Unit 4. Quality assurance of the prepared online course

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After implementing assignments in Unit 4 you will be able to:

- to plan learning process and assignments according to flipped classroom principles;
- to select appropriate online tools for learners' engagement;
- to design assessment strategies for a flipped learning and learners' engagement;
- to plan learning process and assignments according to flipped classroom principles

Quality assurance of the prepared online course – the questionnaire

- can be used by a teacher or expert/colleague
- for self-check or peer review
- if the course / part of the course is prepared for online learning using flipped classroom approach.
- It should be downloaded to start filling
- (link for example - Unit 4 Questionnaire for a course quality assessment.xlsx)

Quality assurance of the prepared online course – how to use the questionnaire?

- Download and enable editing
- Choose answer in Column C

(from dropdown list – implemented/partially implemented/not implemented)

following the criterion indicated in Column B.

- Result is automatically calculated.
- Comments/ideas for improvement – to be added at the bottom (B/C 88)

Online learning course (using flipped class methodology) quality criteria				
The aim of course assessment				
to measure the consistency among learning outcomes/ competences, learning methods and assessment strategy of online learning courses, which are based on flipped class methodology; the compliance of learning content in virtual learning environment and online learning methodology, the preparedness of online course learning content for learning online, and other quality criteria for online learning.				
The questionnaire was created during Erasmus+ project ReOPEN: Recognition of Valid and Open Learning (proj. no. 2016-1-LT01-KA202-023131) and adapted for online learning course using flipped class methodology in Erasmus+ project Active Class: Activating Students in Online Classes (proj. no. 2020-1-PL01-KA226-HE-096358)				
Course title				
Authors of the course				
The experts *(names and institution)*	Expert No. 1			
	Expert No. 2			
Overall result of the assessment	75			

Criteria	Level of implementation	Weight	Level of implementation	Weight
	Expert No. 1		Expert No. 2	
Competences / learning outcomes and their consistency				
Course description is prepared and provided for learners	Implemented	2	Partially implemented	1
Course learning plan is prepared and presented for learners in VLE	Implemented	2	Partially implemented	1
Course objectives / Learning outcomes are defined in a measurable way and presented in the learning plan	Implemented	2	Partially implemented	1
Competences/ Learning outcomes are in consistency with course objectives	Implemented	2	Partially implemented	1
Competences/ Learning outcomes are in consistency with selected learning methods	Implemented	2	Partially implemented	1
	Result of the criteria group	10	Result of the criteria group	5
Learning methods				
Learning methods used follow flipped class methodology *(first, students study learning materials, then perform activities)*	Implemented	4	Partially implemented	2
Active learning methods are used	Implemented	4	Partially implemented	2
Discussion or co-reflections are used to summarize the learning results	Implemented	2	Partially implemented	1
Variety of learning methods develop creativity, critical thinking, self-learning and responsibility	Implemented	3	Partially implemented	1,5
Learning methods may be used for individual learning or learning in teams/groups	Implemented	2	Partially implemented	1

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Aim – assess the whole course

Note:
It can be used for part of the flipped class course, but the idea is to assess the full course (with flipped class activities)

Online learning course (using flipped class methodology) quality criteria
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Course title	
Authors of the course	

The experts *(names and institution)*	Expert No. 1	
	Expert No. 2	

Overall result of the assessment	75

The average score of both experts

Criteria groups

- Competences/learning outcomes and their consistency
- Learning methods
- Presentation of the theoretical materials
- Assessment methods
- Assignment descriptions
- Learning organization
- (A)synchronous tools and support
- References, copyrights and attribution

QA of prepared online course

Competences/ learning outcomes and their consistency

Competences / learning outcomes and their consistency		
Course description is prepared and provided for learners	Implemented	2
Course learning plan is prepared and presented for learners in VLE	Implemented	2
Course objectives / Learning outcomes are defined in a measurable way and presented in the learning plan	Implemented	2
Competences/ Learning outcomes are in consistency with course objectives	Implemented	2
Competences/ Learning outcomes are in consistency with selected learning methods	Implemented	2
	Result of the criteria group	**10**

