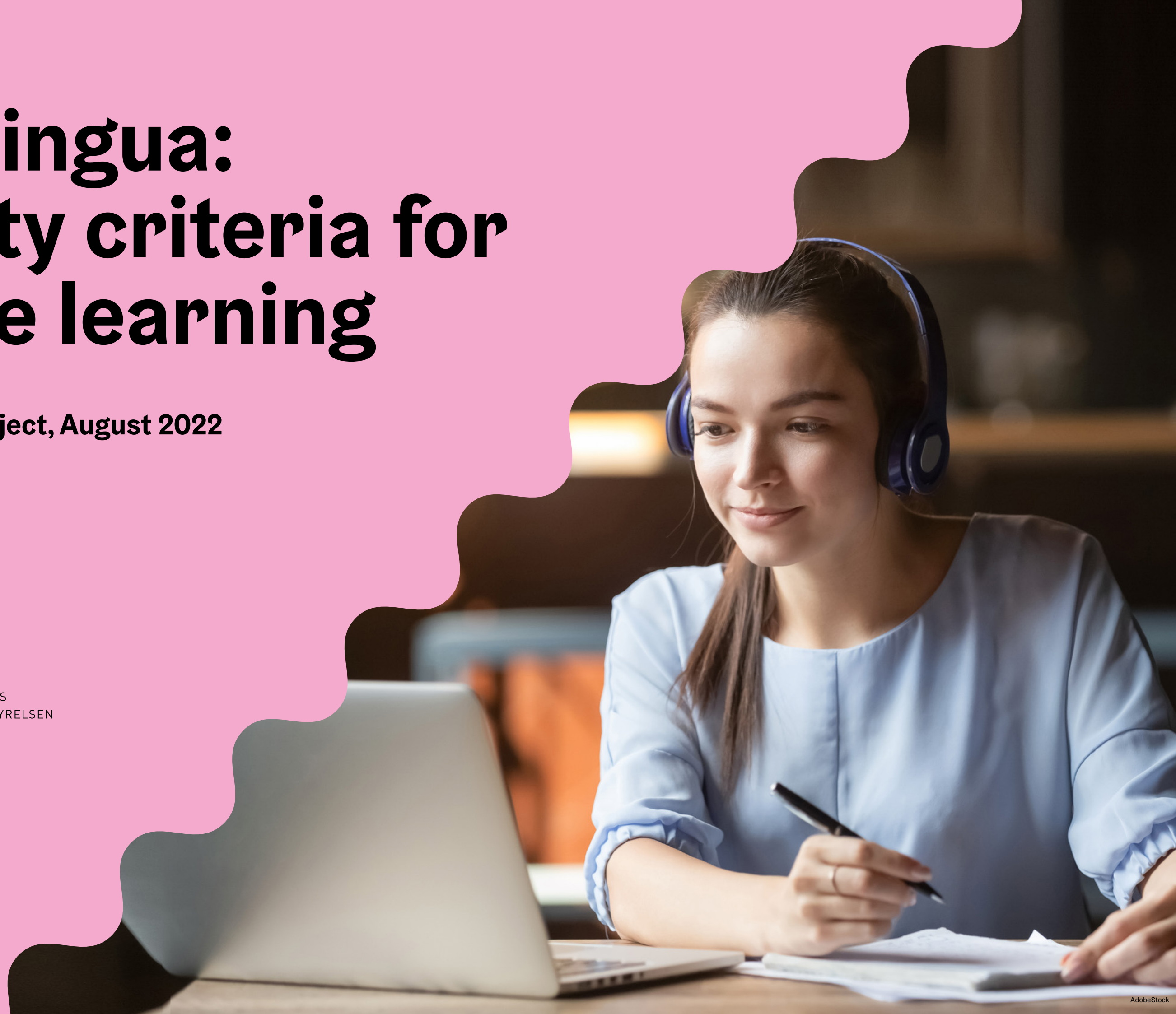
DigiLingua project, August 2022

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# DigiLingua: quality criteria for online learning

| Courses | Course description | Communication | Guidance and feedback | Assessment |
|---|---|---|---|---|
| **Synchronous online course:** In synchronous online courses, the teacher and students are present at the same time using a video conferencing tool e.g. Zoom or Teams). Teaching takes place in real time and the course meetings are scheduled in advance. | The description clearly expresses the learning outcomes and initial language requirement. The course description specifies the main tools and working methods used in the course and the skills and equipment that the student needs. The practical implementation and content of the course are clearly stated. The course description clearly states when and how the student will receive detailed instructions and the link to the online classroom. | Communication is clear and easy to understand. Students receive clear guidance on the course practices before or during the first meeting. In addition to the technical instructions, the student must know: <br>- the learning outcomes and how the course will proceed <br>- how to work together during distance lessons <br>- where to find the course material <br>- how and when the teacher can be reached <br>- whom to contact in case of problems | Students receive feedback on their progress from the teacher. The teacher provides feedback regularly. The teacher monitors the development of students' skills and adjusts and develops the content of the course as necessary. Students are offered an easy and quick way to give the teacher feedback on the course both during and after the course. The feedback received is used to develop the course. | The teacher monitors and assesses the progress of students during the course and uses the information received for planning the course meetings and material. Students are also encouraged to assess themselves. **Study Point Courses:** The assessment criteria and methods are stated at the beginning of the course. The assessment criteria are based on the learning outcomes. The assessment is carried out according to the assessment criteria. A wide range of assessment methods and digital tools are used |
| **Blended course:** A blended course may consist of both face-to-face teaching and distance learning or a combination of synchronous and asynchronous online learning. The real-time teaching can be face-to-face or distance learning. | | | | |
| **Asynchronous online course:** The course does not have scheduled remote meetings, but students proceed with the online course material according to the structure planned by the teacher. | | | | |
| **Hybrid course/ HyFlex course:** In a hybrid course, some students participate remotely while others are physically present in the classroom. Teaching and guidance take place using distance learning and contact teaching at the same time. | | | | |


