

# LEARNING EXPERIENCE IDEATION

TEAM:

# 1

IMMERSION

IDEA FOR LEARNING TOPIC:

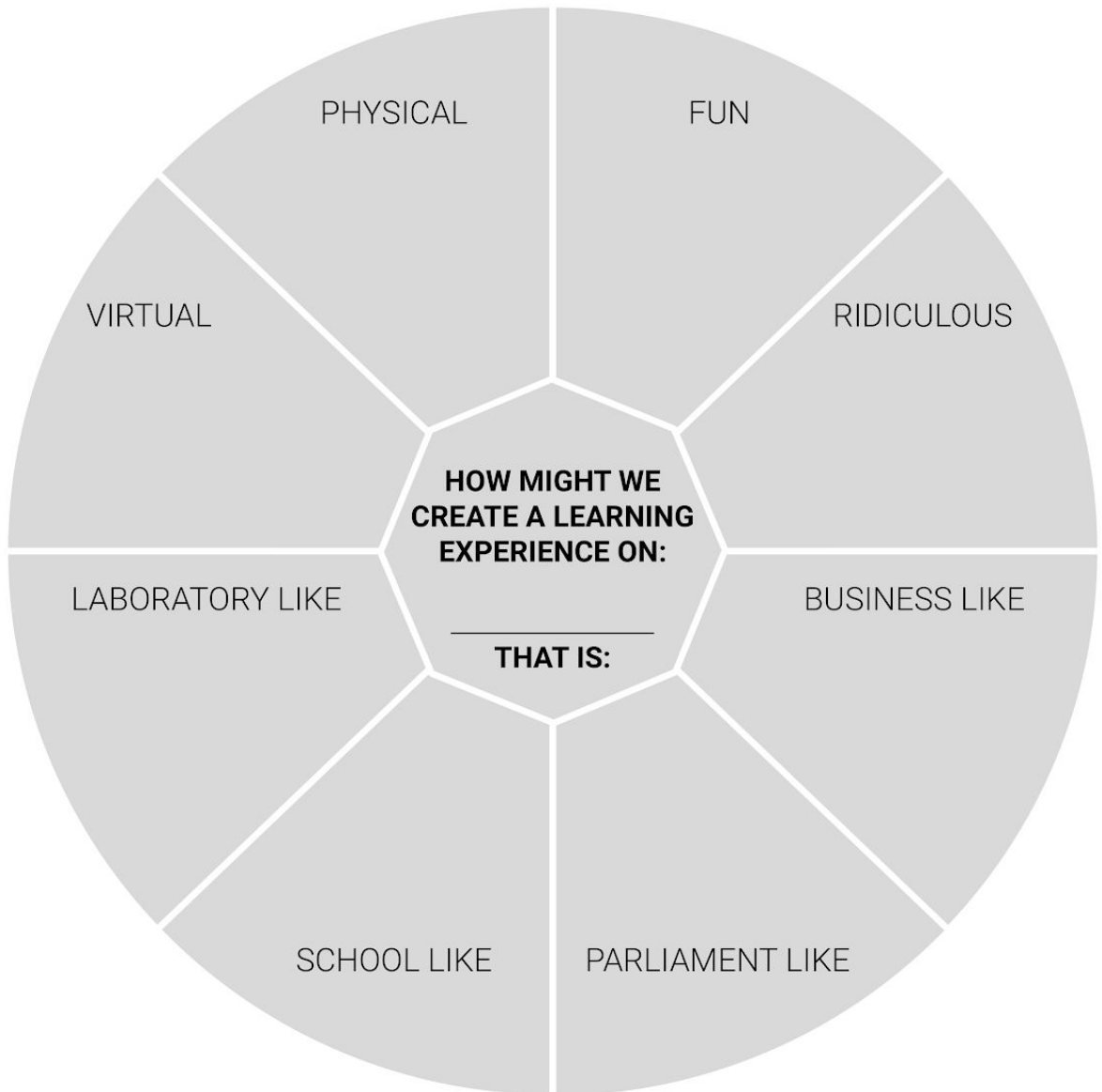
CURRENT HOT ISSUES RELATED TO TOPIC:

BIG NAMES & GREAT BOOKS ON TOPIC:

GREAT COURSES ON TOPIC:

# 2

IDEATION



# 3

RANKING THE IDEAS

BETTER EXPECTED LEARNING RESULTS



MORE WORK FOR TEACHER



# TARGET GROUPS

COURSE:

TEAM:

MAIN THEMES:

WHY THIS THEME IS RELEVANT RIGHT NOW?