Learning methods – *focus on active leanring*

Learning methods		
Learning methods used follow flipped class methodology *(first, students study learning materials, then perform activities)*	Implemented	4
Active learning methods are used	Implemented	4
Discussion or co-reflections are used to summarize the learning results	Implemented	2
Variety of learning methods develop creativity, critical thinking, self-learning and responsibility	Implemented	3
Learning methods may be used for individual learning or learning in teams/groups	Implemented	2
	Result of the criteria group	**15**

Presentation of the theoretical materials

Presentation of the theoretical material		
Learning material is in line with the course objectives and contributes to the development of learning outcomes/ competences	Implemented	2
Learning material is in line with learning methods that follow flipped class methodology	Implemented	3
Theoretical material is in line with practical assignments	Implemented	3
Learning content is prepared clearly, consistently and in proper language; the student preparations activities are clear	Implemented	3
Each topics has a self-assessment test or questions for self-check or summary activities / reflection	Implemented	3
Learning material contains audio and/or video, illustrations and/ or explanations, graphical objects, which are concrete, engaging, intriguing, short	Implemented	2

Presentation of the theoretical materials

Presentation of the theoretical material		
Learning material is in line with the course objectives and contributes to the development of learning outcomes/ competences	Implemented	2
Learning material is in line with learning methods that follow flipped class methodology	Implemented	3
Theoretical material is in line with practical assignments	Implemented	3
Learning content is prepared clearly, cons[...] proper language; the student preparations activ[...]		
Tables, pictures, schemes, and other graphical objects in learning material are of good quality and are easy to read	Implemented	1
Each topics has a self-assessment test or qu[...] check or summary activities / reflection		
Video/audio learning resources are in appropriate format, accessible and do not require additional hardware or software installation for use	Implemented	1
Learning material contains audio and/or vid[...] and/ or explanations, graphical objects, whic[...] engaging, intriguing, short		
The volume of learning material for reading is presented in proper amounts on the screen (not bigger than half of the screen)	Implemented	1
The format of theoretical resources allows learner to download them	Implemented	1
	Result of the criteria group	**20**

Assessment methods

Assessment methods		
Outcome based assessment is planned in the course	Implemented	2
Assessment methods (test, practical assignment, etc.) are indicated for learners	Implemented	2
Weight of each assignment/test/etc. in the final grade (accumulative grade structure is followed)	Implemented	2
Feedback tools (discussion forums, other) are used for discussion of achievement of learning results	Implemented	2
Tools of virtual learning environment are used for assessment of assignments and learning results	Implemented	2
	Result of the criteria group	**10**

Assessment methods (examples)

Outcomes used in course

Outcomes used in course

| View | Setup | Scales | Outcomes | Letters | Import | Export |

| Outcomes used in course | Edit outcomes | Import outcomes |

Outcomes used in course

Custom used (no remove)
1. justify the importance of technology application in language ...
2. design a simulated lesson, preparing a lesson plan, integrating ...
3. create interactive content for engagement, introduction, ...
4. select and apply appropriate language technologies in planning, ...
5. select and apply appropriate language learning technologies in ...
6. To observe and (self) evaluate the application of language ...