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| Courses | Content | Pedagogical solutions | Tools and technology | Working methods |
|---|---|---|---|---|
| **Synchronous online course** | The content is tailored to take into account realistic time management, and it is meaningful, interesting and motivating. The activities comply with the Copyright Act and take into account accessibility.<br><br>**Synchronous online course:** Tasks support the learning outcomes and are as authentic and meaningful as possible. Tasks take into account different ways of learning and students may choose how to complete them. | Pedagogical solutions support both the creation of a sense of community and learning outcomes.<br><br>**Synchronous online course:** Building rapport and a safe study atmosphere are supported in various ways (e.g. warm-up exercises and small group discussions). Each student is seen as an individual: everyone is greeted, everyone is asked questions. Students are encouraged to give peer feedback. | The teacher and students are provided with basic instructions for using the tools. The tools are secure and free of charge for the student.<br><br>**Synchronous online course:** The video conferencing tool (e.g. Zoom, Teams) and the possible learning platform (e.g. Moodle, Google Classroom, itslearning) are selected on the basis of the learning outcomes according to the framework provided by the educational institution. The distance teaching environment is calm and suitable for teaching. | **Synchronous online course:** The course uses various working methods (independent, pair and group work). Learning is not just teacher led. The working methods support interaction between participants, maintain motivation and create a sense of community. |
| **Blended course** | **Blended course:** Content has been carefully divided into synchronous and asynchronous periods or distance learning and face-to-face teaching periods. The assignments support the learning outcomes and are as authentic and meaningful as possible. Tasks take into account different ways of learning and students may choose how to complete them. | **Blended course:** The video conferencing tool (e.g. Zoom, Teams) and the possible learning platform (e.g. Moodle, Google Classroom, itslearning) are selected on the basis of the learning outcomes according to the framework provided by the educational institution. The tools used enable feedback and guidance during asynchronous periods of the course too. | **Blended course:** The video conferencing tool (e.g. Zoom, Teams) and the possible learning platform (e.g. Moodle, Google Classroom, itsleaning) are selected on the basis of the learning outcomes according to the framework provided by the educational institution. The tools used enable feedback and guidance during asynchronous periods of the course too. The distance teaching environment is calm and suitable for teaching. | **Blended course:** The course uses various working methods (independent, pair and group work). Learning is not just teacher led. The working methods support interaction between participants, maintain motivation and create a sense of community. Students are activated and classroom rapport is maintained on the learning platform also between real-time teaching sessions. Students are offered a channel for questions and feedback. |
| **Asynchronous online course** | **Asynchronous online course:** The content is visual, clearly presented, and easy to use. The assignments support the learning outcomes and are as authentic and meaningful as possible. Tasks take into account different ways of learning and students may choose how to complete them. | **Asynchronous online course:** Pedagogical solutions support both peer learning and individual learning. Students get the feeling that they are studying in a group where the teacher is present and supports them. | **Asynchronous online course:** The learning platform is selected on the basis of the learning outcomes according to the framework provided by the educational institution. The tools used enable feedback and guidance as well as interaction between participants. Students are offered a channel for questions and feedback. | **Asynchronous online course:** The working methods are diverse and support meaningful online learning. The working methods motivate students and engage and inspire them to continue the course. They support interaction between participants and create a sense of community. The working methods activate students and provide opportunities to reflect on their own learning. The learning platform is not just a channel for passing on material. |
| **Hybrid course/ HyFlex course** | **Hybrid course/ HyFlex course:** It takes into consideration that many things take more time in hybrid teaching than in face-to-face teaching. The assignments support the learning outcomes and are as authentic and meaningful as possible. The assignments may be carried out in such a way that it is possible to participate both in the classroom and remotely. | **Hybrid course/ HyFlex course:** Pedagogical solutions support the sense of community and interaction throughout the group (remote and classroom students). All students must be considered equally: everyone is greeted, everyone is asked questions. The planning takes into account the fact that the number of remote and classroom participants can vary. Students are encouraged to provide peer feedback. | **Hybrid course/ HyFlex course:** The video conferencing tool (e.g. Zoom, Teams) and learning platform (e.g. Moodle, Google Classroom, itslearning) are selected on the basis of the learning outcomes according to the framework provided by the educational institution. The institution must provide the necessary technology for theimplementation of hybrid teaching (e.g. a conference microphone, camera, and sufficient audio system). The tools enable equal participation of all students, both remotely and in the classroom. | **Hybrid course/ HyFlex course:** The course uses various working methods (independent, pair and group work). Learning is not just teacher led. The working methods support interaction between participants, maintain motivation and create a sense of community. The working methods are the same for the whole group: if classroom students work in small groups, remote students must also be offered the same opportunity. The learning material is uniform and equally accessible to everyone, e.g. on the learning platform. |

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