1.

2.

3.

1.

2.

3.

1

2

3

4



Target groups that are interested in the theme



What motivates a learner in this target group?



What is difficult for the group in this theme



How will they find the course?

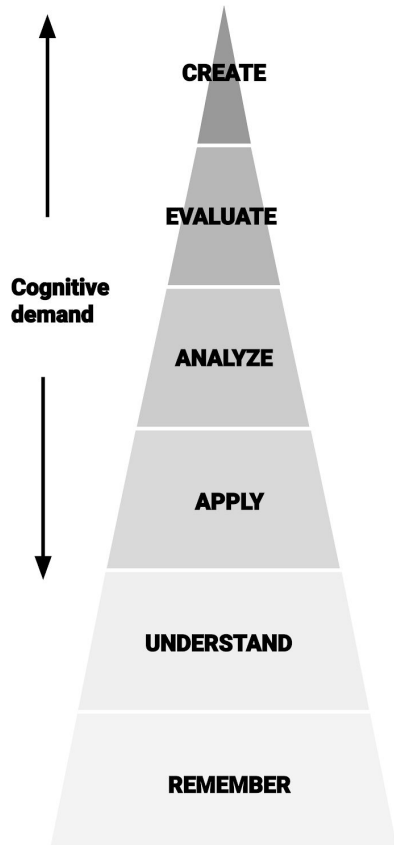


# CORE CONTENT & LEARNING OBJECTIVES

COURSE:

TEAM:

	PREREQUISITES	MUST KNOW	SHOULD KNOW	NICE TO KNOW
<b>BLOOM'S TAXONOMY:</b>	Skills and knowledge that the learner must have when course starts.	Core content, that needs to be learned to continue.	Supplementary knowledge adding details and practical applications	Specific knowledge that deepens competence in a certain topic
	<i>Before the course learner is able to...</i>	<i>After the course the learner is able to...</i>		
	create..	create..	create..	create..
	evaluate...	evaluate...	evaluate...	evaluate...
	analyze...	analyze...	analyze...	analyze...
	apply...	apply...	apply...	apply...
	understand...	understand...	understand...	understand...
	remember...	remember...	remember...	remember...



# COURSE STRUCTURE

## COURSE TYPE

- Flipped course
- Online course
- MOOC
- Masterclass
- On-campus/other

COURSE:

TEAM:

### ORIENTATION & ACTIVATION



Arousing previous knowledge and interest, evaluation of prerequisites

#### PREREQUISITES

Letter of motivation? Prerequisite test?

Pre-assignment? Pre-reading?

Setting personal learning goals?

#### WELCOME & ORIENTATION

##### Kickoff-meeting:

Engaging the group, communication channels

Tools and resources:

Learning objectives: see canvas Learning Objectives

### BASICS & SPARKING INTEREST



The learner acquires the basic knowledge (must know) on theme, and directs her interest more specifically. For detailed planning use Learning Experience canvas.

#### → MODULE 1

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

#### → MODULE 2

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

#### → MODULE 3

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

#### → MODULE 4

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

### DEEPENING INTERACTION



Collaborative knowledge construction through assignments

#### → PROJECT/GROUP WORK

Case/project:

Assignment to turn in:

Method: eg. "jigsaw"

#### → INDIVIDUAL ASSIGNMENT

Theme:

Assignment to turn in: Eg. essay, presentation

### SUMMARY & EVALUATION



Summarizing, evaluating, assessment and feedback

#### → SUMMARY

How is the course summarized? How to make learners reflect?

#### → ASSESSMENT

See Learning Objectives canvas

#### → FEEDBACK & RECOGNITION

How will the learners get feedback? How is learning made visible and credited?

#### CONTINUOUS FEEDBACK

How do the learners get iterative feedback during the course?