Gradebook setup

Gradebook setup

| View | Setup | Scales | Outcomes | Letters | Import | Export |

| Gradebook setup | Course grade settings | Preferences: Grader report |

Name	Max grade	Actions
📁 Modern Language Teaching Technologies [EN]	-	Edit ▾
↕ 📄 Task 1. Individual technology presentation in the seminar	10.00	Edit ▾
↕ ▦ 6. To observe and (self) evaluate the application of language teaching technologies	Not achieved (3)	Edit ▾
↕ ▦ 5. select and apply appropriate language learning technologies in planning, organization and assessment of communicative language activities	Not achieved (3)	Edit ▾
↕ ▦ 4. select and apply appropriate language technologies in planning, organization and assessment of learner linguistic competences	Not achieved (3)	Edit ▾
↕ ▦ 3. create interactive content for engagement, introduction, exploration, assessment and feedback activities	Not achieved (3)	Edit ▾
↕ 📄 Midterm task (A lesson plan with activities including technologies) SUBMISSION by March 29	10.00	Edit ▾
↕ ▦ 2. design a simulated lesson, preparing a lesson plan, integrating language technologies to achieve the set objectives of the lesson & create a simulated lesson example	Not achieved (3)	Edit ▾
↕ ▦ 1. justify the importance of technology application in language teaching & learning	Not achieved (3)	Edit ▾

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Assessment methods (examples)

During the course, you will have to perform **3 practical tasks:** technology presentation in the seminar, midterm (lesson plan) and a group project. Then you will have to pass the exam test, where your knowledge from all theoretical lectures will be tested:

Activities	Part of the final mark
(1) Individual technology presentation in the seminar	20 %
(2) Midterm (lesson plan)	20 %
(3) Group project: online lesson simulations	30 %
Exam test	30 %
Total:	100 %

Assessment methods (examples)

Due date: 29 March 2022, 11:59 PM
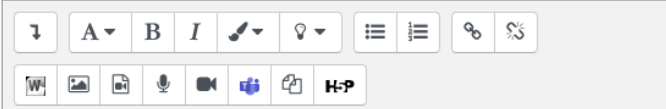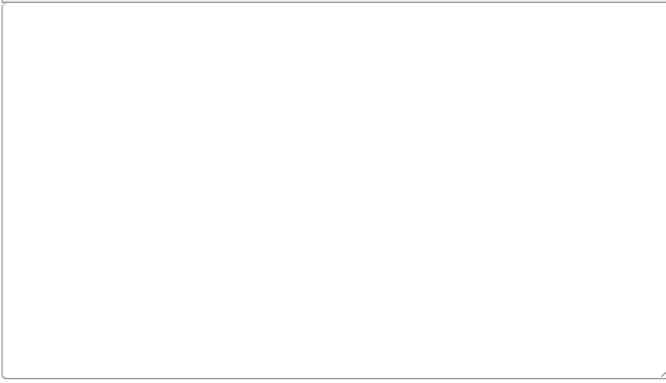
1. justify the importance of technology application in language teaching & learning:

No outcome ▼

2. design a simulated lesson, preparing a lesson plan, integrating language technologies to achieve the set objectives of the lesson & create a simulated lesson example:

No outcome ▼

Current grade in gradebook
-

Feedback comments

Feedback files

Maximum size for new files: 10MB

Assignment descriptions

Description and presentation of the assignment		
Assignments presented require practical application of theoretical knowledge	Implemented	3
Assignment aim is clearly indicated for learners	Implemented	1
Outcomes of the assignment are in line with all course objectives and outcomes	Implemented	2
Assignment description contains assessment criteria and their weights	Implemented	4
Assignment description contains steps and phases, needed to implement the task	Implemented	2
The prepared assignment fosters exploration, information gathering and analysis, development of the creativity and critical thinking	Implemented	1
Assignment description contains information when and how it has to be submitted	Implemented	2
Result of the criteria group		**15**

Assignment descriptions

Midterm task (A lesson plan with activities including technologies) SUBMISSION by March 29

Opened: Sunday, 20 March 2022, 12:00 AM
Due: Tuesday, 29 March 2022, 11:59 PM

Make a submission Receive a grade

Mid-term - 20% of the final mark.