# ACTIVITIES & FORMATS

COURSE:

TEAM:

TARGET LEVEL (see Learning Objectives)	TOPICS TO LEARN (see Learning Objectives)	ACTIVITIES & FORMATS	TOOL
<b>CREATE:</b> Designing, publishing, planning, producing, inventing, constructing		<input type="checkbox"/> Individual research essay/paper <input type="checkbox"/> Individual presentation <input type="checkbox"/> Individual project: product, design, service → Group work (asynchronous): <input type="checkbox"/> Collaborative research/design project	<input type="checkbox"/> Moodle/LMS <input type="checkbox"/> Other ..... → <input type="checkbox"/> Adobe Connect / Zoom <input type="checkbox"/> Other .....
<b>EVALUATE:</b> testing, experimenting, checking, judging, moderating, critiquing		Content evaluation: <input type="checkbox"/> Research essay/paper <input type="checkbox"/> Peer-evaluation (of essays, of group work) → Video conference (real time): <input type="checkbox"/> Online-seminars / group discussions <input type="checkbox"/> Moderating a seminar	<input type="checkbox"/> Moodle forum <input type="checkbox"/> Google Drive <input type="checkbox"/> Other ..... → <input type="checkbox"/> Adobe Connect <input type="checkbox"/> Zoom <input type="checkbox"/> Other .....
<b>ANALYZE:</b> organising, outlining, integrating, comparing, validating		<input type="checkbox"/> Reflection essay (can be self-evaluated) <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Peer-commenting (of text, of participation) → Video conference (real time): <input type="checkbox"/> Online-seminars / group discussions <input type="checkbox"/> Small group discussions / 1-to-1 discussions <input type="checkbox"/> Online workshop (real time) <input type="checkbox"/> Commenting/annotating videos <input type="checkbox"/> Creating videos	<input type="checkbox"/> Other ..... → <input type="checkbox"/> Adobe Connect <input type="checkbox"/> Zoom <input type="checkbox"/> Other ..... <input type="checkbox"/> Flinga <input type="checkbox"/> Other ..... <input type="checkbox"/> H5P: Interactive video <input type="checkbox"/> Panopto/Etuubi <input type="checkbox"/> Other .....
<b>APPLY:</b> implementing, operating, using, editing		<input type="checkbox"/> Argumentative essay <input type="checkbox"/> Exam <input type="checkbox"/> Solving a business case collaboratively → <input type="checkbox"/> Watching videos <input type="checkbox"/> Online exercise session (Fin. <i>laskuharjoitus</i> ) <input type="checkbox"/> Editing wikis (asynchronous): <input type="checkbox"/> Collaborative authoring <input type="checkbox"/> Gallery of cases / instances <input type="checkbox"/> Virtual lab work (introductory) <input type="checkbox"/> Quizzes, multiple choice tests	<input type="checkbox"/> EXAM <input type="checkbox"/> Other ..... → <input type="checkbox"/> Adobe Connect / Zoom <input type="checkbox"/> H5P: Quiz, Multiple choice <input type="checkbox"/> Panopto/Etuubi <input type="checkbox"/> Adobe Connect/Zoom <input type="checkbox"/> Other .....
<b>UNDERSTAND:</b> summarizing, explaining, categorizing		<input type="checkbox"/> Posters <input type="checkbox"/> Reflective/narrative essays <input type="checkbox"/> Forum discussions & commenting (asynchronous) <input type="checkbox"/> Classification and identification exercises <input type="checkbox"/> Information lookup exercises: mindmap etc → Online chat (real time): <input type="checkbox"/> Small group chats <input type="checkbox"/> Teacher Q&A	<input type="checkbox"/> Moodle/LMS <input type="checkbox"/> H5P: Hotspot, sequencing <input type="checkbox"/> Mindjet <input type="checkbox"/> Other ..... → <input type="checkbox"/> Moodle chat room <input type="checkbox"/> Other .....
<b>REMEMBER:</b> Identifying, recognising, listing		<input type="checkbox"/> Flash cards <input type="checkbox"/> Listening to podcasts → <input type="checkbox"/> Reading articles	<input type="checkbox"/> Panopto/Youtube <input type="checkbox"/> H5P: Flashcards <input type="checkbox"/> Flinga → <input type="checkbox"/> Other .....



# WORKLOAD ESTIMATION

COURSE:

TEAM:

**Note:** The coefficients given are simplified and an estimation should always be made according to teachers understanding of the material, group and other circumstances.

**Credit:** 1 ECTS = 27 h

Task	Type	Workload / unit	Workload	Hours	ECTS
<b>Reading</b>  (Word count in monography ca. 600/page, textbook 750/page)	<b>Survey:</b> Reading to survey main ideas; OK to skip entire portions of text	20-50 pages / hour in native language. Foreign lang. 60%			
	<b>Understand:</b> Reading to understand the meaning of each sentence	10-20 pages / hour in native language. Foreign lang. 60%			
	<b>Engage:</b> Reading while also working problems, drawing inferences, questioning, and evaluating	4-10 pages / hour in native language. Foreign lang. 60%			
<b>Writing</b>  (250 words / page)	<b>Reflection/Narrative:</b> Essays that require very little planning or critical engagement with content	1 h / page			
	<b>Argument:</b> Essays that require critical engagement with content and detailed planning, but no outside research	2 h / page			
	<b>Research:</b> Essays that require detailed planning, outside research, and critical engagement	4 h / page			
<b>Exam preparation</b>	Recap of content and making notes	4-5 h / 1 ECTS in exam			
<b>On-campus teaching</b>	Lectures, seminars, guided exercises etc.	1 h = 0,037 ECTS			
	Independent work / time to think after teaching	1-2 h / hour of teaching			
	Math home exercise / lab work after teaching	3-4 h / hour of teaching			
<b>Group work</b>	Eg. preparation of a presentation	5 h preparation / 1 h presentation			
<b>Other work</b>	All other work, such as excursions.				
<b>TOTAL:</b>					

**Sources:**

Rice University: "Course Workload Estimator - Estimation Details" (<https://cte.rice.edu/workload#howcalculated>), referred 15.5.2019

University of Oulu: "Akateemisen opintojakson työmäärän mitoittaminen"

([https://www.oulu.fi/koulutuspalvelut/julkaisut\\_ja\\_materiaalit/verkkomateriaaleja/ydinainesanalyysi.htm](https://www.oulu.fi/koulutuspalvelut/julkaisut_ja_materiaalit/verkkomateriaaleja/ydinainesanalyysi.htm)), referred 15.5.2019


Aalto University (2016): *Estimated and perceived: A guideline on workload by Aalto University pedagogical training*. Training material.



Karjalainen, A., Alha, K. ja Jutila, S. (2006): *Give me time to think - determining student workload in higher education*. University of Oulu, Teaching development unit.




This canvas is used to plan individual modules or weeks as learning experiences. Use the Course Structure canvas for general planning.

<b>MODULE #:</b>	<b>MODULE NAME:</b>	<b>KEY TOPICS:</b>
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 **CONTENT EXPERIENCE**

<p><b>VIDEO(S)</b> What video material is there?</p>	<p>Mockup of the video</p> <div style="text-align: center; margin-top: 20px;"></div>
<p><b>READINGS</b> What text material is there?</p>	
<p><b>LECTURE/SEMINAR</b> What synchronous teaching there is?</p>	<p>Sketch of the lecture</p> <div style="text-align: center; margin-top: 20px;"></div>


↑  
CONTENT DRIVEN

 **PARTICIPATORY EXPERIENCE**

<p><b>ACTIVITIES</b> What is the learner <b>doing</b>? Use the <b>Activities and Formats</b> canvas.</p>	<p><b>EXAMPLES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Mindmap</li> <li><input type="checkbox"/> Essay</li> <li><input type="checkbox"/> Exercise: math/code</li> <li><input type="checkbox"/> Classification exercise</li> <li><input type="checkbox"/> Other .....</li> </ul>
<p><b>ASSIGNMENTS</b> What do the learner need to turn in?</p>	
<p><b>KNOWLEDGE CONSTRUCTION</b> What tools are the learners using to build connections between topics?</p>	


ACTIVE →

← PASSIVE

 **INTERFACE EXPERIENCE**











<p><b>VIRTUAL ENVIRONMENT</b> What's the platform? What other online tools are needed?</p>
<p><b>MICROLEARNING/CHUNKING</b> How is the content chunked to accessible nuggets (15 min)?</p>
<p><b>PITCH TALK</b> What's the purpose of this module, told in 30 seconds?</p>

↑  
PROCESS DRIVEN

 **SOCIAL EXPERIENCE**

<p><b>MEETING(S)</b> What face-to-face or online gatherings there are?</p>
<p><b>COMMUNITY/DISCUSSION</b> What channels there are for informal chat and support?</p>
<p><b>REAL-WORLD RELEVANCE</b> How do you connect the content to the real world?</p>