Aim: to prepare a lesson plan demonstrating the competence to teach English as a foreign language with technologies

Steps to do:

1. Decide **who** you want to teach (level of learners), **what** you want to teach (a topic & language work), describe what the teacher's objectives will be and what the learners will know/ be able to do by the end of the lesson, i.e.
   Learning Objectives; then describe **how** you will assess that the students have achieved their LOs (what methods and language learning technologies you will use for evaluation)
2. Fill in the table of the template (see Lecture slides 'Lesson Planning' for a description of each part of the lesson plan)

The lesson plan will be evaluated according to the following criteria:

1. Quality of the lesson plan: all parts filled in correctly, using appropriate terminology (2 pts)
2. Choice of technologies: innovative, engaging activities and technologies are chosen (2 pts)
3. Coherence: the chosen technologies are appropriate for achieving the set learning outcomes (LOs); teaching a particular topic/language work; assessing of LO achievement & giving feedback (3 pts)
4. Justification: the choice of technologies is clearly justified - explicit description provided how the chosen technologies will help to achieve the set lesson objectives and LOs (2 pts)
5. Language: correct use of academic language (1 pt)

Learning organization

Learning organization		
Course learning plan is includes: *learning hours indicated for each topic and all practical assignments; links between course topics and practical assignments, as well as learning outcomes/ competences; assessment criteria of all assignments that are planned for assessment, and weight of each assignment in the final course result*	Implemented	3
Introductory meeting is planned for flipped class methodology explanation for learners	Implemented	2
Learning hours are propotionally planned throughout the course	Implemented	1
Progress bar or other tools to follow learner progress are suggested for learners	Implemented	1
The clear schedule for learner is presented: it indicates exact dates, hours and places for synchronous meetings.	Implemented	1
Formation of learner groups is planned; tools for group communication and collaboration are indicated; group work presentation time is scheduled.	Implemented	2
	Result of the criteria group	10

Learning organization

Completion Progress

▼ NOW

Mouse over or touch bar for info.

Overview of students

Learning organization		
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The clear schedule for learner is presented: it indicates exact dates, hours and places for synchronous meetings.	Implemented	1
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Result of the criteria group		10

Registration to a group for the group project (Seminar Group A)

Open until Tuesday, 5 April 2022, 6:44 PM

Create a new group   Create a download link for group data file (CSV)   Manage groups

Group ▲▼	Group description ▲▼	Count ▲▼	Members ▲▼	Action ▲▼
Group 1A for group project (presentation on April 21)	Click to edit	0/4		Become member of
Group 2A for group project (presentation on April 28)	Click to edit	3/4		Become member of
Group 3A for group project (presentation on May 3)	Click to edit	0/4		Become member of
Group 4A for group project (presentation on May 5)	Click to edit	3/4		Become member of
Group 5A for group project (presentation on May 10)	Click to edit	3/4		Become member of

(A)synchronous tools and support

MsTeams Video Conference Room
Download and install the MS Teams app in your computer.

Join the course lecture/seminar here
Perform the video call test.

To be used for online lectures and seminars

Synchronous and asynchronous tools and support		
The link to videoconference room (and time) for synchronous online meetings is provided in the course	Implemented	3
Tools for asynchronous communication (emails, text messages, discussion forums) are suggested in the course	Implemented	2
Online tools are properly selected and working	Implemented	2
Teachers present themselves for learners	Implemented	1
Learners are encouraged to present themselves	Implemented	2
Result of the criteria group		10

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References, copyrights and attribution

References, copyrights and attribution		
The main references (at least 1-2 resources) and additional references (at least 1-2 resources) are presented in the course	Implemented	3
Links to open educational resources are provided	Implemented	2
Learning material in the course indicates the resource author and his/her institution	Implemented	3
Learning material in the course abides by copyright legislation or follows the required provisions of openlicensing (authors, quotations, references are used, etc.)	Implemented	2
Result of the criteria group		10

This work by

For further information

- Link to questionnaire - [Unit 4 Questionnaire for a course quality assessment.xlsx](Unit%204%20Questionnaire%20for%20a%20course%20quality%20assessment.xlsx)