<p>1</p> <p>(Mockup of the media elements)</p>	<p>2</p> <p>(Mockup of the media elements)</p>	<p>3</p> <p>(Mockup of the media elements)</p>	<p>4</p> <p>(Mockup of the media elements)</p>	<p>5</p> <p>(Mockup of the media elements)</p>
<p><b>Section title:</b></p>	<p><b>Section title:</b></p>	<p><b>Section title:</b></p>	<p><b>Section title:</b></p>	<p><b>Section title:</b></p>
<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>
<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>
				
<p>6</p> <p>(Mockup of the media elements)</p>	<p>7</p> <p>(Mockup of the media elements)</p>	<p>8</p> <p>(Mockup of the media elements)</p>	<p>9</p> <p>(Mockup of the media elements)</p>	<p>10</p> <p>(Mockup of the media elements)</p>
<p><b>Section title:</b></p>	<p><b>Section title:</b></p>	<p><b>Section title:</b></p>	<p><b>Section title:</b></p>	<p><b>Section title:</b></p>
<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>	<p>On-screen text/caption:</p>
<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>	<p>Narration/voiceover:</p>
				



# COMMUNICATIONS & SUPPORT

COURSE:

TEAM:



## APPLICATION & REGISTRATION

Finding the course, application, registration



## STARTING & ACTIVATING

Pre-exercises and introduction



## BASICS

Core content, lectures, materials



## DEEPENING INTERACTION

Group work, projects, assignments



## FEEDBACK & ASSESSMENT

Summary, assessment, feedback & closing down

### LEARNER'S NEED

What information the learner needs, what kind of support?

What courses are available?  
What is this course about?  
What do I learn in this course?  
What's the structure and schedule of this course?  
Where is this course taught?  
Are there prerequisites?  
How do I register? Where are the instructions for registration?  
Have I registered?

When is the course going to start?  
Is there a pre-exercise? How to turn it in?  
Who else is participating?  
What tools are being used in the course?  
I can't login to course online platform.  
I can't participate in the first weeks of the course, can I still register?  
I have previously done half of the course, can I participate partially?  
How is the grading done?

I can't make it to the lecture, do I need to compensate this?  
Where can I find the readings?  
I didn't understand the assignment.  
I can't open pdf file.  
My connectivity is bad and I can't watch the videos, can I read the material instead?

My connectivity is bad, do I have to take part in group discussions?  
Where can I find the assignments?  
What tools should I be using for the exercises/assignments?  
I can't get contact with my group.  
There is a freerider in my group.  
I can't get in touch with my business case company.

Is there an exam? When?  
What is the content area of the exam?  
How do I get feedback?  
How do I give feedback?  
I disagree with my grading.  
I wanted to get better grades.  
Did I pass the course?  
How can I prove my accomplishment for my employer?

### COMMUNICATION CHANNELS

How is the message delivered?

### SUPPORT CHANNELS

How to reach out when there's a question?

### WHO REPLIES?

Who's responsible for the channel, who will reply?



# CHECKLIST FOR PSYCHOLOGY OF LEARNING

COURSE:

PSYCHOLOGICAL NEED		POSSIBLE METHOD	True	False
MOTIVATION	1. Meaning in content	Course description connects the learning content to wider context and interests of the learners.	5 <input type="checkbox"/>	4 <input type="checkbox"/>
	2. Experience of competence	Learner takes a participatory assignment right at the beginning of the course. If the assignment can be failed, there must be a possibility for retry.	3 <input type="checkbox"/>	2 <input type="checkbox"/>
	3. Autonomy	Learner can pick the best suitable elements of learning for her/him, eg. time of study, project topic.	1 <input type="checkbox"/>	5 <input type="checkbox"/>
	4. Social relatedness	Learner is connected to other learners through eg. meetings, chat rooms, forums, video conferencing.	4 <input type="checkbox"/>	3 <input type="checkbox"/>
MEMORY	5. Learning content is linked with previous knowledge	Previous knowledge is activated at the start of the course through eg. prerequisite test or letter of motivation.	2 <input type="checkbox"/>	1 <input type="checkbox"/>
	6. Memorizing is active knowledge construction	The learner has to look up for information and showcase her findings. There is eg. a project work, group assignment, presentation or mathematical exercises included in the course.	5 <input type="checkbox"/>	4 <input type="checkbox"/>
	7. Context helps remembering, irrelevance prevents it	The learning content is linked with real-world examples, for example business cases. Every topic is demonstrated with at least one example.	3 <input type="checkbox"/>	2 <input type="checkbox"/>
	8. The last and first piece of information is often best remembered	There is at least some kind of summary at the end of the course: "take-home message". Even better, if there is summary after every module.	1 <input type="checkbox"/>	5 <input type="checkbox"/>
ATTENTION	9. People can focus on one thing / medium max 15-20 minutes	Single videos or lectures are not more than 15 minutes long.	4 <input type="checkbox"/>	3 <input type="checkbox"/>
	10. People learn better through divided training than through cramming	Course content is divided into smaller chunks and chunks are assembled into thematic modules.	2 <input type="checkbox"/>	1 <input type="checkbox"/>
EMOTION	11. People learn and perform well, when they experience psychological safety	Individual learners can participate and present results anonymously. Discussions are participatory and everyone is included.	5 <input type="checkbox"/>	4 <input type="checkbox"/>



# THE USABILITY CHECKLIST

Need	Method	True	False				
<b>Target group and application process</b>	The target group is clearly indicated (degree students/non-degree students/all students).	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Prior knowledge requirements and recommended prerequisite skills are communicated clearly at the application stage.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	The application process is outlined and required documents are listed clearly.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	The course includes a test of prior knowledge, self-assessment, motivation letter, or other method of ascertaining the starting level of the students.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
<b>Accessible course organization</b>	The estimated workload (instructed study and self-study) is indicated clearly.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Compulsory assignments and possible exams are defined clearly.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Information is made available regarding the course schedule and possible compulsory meetings (time, place, making up for absences).	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
<b>Engaging assignments</b>	The course includes regular assignments or other contact points designed to foster student engagement in the course.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Assignments are consistent with the learning objectives of the course as well as the requirements of professional life.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Instructions are clear and include the necessary information on the method of completion, assessment, and deadlines.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Assignments can be completed online (on an online course) either independently or in groups.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Assignments can be completed using a variety of technologies including text, images, videos, and sound.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
<b>Catering for a diverse group</b>	The content and professional-life applications of the course form a coherent whole and are presented in a clear manner.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	The course begins with a kick-off or other face-to-face meeting designed to promote student engagement in the course.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Additional material and easily accessible support are made available to students who require help with course content or study skills.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	
	Students are given the opportunity to apply skills learned during previous or current employment when completing course assignments.	<b>5</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	

**Sources:** Pilvi Lempäinen (2018): Checklist for Designing a Course for Non-Degree Students.  
 eAMK (2019): Evaluation Tool for Online Implementations. <https://www.eamk.fi/en/courses-offering/evaluation/>  
 CAST (2019): Universal Design for Learning Guidelines. <http://udlguidelines.cast.org/>



# THE TECHNICAL IMPLEMENTATION CHECKLIST

Topic	Method	True	False
<b>Learning platform (LMS)</b>	In principle, the course makes use of the same platform as other courses, unless there is a compelling reason to use another tool instead.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	The one-stop principle: All course materials, exercises and workspaces can be found via the course page/learning platform.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	The learning platform is used to collect metadata for analysis. This data is available to the teacher e.g. for the purposes of instruction and to learners e.g. for the purposes of monitoring the progress of their studies.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	The platform and other tools are also easy to use on mobile devices.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Other tools</b>	If other web-based tools are used, the reasons for the decision to do so are shared with the students. Any applications used are information secure and available free of charge.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	User instructions for using the online platform and other tools, downloading applications, and creating a user account can be found on the learning platform.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Requirements regarding equipment and other necessary applications are included in the course description available at the registration stage.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Organization of content</b>	The content on the learning platform is logically structured: chronologically, thematically, or based on other coherent criteria.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Content such as folders, files, and pages are identifiable and named in a logical manner.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	The course is visually coherent and students have no difficulty identifying the elements it comprises.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Usability and visual aspects</b>	Fonts are easily readable. The text used is sufficiently large or can be enlarged.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Text is readable with the help of a screen reader. Headings use heading elements, the body text uses body text elements, and pictures are accompanied by descriptive text.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Videos and audio files are subtitled or transcribed, or the content is otherwise available in text form.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Material that is not accessible is clearly labelled as such.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Using the various tools provided is information secure. Content and materials are information secure.	5 <input type="checkbox"/>	4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Adapted from the eAMK Evaluation Tool for Online Implementations (Mari Varonen & Tuula Hohenthal 2017).

<https://www.eamk.fi/en/courses-offering/evaluation/>

Source: CAST (2019). Universal Design for Learning Guidelines. <http://udlguidelines.cast.org/>

